CONCLUSION

MAIN FINDINGS, DISCUSSION OF RESULTS, SUGGESTIONS OF THE STUDY, LIMITATION, SUGGESTIONS FOR FURTHER STUDY AND CONCLUSION

5.0 Main Findings:

After the interpretation of data, the investigator is in a position to draw the findings according to the objectives of the study. The present findings of the study are on the framed objectives. The main findings have been presented on the basis of items framed under each objective of the study.

5.01 Objective-1: To Study the Socio-economic and Cultural Barriers for Female Literacy among the different Primitive Tribal Groups Dropout from Literacy Programmes in Bolangir District of Orissa

The main findings in this section is based upon the hypothesis of the study i.e. “there exist no significant differences in the socio-economic and cultural barriers for literacy among the different PTG women dropouts of Bolangir District of Orissa”

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

Analysis of item no 1.1 shows that volunteer teacher has “minor problem” to “moderate problem” of unfriendly towards the learners for DK, LO, LS and DY. However, it was also observed that there exist no significant differences in between the DK Vs LO with regard to the volunteer teachers are unfriendly towards the learner whereas there exist significant differences in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY with respect to the above mentioned item.

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

Analysis of item no 1.2 of the study found that the DK, LO, LS and DY perceive the problem of the learners who were not disciplined in the centre from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with respect to learner who were not disciplined in the centre.
Item No. 1.3 Family was too Conservative in Outlook:

Analysis of item 1.3 of the study found that the DK, LO, LS and DY perceive the problem of too conservative in outlook of family from “minor problem” to the “moderate problem”. However there exists no significant difference in between the DK Vs LO, LS Vs DY in their response with regard to too conservative in outlook of family whereas there exist significant difference were observed on the same item in between the DK Vs DY, LO Vs LO and LO Vs DY.

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

Analysis of item 1.4 of the study found that the DK, LO, LS and DY perceive the problem of migration in search of work for months together was a huddle in attending literacy classes from “minor problem “to “moderate problem” for attending the literacy classes. However it was found that there exists significant differences in between the DK, LO, LS and DY response with regard to the above mentioned item.

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

Analysis of item 1.5 of the study found that tribal groups DK, LO, LS and DY perceive the problem of the unwillingness of family member from “minor problem” to “moderate problem” for attending literacy classes. However it was also found that that there exists significant difference in between the DK, LO, LS and DY response with regard to the above mentioned item.

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

Analysis of item 1.6 of the study found that the four primitive tribal groups i.e. DY, LS, LO and DY perceive the problem of literacy never a priority in our tradition from “minor problem” to “moderate problem” for attending the literacy centre. Further it was also found that that there no exist significant difference in between the DK Vs LO response with regard to literacy was never a priority in our tradition where as there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY response on the same item.

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

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

**Item No. 1.8 Volunteer Teacher did not belong to my Tribal Community:**

Analysis of item 1.8 of the study found that DK, LO, LS and DY perceive the problem of the volunteer teacher did not belong to my tribal community from “minor problem “to moderate problem”. Further it was found that there exists significant difference in between the DK, LO, LS and DY response with regard to the above mentioned item.

**Item No. 1.9 Married at a Young Age:**

Analysis of item 1.9 of the study found that the DK, LO, LS and DY perceive the problem of married at a young age from “minor problem” to “moderate problem” for attending the literacy classes. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard to above mentioned item.

**Item No. 1.10 Going to Adult Education Centre created problem in my Family:**

Analysis of item 1.0 of the study found that DK, LO, LS and DY perceive the going to adult education centre created problem in my family as a “minor problem” to “moderate problem” However it was found that there exist significant difference in between the DK, LO, LS and DY response with regard to above mentioned item.

**Item No. 1.11 Aged Parents wanted my presence in the Family:**

Analysis of item 1.11 of the study found that DK, LO, LS and DY perceive the aged parents wanted my presence in the family as a “minor problem” to “moderate problem” for attending the literacy classes. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard to above mentioned item.

**Item No. 1.12 Other Family Members did not pay attention to my Children:**

Analysis of item 1.12 of the study reveal that tribal DK, LO, DY, and LS perceive the other family members did not pay attention to my children from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard to other above mentioned item.
Item No. 1.13 Family Members did not take Interest in my Learning:

Analysis of item 1.13 of the study found that DK, LO, DY, DK and LS perceive the family members have no interest in my learning from “minor problem” to “moderate problem” for attending the literacy classes. Further it was found that there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY response with regard to family members did not take interest in my learning where as there exist no significant difference in between the LS Vs DY response with regard to same item.

Item No. 1.14 Responsibility to look after the Young Children in the Family:

Analysis of item 1.14 of the study found that the tribal groups i.e. DK, LO, LS and DY perceive responsibility to look after the young children in the family as a problem from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard to above mentioned item.

Item No. 1.15 Most of the Family Members were Illiterate and they did not understand the importance of Literacy:

Analysis of item 1.15 of the study found that tribal groups LO, DY, DK and LS perceive unable to understand the importance of literacy act as problem from “minor problem” to “moderate problem” for attending the literacy classes. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard to above mentioned item.

Item No. 1.16 Illness of Old Family Members prevented me to attend the Classes:

Analysis of item 1.16 of the study found that DK, LO, DY and LS perceive from “minor “to “moderate problem” for attending the literacy classes with regard to illness of old family members. Further it was found that there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY response with regard to illness of old family members prevented me to attend the classes where as there was no exist significant difference in between the LS Vs DY response with regard to same item.

Item No. 1.17 Could not go to the Centre because of Heavy Work in the Family:

Analysis of item 1.17 of the study found that heavy work in the family of DK LO, DY and LS perceive from “minor problem” to “moderate problem” for attending the
literacy centre. However there exist significant difference in between the DK, LO, LS and DY response with regard to same item.

**Item No. 1.18 Family Member showed their anger when I attended the Literacy Classes Regularly:**

Analysis of item 1.18 of the study found that DK, LO, DY and LS perceive the family members did not take interest in my learning as a problem from “minor problem” to “moderate problem” for attending the literacy centre. Further it was found that there exist significant difference in between the DK, LO, LS and DY with regard to above mentioned item.

**Item No. 1.19 Husband was having a Negative Attitude towards for getting me Literate:**

Analysis of item 1.19 of the study found that DK, LO LS, and DY perceive husband having a negative attitude towards for getting as a problem from “minor problem” to “moderate problem” for attending the literacy classes. Further found that there exists significant difference in between the DK, LO, LS and DY response with regard above mentioned item.

**Item No. 1.20 Family Functions led to my irregularity at attending the Literacy Classes:**

Analysis of item 1.20 of the study found that DK, LO, LS and DY perceive the family functions led to irregularity acting as a problem from “minor problem” to “moderate problem” for attending the literacy classes. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard above mentioned item.

**Item No. 1.21 Having more Work in the Family as my Family size is Large:**

Analysis of item 1.21 of the study found that DK, LO, LS and DY perceive that size of family acting as a problem from “minor problem” to “moderate problem” for attending to the literacy centre. However there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY with regard to large size of the family whereas there exist no significant difference in between the DK Vs LO and LS Vs DY response with regard to same item.

**Item No 1.22 Lack of Cooperation of the Village Leaders in the Learning Activities:**

Analysis of item 1.22 of the study found that DK, LO, LS and DY perceive lack of cooperation of village leaders in the learning activities from “minor problem” to “moderate
problem” for attending the literacy classes. Further it was found that there exist significant
difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY
response with regard to lack of cooperation of village leaders in the learning activities
where as there exist no significant difference in between the LS Vs DY response with
regard to above item.

**Item No. 1.23 Poor Motivation for group Learning in the Literacy Classes:**

Analysis of item 1.23 of the study found that DK, LO, DY and LS perceive poor
motivation for group learning in literacy classes from “minor problem” to “moderate
problem” for attending the literacy classes. Further it was found that there exist significant
difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and
LS Vs DY with regard to poor motivation for group learning in the literacy classes.

**Item No. 1.24 Unable to cope up with the Family burden and Literacy Classes:**

Analysis of item 1.24 of the study found that DK, LO, DY and LS perceive unable
to cope up with the family burden from “minor problem” to “moderate problem” for
attending the literacy classes. However there exist significant difference in between the DK
Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY with regard to cope up with the
family burden and literacy classes where as there exist no significant difference in between
the LS Vs DY response with regard to above item.

**Item No. 1.25 No Learning Environment in my Family for Adults:**

Analysis of item 1.25 of the study found that DK, LO, DY and LS perceive
learning environment in my family for adults from “minor problem” to “moderate
problem” for attending the literacy classes. Further it was found that there exist significant
difference in between the DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY and LS Vs
DY response with regard to no learning environment in my family for adults where as
there exist no significant difference in between the DK Vs LO response with regard to the
same item.

**Item No. 1.26 Attitude of my Family member was indifferent towards Adult
Education:**

Analysis of item 1.26 of the study found that DK, LO, DY and LS perceive attitude
of my family member was indifferent towards adult education from minor to moderate
problems for attending the literacy programme. However there exist significant difference
in between the DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY response with regard to
attitude of my family member was indifferent towards adult education where as that there exist no significant difference in between the LS Vs DY response with regard to the same item.

**Item No. 1.27 Usually get Tired after my days Hard Work:**

Analysis of item 1.27 of the study found that DK, LO, LS and DY usually tired after days hard work was acting as a barrier from “somewhat of a barrier” to “moderate barrier” to attending the literacy centre. Further It was found that there exist significant difference in between the DK, LO, LS and DY response with regard to above item.

**Item No. 1.28 Ill Health was not responsible for attending the Adult Education Classes:**

Analysis of item 1.28 of the study found that DK, LS, LO and DY perceive the problem my ill health was responsible for not attending the adult education classes from “somewhat of a barrier” to “moderate barrier”. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS, and LS Vs DY response with regard to ill heath was responsible for not attending the adult education classes whereas there exist no significant difference in between the LO Vs DY response with regard to the above item.

**Item No. 1.29 Lack of proper companion led to my dropout from Literacy Classes:**

Analysis of item 1.29 of the study found that DK, LO, DY and LS perceive ‘lack of proper companion from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY response with regard to lack of proper companion led to my dropout from literacy classes

**Item No. 1.30 Not self motivated to Learn:**

Analysis of item 1.30 of the study found that DK, LO, DY and LS perceive from “somewhat of a barrier” to “moderate barrier” for attending the literacy campaign. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY response with regard to lack of self-motivated to learn where as there exist no significant difference in between the LO Vs DY response with regard to the same item.
Item No. 1.31 Feeling that the Age of Study has Passed:

Analysis of item 1.31 of the study found that DK, LO, DY and LS perceive that age of the study has passed from “somewhat of a barrier” to “moderate barrier” for attending the literacy centre. However there exist significant difference in between the DK, LO, LS and DY response with regard to above mentioned item.

Item No. 1.32 Shy of asking questions to the Male Volunteer Teacher:

Analysis of item 1.32 of the study found that the four DK, LO, DY and LS perceive it “from somewhat of a barrier” to “moderate barrier” for attending the literacy centre. However there exists significant difference in between the DK, LO, LS and DY response with regard to above item.

Item No. 1.33 Faced difficulty in Reading:

Analysis of item 1.33 of the study found that DK, LO, DY and LS perceive difficulty in reading as a barrier “from somewhat of a barrier” to “moderate barrier” for attending the literacy programme. Further it was found that there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY with regard to difficulty in reading where as there exist no significant difference in between the LO Vs DY response with regard to above item.

Item No. 1.34 Faced difficult in Writing:

Analysis of item 1.34 of the study found that the four tribal group i.e. DK, LO, DY and LS perceive in difficult writing from “somewhat of a barrier” to “moderate barrier” for attending the literacy centre. Again it was found that there exist significant difference in between the DK, LO, LS and DY with regard to difficult in writing.

Item No. 1.35 Faced difficult in Arithmetic:

Analysis of item 1.35 of the study found that DK, LO, LS and DY perceive difficult in arithmetic from “somewhat of a barrier” to “moderate barrier” for attending the literacy centre. Again it was found that there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY response with regard to discouraged to attend classes after the whole day work where as there exist no significant difference in between the DK Vs LO on the same item.
**Item No. 1.36 No time left for attending to the Centres:**

Analysis of item 1.36 of the study found that DK, LO, DY and LS perceive no time left for attending to the centre from “somewhat of a barrier” to “moderate barrier” for attending the literacy programme. Further it was found that there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY response with regard no time left for attending to the centres where as there exist no significant difference in between LO Vs DY response with regard to same item.

**Item No. 1.37 Self Satisfaction from the Centre:**

Analysis of item 1.37 of the study found that LS perceive no self satisfaction from the centre acting as a barrier from “somewhat of a barrier” to “moderate barrier” for attending the literacy classes. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY with regard to no self satisfaction from the centre where as there exist no significant difference in between LO Vs DY response with regard above item.

**Item No. 1.38 Landlord did not permit to attend the Classes:**

Analysis of item 1.38 of the study found that DK, LO, LS and DY perceive landlord did not permit to attend the classes from “minor problem” to “moderate problem”. However there exist significant difference in between the DK, LO, LS and DY response with regard to above mentioned item.

**Item No. 1.39 After collecting Firewood, coming back in the Evening to the Classes was difficult for me:**

Analysis of item 1.39 of the study found that DK, LO, LS and DY perceive after collecting firewood, coming back in the evening to attend the classes difficult from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK, LO, LS and DY regard to after collecting fire wood, coming back in the evening to the classes was difficult for me.

**Item No. 1.40 No Classes for Vocational Learning of the Learners:**

Analysis of item 1.40 of the study found that DK, LO, LS and DY perceive no classes for vocational learning of the learners from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY with regard to no classes for
vocational learning of the learners where as there exist no significant difference in between the LS Vs DY regard to above item.

**Item No. 1.41 Insufficient Income by the Adult Members of my Family:**

Analysis of item 1.41 of the study found that DK, LO, LS and DY perceive insufficient income by the adult members of my family from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY response with regard to insufficient income by the adult members of my family where as there exist no significant difference in between the DK Vs LO response with regard to above item.

**Item No. 1.42 No specific Working hours in my Occupation:**

Analysis of item 1.42 of the study found that they perceive that no specific working hours in the occupation from “minor problem” to “moderate barrier” for attending the literacy centre. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS,LO Vs DY and LS Vs DY with regard to no specific working hours in the occupation.

**Item No. 1.43 Due to my Economic backwardness, I had no interest to become a Literate:**

Analysis of item 1.43 of the study found that DK, LO, LS and DY perceive it “minor problem” to “moderate problem”. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY with regard to due to my economic backwardness where as there exist no significant difference in between the DK Vs LO with regard to above item.

**Item No. 1.44 Adult Education Programme did not offer me any Occupational Training in my pursued Occupation:**

Analysis of item 1.44 of the study found that DK, LO, LS and DY perceive it “from “minor problem” to “moderate problem”. However there exist significant difference in between the DK, LO, LS and DY response with regard to Adult education programme did not offer me any occupational training in my pursued occupation

**Item No. 1.45 Poverty in the Family compelled me to dropout from Adult Education Centre:**

Analysis of item 1.45 of the study found that DK, LO, LS and DY perceive it from “minor problem” to “moderate problem” for attending the literacy centre. Further it was found that there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs
LS, LO Vs DY and LS Vs DY response with regard to poverty in my family compelled to dropout from adult education centre where as there exist no significant difference in between the DK Vs LO response with regard to same item.

**Item No. 1.46 Labour work outside when I am not engaged in any work in my Village:**

Analysis of item 1.46 of the study that the four tribal groups i.e. DK, LO, LS and DY perceive it from “minor problem” to “moderate problem”. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard to above item.

**Item No. 1.47 No provision for Productive Learning in the Literacy Classes:**

Analysis of item 1.41 of the study that DK, LO, LS and DY perceive no provision for productive learning in the literacy classes was a problem from “minor problem” to “moderate problem”. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY with regard to above item.

**Item No. 1.48 Tired to attend the Classes after my Domestic Chores:**

Analysis of item 1.48 of the study DK, LO, LS and DY perceive felt tired to attend the classes after domestic chores from was a problem from “minor problem” to “moderate problem” for attending the literacy classes. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY response with regard to felt tired to attend the classes after domestic chores where as there exist no significant difference in between the LO Vs DY response with regard to same item.

**Item No. 1.49 Insufficient Manpower in my Family to look after the Agricultural Activities:**

Analysis of item 1.49 of the study found that DK, LO, LS and DY perceive insufficient manpower in my family to look after the agricultural activities from “minor problem” to “moderate problem” for attending the literacy classes. Further it was found that there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY response with regard to insufficient manpower in my family to look after the agricultural activities where as there exists no significant difference in between the LS Vs DY response with regard to the same item.
Item No. 1.50 Unavailability of Employment in or near my Village during the Adult Education Programme:
Analysis of item 1.50 of the study found that DK, LO, LS and DY perceive unavailability of employment in or near my village during the adult education programme was a problem from “minor problem” to “moderate problem” for attending the literacy classes. However there exists significant difference in between DK, LO, LS and DY response with regard to above item.

Item No. 1.51 Immediate concern was to improve Family Economic Condition:
Analysis of item 1.51 of the study found that DK, LO, LS and DY perceive immediate concern improve economic condition of family was a problem from “minor problem” to “moderate problem” for their learning. However there exist significant difference in between the, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY response with regard to immediate concern to improve family economic condition where as there exists no significant difference in between the DK Vs LO response with regard to the same item.

Item No. 1.52 Too busy in my Farm Work for supporting Family:
Analysis of item 1.52 of the study found that DK, LO, LS and DY perceive too busy in my farm work for supporting family acting as a problem from “minor problem” to “moderate problem”. It was found that there exist significant difference in between the DK, LO, LS and DY response with regard too busy in my farm work for supporting family.

Item No. 1.53 Did not find any tangible outcome of Literacy for increasing Family Income:
Analysis of item 1.53 of the study found that DK, LO, LS and DY perceive no tangible outcome of literacy for increasing my family income from “minor problem” to “moderate problem” for attending the literacy class. Further it was found that there exist significant difference in between the DK, LO, LS and DY response with regard did not find any tangible outcome of literacy for increasing family income.

Item No. 1.54 Early Marriage is prevalent in our Culture:
Analysis of item 1.54 of the study found that DK, LO, LS and DY perceive the problem of the early marriage is prevalent in my culture from “less prominent problem” to “prominent problem”. Further It was found that there exist significant difference in between the DK Vs LO, and LO Vs LS, LO Vs DY response with regard to early marriage
in prevalent my culture where as there exist significant difference in between the DK Vs LS, LO Vs LS and LS Vs DY response with regard to the above item.

**Item No. 1.55 No separate sitting arrangement for Women:**

Analysis of item 1.55 of the study found that DK, LO, LS and DY perceive the problem of the no separate sitting arrangement for women from “less prominent problem” to “prominent problem” for attending literacy centre. Further it was found that there exist significant difference in between the DK Vs LS, DK Vs LS and LO Vs DY response with regard to no separate sitting arrangement whereas there no exist significant difference in between the DK Vs DY, LS Vs DY with respect to above item.

**Item No. 1.56 Festivals of different Communits created irregular Functioning of the Centre:**

Analysis of item 1.56 of the study found that DK, LO, DY and LS perceive festivals of different communits created irregular functioning of the centre act as “less prominent problem” to “prominent problem” for attending the literacy centre. Further it was found that there exist significant difference in between the DK Vs LS, LO Vs LS, LO Vs DY and LS Vs DY response with regard to festivals of different communits created irregular functioning of the centre whereas there exist no significant difference in between the DK Vs LS and DK Vs DY response with regard to the above item.

**Item No. 1.57 Learning through Cultural Programme was not practiced in the Adult Education Centre:**

Analysis of item 1.57 of the study found that DK, LO, DY and LS perceive learning through cultural programme was not practiced in the adult education centre act as “less prominent problem” to “prominent problem” for attending the literacy centre. it was found that there exist significant difference in between the DK Vs LS, LO Vs LS and LS Vs DY response with regard to learning through cultural programme was not practiced in the adult education centre where as there exist no significant difference in between the DK Vs LS and DK Vs DY response with regard to the above.

**Item No. 1.58 Youth Dormitory of our Culture was a Hindrance for attending the Literacy Programme:**

Analysis of item 1.58 of the study found that DK, LO, DY, and LS perceive youth dormitory of our culture was a hindrance for attending the literacy programme act as “less prominent problem” to “prominent problem” for attending the literacy centre. Further, it was found that there exist significant difference in between the DK Vs LO, LO Vs LS, LO
Vs DY and LS Vs DY response with regard to youth dormitory of our culture was a hindrance for attending the literacy programme where as there exist no significant difference in between the DK Vs LS and DK Vs DY response with regard to the above.

**Item No. 1.59 No Cultural Awareness Programme in the Centre:**

Analysis of item 1.59 of the study found that DK, LO and DY perceive no cultural awareness programme in the centre from “less prominent problem” to “moderate problem”. It was found that there exist significant difference in between the LO Vs LS and LS Vs DY response with regard to male literacy was more preferred than female literacy in our culture where as there exist no significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY and LO Vs DY response with regard to the same item.

**Item No. 1.60 Male Literacy was more preferred than Female Literacy in our Culture:**

Analysis of item 1.60 of the study found that DK, LO, LS and DY perceive “Male Literacy was more preferred than female literacy in our culture” was a problem from “less prominent problem” to “moderate problem”. However there exist significant difference in between the DK Vs LO, LO Vs LS, LO Vs DY and LS Vs DY response with regard to male literacy was more preferred than female literacy in our culture where as there exist no significant difference in between the DK Vs LS, DK Vs DY response with regard to the same item.

**Item No. 1.61 Helping their Husband in the Agriculture:**

Analysis of item 1.61 of the study found that DK, LS, LO and DY perceive “helping their husband in the agriculture” from “less prominent problem” to “moderate problem”. It was found that there exist significant difference in between the DK Vs LS, LO Vs LS, LO Vs DY and LS Vs DY response with regard helping their husband in agriculture where as there exist no significant difference in between the DK Vs LO, DK Vs DY response with regard to the same item.

**Item No. 1.62 Discrimination against Women’s Literacy is deeply rooted in our rotted Tribal Culture:**

Analysis of item 1.62 of the study found DK, LO and DY perceives “discrimination against women’s literacy is deeply rooted in our rotted tribal culture.” from “less prominent problem” to “moderate problem”. However there exist significant difference in between the DK Vs LS, LO Vs LS and LO Vs DY response with regard discrimination
against women’s literacy is deeply rooted in our tribal culture where as there exist no significant difference in between the LO Vs DY, DK Vs LO, DK Vs DY response with regard to the same item.

**Item No. 1.63 Restriction for Women to go out in the Evening prevails in our Culture:**

Analysis of item 1.63 of the study DK, LO, LS and DY perceive it from “less prominent problem” to “prominent problem”. However there exist significant difference in between the DK Vs LO, LO Vs LS and LO Vs DY response with regard to restriction for women to go out in the evening prevails in our culture where as there exist no significant difference in between the DK Vs LS, DK Vs DY, LS Vs DY response with regard to the same item.

**5.02 Objective-II: To Analyze the Institutional and Geographical Barriers of Learning for PTG Women Dropouts:**

The main finding in this section is based upon the hypothesis of the study i.e. “there exist no significant differences among different PTG women dropouts with regard to the institutional and geographical barriers of learning for women learners”.

**Item No. 2.1 PTG Learner’s Perception on Physical Facilities as a Barrier in the Literacy Centre (Pooled item from 1 to 22):**

It was found that four tribal groups i.e. DK, LO, LS and DY perceive it from “somewhat of a barrier” to “a moderate barrier” in the literacy centre. However there exist no significant difference in between the LO Vs LS responses with respect to physical facilities as a barriers in the literacy centre where as there exist significant difference in between the DK Vs LS, DK Vs DY, DK Vs LO, LO Vs DY and LS Vs DY with respect to the same item.

**Item No. 2.2 PTG Learner’s Perception on Learning Environment as a Barrier in the Literacy Centre (Pooled item from 23 to 33):**

It was found that DK, LO, LS and DY perceive learning environment was “Minor problem” to “moderate problem” for attending the literacy class. However there exist no significant difference in between the LS Vs DY response with respect to learning environment as a problem in the literacy where as there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY on the same item.
Item No. 2.3 PTG Learner’s Perception on Volunteer Teacher related Barriers (Pooled item from 34 to 58):
The analyses of the data reveal that volunteer teacher related problem was “minor problem” to “moderate problem” for attending the literacy programme. Further It was found that there exist no significant difference in between the DK Vs LO women response with respect to volunteer teacher related problem in the literacy centre where as there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS ,LO Vs DY and LS Vs DY on the same item.

Item No. 2.4 PTG Learner’s Perception on Centre related Barriers (Pooled item from 59 to 71):
The analysis reveals that the four tribal groups DK, LO, LS and DY perceive it “prominent problem” to “more prominent problem”. Further it was found that there exist no significant difference in between the DK Vs LO women response with respect to centre related barriers where as it was found that there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY on the same item.

Item No. 2.5 PTG Learner’s Perception on Administration related Barriers (Pooled item from 72 to 79):
The analyses reveals DK, LO, LS and DY perceive that administration related barriers from “somewhat of a barrier” to “moderate barrier” in adult education centre. Further It was found that the data reveal it indicates that there exist no significant difference in between the DK Vs LO responses with respect to administration related barriers where as there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY on the same item.

Item No. 2.6 PTG Learner’s Perception on Material related Barriers (Pooled item from 80 to 88):
The analyses reveal that DK, LO, LS and DY perceive that material related barriers from “somewhat of a barrier” to “minor moderate barrier”. Further it was found that there exist no significant difference in between the DK Vs LO response with respect to material related barriers whereas there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY on the same item.

Item No. 2.7 PTG Learner’s Perception on Geographical Barriers (Pooled item from 89 to 98):
The analysis reveal that DK, LO, LS and DY perceive that geographical barriers from “somewhat a barrier” to “minor moderate barrier”. Further it was found that there
exist no significant difference in between the LO Vs DY women response with respect to geographical barrier whereas DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY on the same item.

**Item No. 2.8 Regression Coefficient on Learner’s Perception of Physical Facilities available at the Centre (Dongria Kandha: Age as dependent variable):**

The $R^2$ value for 22 physical related barriers was found to be 0.08. This implies that Physical related barriers in the literacy centre had only 8% contribution for affecting the learning process of DK dropouts with respect to their age group differentials being constant. However there exist no significant differences in the opinion of the DK primitive tribal women group with regard to the availability of physical facilities in the literacy centres irrespective of their age group.

The Multiple Regression Equation shows that the variables like inadequate use of audio-visual aids, inadequacy of black boards, inadequacy of sports materials, inadequate ventilation mechanisms, inadequacy of books in the library, inadequacy of portable water facilities, inadequacy of space in the learning, inadequate supply of lanterns, lack of timely supply of kerosene, lack of adequate lighting arrangement, irregular supply of news papers, inadequacy of Sitting arrangement, lack of provision of electricity arrangement and no provision of issue of book were the physical facilities related barriers faced by DK the different primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.9 Regression Coefficient on Learner’s Perception of Physical Facilities available at the Centre (Lodha: Age as dependent variable):**

The $R^2$ value for 22 physical related barriers was found to be 0.12. This implies physical barriers in the literacy Centre had only 12% contribution to be constrained as barrier in different literacy Centres.

However there exist no significant difference in the opinion of the LO primitive tribal women group with regard to the availability of physical facilities i.e. did not use audio-visual aids during teaching, inadequate of ventilation mechanisms in the centre, inconvenient location of the centre, invaluable of hygienic environment around the centre and no supply of kerosene to the centre irrespective of their age group. inadequacy of fan arrangement, inadequacy of black boards, inadequacy of Sports materials, inadequacy of books in the library written in mother tongue, inadequacy of space in the learning,
inadequacy of separate latrines and urinals, inadequate supply of lanterns, lack of adequate lighting arrangement, irregular supply of news papers, inadequacy of sitting arrangement, lack of provision of electricity arrangement, no provision of Issue of book and no provision of the library with relating to their age group. Further it was found that there exist significant differences in the opinion of the LO Primitive tribal women with regard to physical facilities related barrier i.e. no separate sitting arrangement and inadequacy of recreation facilities with relating to their age group.

The Multiple Regression Equation shows that the variables like Inadequate use of audio-visual aids, inadequacy of black boards, inadequacy of sports materials, inadequate ventilation mechanisms, inadequacy of portable water facilities, inadequacy of space in the learning, lack of Hygienic environment, inadequacy of recreation facilities, inadequacy of sitting arrangement, lack of provision of electricity arrangement, no provision of issue of book, no provision of the library were the physical facilities related barriers faced by LO primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

Item No. 2.10 Regression Coefficient on Learner’s Perception of Physical Facilities available at the Centre (Lanjia Saora: Age as dependent variable):

The R² value for 22 physical related barriers was found to be 0.10. This implies that physical barriers in the literacy centre had only 10% contribution to be constrained as barrier in different literacy Centres.

However it was found there exist no significant difference in the opinion of the LO primitive tribal women group with regard to the availability of physical facilities i.e. inadequacy of fan arrangement in the centre, inadequate use of audio-visual aids during teaching, inadequacy of black boards, inadequacy of sports materials, inadequate of ventilation mechanisms in the centre, inadequacy of book in the library with relating to their age group, inadequacy of portable water facilities in the centre, inadequacy of sitting arrangement, inconvenient location of the centre. Further it was found that there exist significant differences in the opinion of the LS Primitive tribal women with regard to physical facilities related barrier i.e. inadequacy of portable water facilities in the centre recreation facilities with relating to their age group.

The Multiple Regression Equation shows that the variables like inadequacy of portable water facilities, separate sitting arrangement, inadequacy of separate latrines and
urinals, separate sitting facilities for women, inadequate supply of lanterns, irregular supply of news papers, lack of provision of electricity arrangement, no provision of Issue of book and no provision of the library were the physical facilities related barriers faced by LS primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.11 Regression Coefficient on Learner’s Perception of Physical Facilities available at the Centre (Didayi: Age as dependent variable):**

The $R^2$ value for 22 physical related barriers was found to be 0.14. This implies that physical barriers in the literacy centre had only 14% contribution to be constrained as barrier in different literacy centres.

However it was found there exist no significant difference in the opinion of the DY primitive tribal women group with regard to the availability of physical facilities i.e. inadequacy of fan arrangement, inadequate use of audio-visual aids, inadequacy of Black Boards inadequacy of sports materials, inadequate ventilation mechanisms, inadequacy of portable water facilities, no separate sitting arrangement, inconvenient location, inadequacy of space in the learning inadequacy of separate latrines and urinals, separate sitting facilities for women lack of Hygienic environment, lack of timely supply of kerosene, inadequacy of recreation facilities lack of provision of electricity arrangement, irregular supply of news papers, inadequacy of Sitting arrangement, no provision of issue of book, no provision of the library. Further it was found that there exist significant difference in the opinion of the DY Primitive tribal women with regard to physical facilities related barrier i.e. inadequacy of books in the library written in mother tongue, inadequate supply of lanterns and lack of adequate lighting arrangement.

The Multiple Regression Equation shows that the variables like inadequacy of fan arrangement, inadequate use of audio-visual aids, no separate sitting arrangement, inconvenient location, Separate sitting facilities for women, inadequate supply of lanterns, lack of timely supply of kerosene, inadequacy of recreation facilities, irregular supply of news papers, lack of provision of electricity arrangement, no provision of Issue of book and no provision of the library were the physical facilities related barriers faced by DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning.
Item No. 2.12 Regression Coefficient on Learner’s Perception of Learning Environment available at the Centre (Dongria Kandha: Age as dependent variable):

The $R^2$ value for 11 learning environment related barriers was found to be 0.09. This implies that environmental related barriers in the literacy Centre had only 9% contribution to be constrained as barrier in different literacy Centre.

However it was found that there exist no significant difference in the opinion of the respondents with regard to learning environmental related barrier i.e. lack of cooperation of the village leaders, poor motivation for group learning, no encouragement from volunteer teacher, rainy and summer season affected the learning, no encouragement from my family members, no encouragement from volunteer teachers, no encouragement from others associated with the learner and negative attitude of family members for women learning in the literacy Centres. not self motivated for learning, to make learning interesting in the literacy Centres irrespective of the their age group. Further it was found that there exist significant differences in the opinion of the respondents (DK) with regard to learning environmental related barrier i.e. none availability of library facilities, lack of attractive cultural programme irrespective of their age group.

The multiple Regression Equation shows that the variable like no encouragement from my family members, rainy and summer season affected the learning, lack of attractive cultural, negative attitude of family members for women learning, not self motivated for learning, unable to make learning interesting were the learning environment related barriers faced by DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

Item No. 2.13 Regression Coefficient on Learner’s Perception of Learning Environment available at the Centre (Lodha: Age as dependent variable):

The $R^2$ value for 11 learning environment related barriers was found to be 0.08. This implies that environmental related barriers in the literacy centre had only 8% contribution to be constrained as barrier in different literacy centre.

However there exist no significant difference in the opinion of the respondents with regard to learning environmental related barrier i.e. poor motivation for group learning, no encouragement from my family members, none availability of library facilities, lack of attractive cultural programme, negative attitude of family members, not self motivated for learning, unable to make learning interesting in the literacy Centre irrespective of the age
Further it was found that there exists significant difference in the opinion of the respondents (DK) with regard to learning environmental related barrier i.e. lack of cooperation of the village leaders, no encouragement from Instructors, none availability of library facilities, lack of attractive cultural programme, negative attitude of family members, not self motivated for learning in the literacy Centre irrespective of their age group.

The multiple Regression Equation shows that the variable like Rainy and summer season affected the learning, no encouragement from others associated with the learner were the learning environment related barriers faced by the LO primitive tribal women irrespective of different age group which acted as a barrier to their learning.

**Item No. 2.14 Regression Coefficient on Learner’s Perception of Learning Environment available at the Centre (Lanjia Saora: Age as dependent variable):**

The $R^2$ value for 11 learning environment related barriers was found to be 0.37. It implies that environmental related barriers in the literacy centre had only 37% contribution to be constrained as barrier in different literacy centre.

However it was found that there exists no significant difference in the opinion of the respondents with regard to learning environmental related barrier i.e. lack of cooperation of the village leaders, poor motivation for group learning, no encouragement from my family members, no encouragement from volunteer teachers, none availability of library facilities, rainy and summer season affected the learning, lack of attractive cultural, no encouragement from others associated with the learner, negative attitude of family members for women learning, not self motivated for learning, unable to make teaching-learning Process interesting irrespective of their age group.

The multiple Regression Equation shows that the variable like were poor motivation for group learning, lack of attractive cultural programme at the centre, volunteer-teacher unable to make learning interesting were environment related barriers faced by the LS primitive tribal women irrespective of different age group which acted as a barrier to their learning.
Item No. 2.15 Regression Coefficient on Learner’s Perception of Learning Environment available at the Centre (Didayi: Age as dependent variable):

The $R^2$ value for 11 learning environment related barriers was found to be 0.07. It implies that environmental related barriers in the literacy centre had only 7% contribution to be construed as barrier in different literacy centre.

However it was found that there exist no significant difference in the opinion of the respondents with regard to learning environmental related barrier i.e. lack of cooperation of the village leaders, poor motivation for group learning, no encouragement from my family members, no encouragement from volunteer teachers, none availability of library facilities, rainy and summer season affected the learning, lack of attractive cultural, no encouragement from others associated with the learner, negative attitude of family members for women learning, not self motivated for learning, unable to make teaching-learning Process interesting faced by DY primitive tribal women at literacy centre with to their age group.

The Multiple Regression Equation shows that the variable like lack of cooperation of the village leaders in the learning activities, poor motivation for group learning and lack of attractive cultural programme at the centre were learning environment related barriers faced by the DY primitive tribal women irrespective of different age group which acted as a barrier to their learning.

Item No. 2.16 Regression Coefficient of Volunteer Teacher related Barrier (Dongria Kandha: Age as dependent variable):

The $R^2$ value for 25 volunteer teacher related barriers was found to be 0.10. It implies that instructor related barrier in the literacy centre had only 10% contribution to be construed as barrier in different literacy centre.

However it was found that that there exists no significant difference in the opinion of the respondents with regard to volunteer teacher related barrier i.e. irregular in conducting the classes, improper dealing with female learners, no examples during teaching, male volunteer teacher behaved him/herself as a teachers, volunteer teacher used the standard Oriya language for teaching instead of the local and colloquial language, not adequately motivated, not motivated to manage the learning centres, did not use local folk song, dress, inadequate training, no availability of qualified volunteer teacher, poor relationship between volunteer teacher and the learners, not able to answer to the volunteer
teacher questions, volunteer teacher lacked a good and pleasing voice, irregular attendance of the volunteer-teacher, limited knowledge was only to literacy, rigid towards the learners, did not pass the needed skills to teach arithmetic, unsuitable methods of teaching of volunteer teacher, lack of co-operation between volunteer teacher and adult learners, lack of cordial relationship between volunteer teacher relations with villager, shyness of the men volunteers to teach women learners, lack of skill of the volunteer teacher to use audio visual aids, did not correlate teaching to occupation, and did not give examples during teaching irrespective of their age group.

The Multiple Regression Equation shows that the variable like were irregular in conducting the classes, improper dealing with female learners, no examples during teaching Behaved him/herself as a teachers, not adequately motivated, poor relationship between volunteer teacher and the learners, unable to answer to the volunteer teacher questions, rigid towards the learners, did not pass the needed skills to teach arithmetic, lack of cooperation between volunteer teacher and adult learners, lack of skill of the volunteer teacher to use audio visual aids, did not correlate teaching to occupation volunteer teacher related barriers faced by the DK primitive tribal women irrespective of different age group which acted as a barrier to their learning

**Item No. 2.17 Regression Coefficient of Volunteer Teacher related Barrier (Lodha: Age as dependent variable):**

The $R^2$ value for 25 volunteer teacher related barriers was found to be 0.08. It implies that instructor related barrier in the literacy Centre had only 8% contribution to be constrained as barrier in different literacy Centre.

However it was found that exist no significant difference in the opinion of the respondents with regard to volunteer teacher related barrier i.e. with to Irregular in conducting the classes, Improper dealing with female learners, no examples during teaching, male volunteer teacher, Behaved him/herself as teachers to the adult learner, use the standard Oriya language for teaching instead of the local and colloquial language, not adequately motivated to teach because of low remuneration, not motivated to manage the learning Centres, not use local folk song, in the Centres, inadequate training given to the volunteer teacher made them feel Incompetent to teach the lessons, in availability of qualified instructors, poor relationship between volunteer teacher and the learners, unable to answer to the volunteer teacher questions, lacked a good and pleasing voice, irregular
attendance of the instructor, limited knowledge only to literacy, rigid towards the learners, did not pass the needed skills to teach arithmetic, unsuitable methods of teaching of volunteer-teacher, lack of co operation between instructor and adult learners, lack of cordial relationship between volunteer teacher relations with villager, shyness of the men volunteers to teach women learners, lack of skill of the instructor to use audio visual aids in the centre, did not correlate teaching to occupation of the tribal people and did not give examples during teaching their age group.

The Multiple Regression Equation shows that the variable like irregular in conducting the classes, improper dealing with female learners, behaved him/herself as teachers to the adult learner, not motivated to manage the learning centres, not use local folk song, the centres. Inadequate training given to the volunteer teacher made them feel incompetent to teach the lessons, lacked a good and pleasing voice, irregular attendance of the instructor, Limited knowledge only to literacy, rigid towards the learners, did not pass the needed skills to teach arithmetic, unsuitable methods of teaching of volunteer-teacher, lack of co operation between instructor and adult learners, did not give examples during teaching were volunteer teacher related barriers faced by the LO primitive tribal women irrespective of different age group which acted as a barrier to their learning.

**Item No. 2.18 Regression Coefficient of Volunteer Teacher related Barrier (Lanjia Saora: Age as dependent variable):**

The $R^2$ value for 25 volunteer teacher related barriers was found to be 0.10. It implies that instructor related barrier in the literacy centre had only 10% contribution to be constrained as barrier in different literacy centre.

However it was found that there exist no significant difference in the opinion of the respondents with regard to volunteer teacher related barrier i.e. irregular in conducting the classes, improper dealing with female learners, no examples during teaching, male volunteer teacher, behaved him/herself as teachers to the adult learner, use the standard Odia language for teaching instead of the local and colloquial language, not adequately motivated to teach because of low remuneration, not motivated to manage the learning Centres, not use local folk song, in the Centres. Inadequate training given to the volunteer teacher made them feel incompetent to teach the lessons, in availability of qualified instructors, poor relationship between volunteer teacher and the learners, un able to answer to the volunteer teacher questions, lacked a good and pleasing voice, irregular attendance.
of the instructor, limited knowledge only to literacy, rigid towards the learners, did not pass the needed skills to teach arithmetic, unsuitable methods of teaching of volunteer-teacher, lack of co operation between instructor and adult learners, lack of cordial relationship between volunteer teacher relations with villager, shyness of the men volunteers to teach women learners, lack of skill of the instructor to use audio visual aids in the centre, did not correlate teaching to occupation of the tribal people and did not give examples during teaching.

The Multiple Regression Equation shows that the variable like irregular in conducting the classes, no examples during teaching, behaved him/herself as teachers to the adult learner use the standard Oriya language for teaching instead of the local and colloquial language, not use local folk song, in the Centres. inadequate training given to the volunteer teacher made them feel Incompetent to teach the lessons, un able to answer to the volunteer teacher questions, lacked a good and pleasing voice, rigid towards the learners, did not pass the needed skills to teach arithmetic, Shyness of the men volunteers to teach women learners, lack of skill of the instructor to use audio visual aids in the centre, did not correlate teaching to occupation of the tribal people and did not give examples during teaching were volunteer teacher related barriers faced by the LS primitive tribal women irrespective of different age group which acted as a barrier to their learning.

**Item No. 2.19 Regression Coefficient of Volunteer Teacher related Barrier (Didayi: Age as dependent variable):**

Thus volunteer teacher related barrier in the literacy centre had only 12% contribution to be constrained as barrier in different literacy centre. However there exist no significant differences in the opinion of the respondents with regard to volunteer teacher related barrier i.e. improper dealing with female learners, Irregular classes, no examples during teaching, male volunteer teacher, behaved him/herself as teachers to the adult learner, use the standard Oriya language for teaching, inadequately motivated, not motivated to manage the learning centres, not use local folk song, inadequate training, incompetent to teach the lessons, in availability of qualified volunteer teachers, Poor relationship between volunteer teacher and the learners, un able to answer to the volunteer teacher questions, lacked a good and pleasing voice, irregular attendance, rigid towards the learners, did not pass the needed skills to teach arithmetic. Unsuitable methods of teaching, lack of co operation between volunteer teachers, lack of skill of the volunteer teacher to
use audio visual aids in the centre. no correlate between teaching and occupation of the tribal people, did not give examples during teaching, lack of cordial relationship between volunteer teacher relations with villager, Shyness of the men volunteers to teach women learners.

Further it was found that there exist significant differences in the opinion of the respondents (DY) with regard to volunteer teacher related barrier i.e. Limited knowledge only to literacy

The multiple Regression Equation shows that the variable like Instructor was a male, behaved him/herself as a teachers, instructor used the standard Oriya language for teaching instead of the local and colloquial language, was not motivated to manage the learning Centres., no availability of qualified instructors, poor relationship between instructor and the learners, not able to answer to the instructors questions, rigid towards the learners, did not pass the needed skills to teach arithmetic, shyness of the men volunteers to teach women learners were volunteer teacher related barriers faced by the DY primitive tribal women irrespective of different age group which acted as a barrier to their learning.

**Item No. 2.20 Regression Coefficient of Centre related Barrier (Dongria Kandha: Age as dependent variable):**

The $R^2$ value for 13 Centre related barriers was found to be 0.45. This implies that centre related barriers have only 45% contribution for affecting the learning process of DK with respect to their age group differentials being constant

However there exist no significant difference in the opinion of the DK with regard to Centre related barrier i.e. too long duration of the teaching in the centre, inadequate maintenance of the centre, lack of attractive programmers’ at the centre, no flexibility learning period for the learners, no community involvement in the management, no incentive like meal and Tiffin, not use local folk songs by volunteer teacher, lack of any entertainment programme in the centres, no emphasis on appropriate teaching-learning method ,wrong timing of the centre, Political people interfered in the management, centre was the volunteer teacher's house and inadequate management of the centre irrespective of their age.

The Multiple Regression Equation shows that the variables like inadequate maintenance of the centre, no flexibility learning period for the learners, no community involvement in the management, lack of any entertainment programme in the centres, no
emphasis on appropriate teaching-learning method, wrong timing of the centre and inadequate management of the centre were centre related barriers faced by DK primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.21 Regression Coefficient of Centre related Barrier (Lodha: Age as dependent variable):**

The R² value for 13 Centre related barriers was found to be 0.08. This implies that centre related barriers have only 8% contribution for affecting the learning process of LO with respect to their age group differentials being constant.

However it was found that there exist no significant difference in the opinion of the LO with regard to centre related barrier i.e. too long duration of the teaching in the centre, inadequate maintenance of the centre, lack of attractive programmers’ at the centre, no flexibility learning period for the learners, no community involvement in the management, no incentive like meal and Tiffin, not use local folk songs by volunteer teacher, lack of any entertainment programme in the centres, no emphasis on appropriate teaching-learning method ,wrong timing of the centre, centre was the volunteer teacher's house and inadequate management of the centre irrespective of their age group. Further it was found that there exist significant differences in the opinion of the respondents (LO) with regard to centre related barrier i.e. political people interfered in the management irrespective of their age group.

The Multiple Regression Equation shows that the variables like too long duration of the teaching in the centre, no community involvement in the management, no incentive like meal and Tiffin, not use local folk songs by volunteer teacher, lack of any entertainment programme in the centres, no emphasis on appropriate teaching-learning method were centre related barriers faced by LO primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.22 Regression Coefficient of Centre related Barrier (Lanjia Saora: Age as dependent variable):**

The R² value for 13 Centre related barriers was found to be 0.09. This implies that centre related barriers have only 9% contribution for affecting the learning process of LS with respect to their age group differentials being constant.

However it was found that there exist no significant difference in the opinion of the LS primitive tribal women group with regard to Centre related barrier i.e. inadequate
maintenance of the centre, lack of attractive programmers’ at the centre, no flexibility learning period for the learners, no community involvement in the management, no incentive like meal and Tiffin, not use local folk songs by volunteer teacher, lack of any entertainment programme in the centres, no emphasis on appropriate teaching-learning method, wrong timing of the centre, Political people interfered in the management, centre was the volunteer teacher’s house and inadequate management of the centre irrespective of their age group. Further it was found that there exist significant differences in the opinion of the LS primitive tribal women group with regard to centre related barrier i.e. too long duration of teaching.

The Multiple Regression Equation shows that the variables like inadequate maintenance of the centre, no community involvement in the management, no incentive like meal and Tiffin, not use local folk songs by volunteer teacher, lack of any entertainment programme in the centres, Political people interfered in the management, centre was the volunteer teacher's house and inadequate management of the centre were centre related barriers faced by LS primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.23 Regression Coefficient of Centre related Barrier (Didayi: Age as dependent variable):**

The $R^2$ value for 13 Centre related barriers was found to be 0.07. This implies that Centre related barriers have only 7% contribution for affecting the learning process of DY with respect to their age group differentials being constant.

However it was found there exist no significant difference in the opinion of the respondents with regard to Centre related barrier i.e. too long duration of the teaching in the centre, inadequate maintenance of the centre, lack of attractive programmers’ at the centre, no flexibility learning period for the learners, no community involvement in the management, no incentive like meal and Tiffin, not use local folk songs by volunteer teacher, lack of any entertainment programme in the centres, no emphasis on appropriate teaching-learning method, wrong timing of the centre, Political people interfered in the management, centre was the volunteer teacher’s house and inadequate management of the centre irrespective of their age.

The Multiple Regression Equation shows that the variables like too long duration of the teaching in the centre, inadequate maintenance of the centre, lack of attractive
programmers’ at the centre, no flexibility learning period for the learners, no community involvement in the management, no incentive like meal and Tiffin, not use local folk songs by volunteer teacher, wrong timing of the centre, Political people interfered in the management, centre was the volunteer teacher’s house and inadequate management of the centre were centre related barriers faced by DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.24 Regression Coefficient of Administration related Barrier (Dongria Kandha: Age as dependent variable):**

The $R^2$ value for 8 administration related barriers was found to be 0.25. This implies that administration related barriers have only 25% contribution for affecting the learning process of DK with respect to their age group differentials being constant.

However it was found that there exist significant differences in the opinion of the respondents (DK) with regard to administration related barrier i.e. lack of involvement of village sarpanches in learning activities, lack of interest among the coordinators, dormant period during literacy programme, irregular payments to functionaries irregularity of the volunteer teacher in the centre lack of conveyance facility for the officials to coordinate the activities of the centre Inadequate fund to manage the day today affairs of the centre irrespective of their age group. Further it was that there exist significant difference in the opinion of the respondent with regard to administration related barrier i.e. lack of cooperation from government officials irrespective of their age group.

The Multiple Regression Equation shows that the variables like were lack of interest among the coordinators, lack of conveyance facility for the officials to coordinate the activities of the centre and inadequate fund to manage the day today affairs administration related barriers faced by DK primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.25 Regression Coefficient of Administration related Barrier (Lodha: Age as dependent variable):**

The $R^2$ value for 8 administration related barriers was found to be 0.28. This implies that administration related barriers have only 28% contribution for affecting the learning process of LO with respect to their age group differentials being constant.

However it was found that there exists no significant difference in the opinion of the respondent with regard to administration related barrier i.e. Lack of involvement of
village sarpanches in learning activities, lack of interest among the coordinators, dormant period during literacy programme. Irregular payments to functionaries, irregularity of the volunteer teacher in the centre, lack of conveyance facility for the officials to coordinate the activities of the centre and inadequate fund to manage the day today affairs of the centre irrespective of their age group. Further it was found that there exist significant differences in the opinion of the respondents (LO) with regard to administration related barrier i.e. lack of cooperation from the government officials irrespective of their age group.

The Multiple Regression Equation shows that the variables like were lack of involvement of village sarpanches in learning activities, dormant period during literacy programme, irregular payments to functionaries, related barriers faced by LS primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

Item No. 2.26 Regression Coefficient of Administration related Barrier (Lanjia Saora: Age as dependent variable):

The $R^2$ value for 8 administration related barriers was found to be 0.15. This implies that administration related barriers have only 15% contribution for affecting the learning process of LS with respect to their age group differentials being constant.

However there exist no significant difference in the opinion of the respondent with regard to administration related barrier i.e. lack of involvement of village sarpanches in learning activities, not having adequate fund to manage the day today affairs, lack of cooperation from government officials at literacy Centres irrespective of their age group. Further it was found that there exist significant differences in the opinion of the respondents (LS) with regard to Administration related barrier i.e. lack of interest among the coordinators, dormant period during literacy programme, irregular payments to functionaries, irregularity of the instructor in the Centre, lack of conveyance facility for the officials to coordinate the activities of the Centres irrespective of their age group.

The Multiple Regression Equation shows that the variables like lack of involvement of village sarpanches in learning activities, lack of interest among the coordinators, lack of conveyance facility for the officials to coordinate the activities of the centre, not having adequate fund to manage the day today affairs, officials were the administration related barriers faced by LS primitive tribal women irrespective of different age groups which acted as a barrier to their learning.
Item No. 2.27 Regression Coefficient of Administration related Barrier (Didayi: Age as dependent variable):

The $R^2$ value for 8 administration related barriers was found to be 0.35. This implies that administration related barriers have only 35% contribution for affecting the learning process of DY with respect to their age group differentials being constant.

However it was found that there exist no significant difference in the opinion of the respondent with regard to administration related barrier i.e. lack of involvement of village sarpanches in learning activities, lack of interest among the coordinators, dormant period during literacy programme, irregular payments to functionaries, irregularity of the volunteer teacher in the Centre, lack of conveyance facility for the officials to coordinate the activities of the centre, Inadequate fund to manage the day today affairs of the Centre and lack of cooperation from government officials irrespective of their age group.

The Multiple Regression Equation shows that the variables like lack of interest among the coordinators, dormant period during literacy programme, lack of conveyance facility for the officials to coordinate the activities of the centre, inadequate fund to manage the day today affairs of the Centre and lack of cooperation from government officials were the administration related barriers faced by DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

Item No. 2.28 Regression Coefficient of Material related Barrier (Dongria Kandha: Age as dependent variable):

The $R^2$ value for 8 material related barriers was found to be 0.13. This implies that material related barriers have only 13% contribution for affecting the learning process of DK with respect to their age group differentials being constant.

However it was found that there exist no significant difference in the opinion of the respondent with regard to material related barrier i.e. not related with daily life activities, not evince interest in teaching-learning process, inadequate learning materials, inadequate reading, writing materials, do not relates the socio-cultural ethos and life style of the learners, quite heavy contents of the primers, not supplied to the learners in time, less scope for use of audio visual aids.

The Multiple Regression Equation shows that the variables like inadequate learning materials inadequate, reading writing materials, less scope for use of audio visual aids were
the material related barriers faced by DK primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.29 Regression Coefficient of Material related Barrier (Lodha: Age as dependent variable):**

The $R^2$ value for 8 material related barriers was found to be 0.08. This implies that material related barriers have only 8% contribution for affecting the learning process of DK with respect to their age group differentials being constant.

However it was found that there exist significant differences in the opinion of the respondents (LO) with regard to material related barrier i.e. not evince interest in teaching-learning process, inadequate learning materials, do not relates the socio-cultural ethos and life style of the learners, quite heavy contents of the primers, not supplied to the learners in time, less scope for use of audio visual aids faced by LO primitive tribal women at literacy centre irrespective of their age group. Further it was found that there exists significant difference in the opinion of the respondent with regard to material related barrier i.e. not related with daily life activities, inadequate reading writing materials irrespective of the their age group.

The Multiple Regression Equation shows that the variables like do not relates the socio-cultural ethos and life style of the learners, quite heavy contents of the primers, less scope for use of audio visual aids were the material related barriers faced by LO primitive tribal women irrespective of different age groups which acted as a barrier to their learning

**Item No. 2.30 Regression Coefficient of Material related Barrier (Lanjia Saora: Age as dependent variable):**

The $R^2$ value for 8 material related barriers was found to be 0.42. This implies that material related barriers have only 42% contribution for affecting the learning process of LS with respect to their age group differentials being constant.

However it was found that there exist no significant difference in the opinion of the respondent with regard to material related barrier i.e. not related with daily life activities, inadequate learning materials, inadequate reading writing materials, do not relates the socio-cultural ethos and life style of the learners, not supplied to the learners in time, less scope for use of audio visual aids by LS primitive tribal women at literacy centre irrespective of their age group.
Further it was found that there exist significant differences in the opinion of the respondents (LS) with regard to material related barrier learning materials i.e. not evince interest in teaching-learning process faced by LS primitive tribal women at literacy centre irrespective of their age group.

The Multiple Regression Equation shows that the variables like not evince interest in teaching-learning process, inadequate learning materials, do not relates the socio-cultural ethos and life style of the learners, less scope for use of audio visual aids were the material related barriers faced by LS primitive tribal women irrespective of different age groups which acted as a barrier to their learning

**Item No. 2.31 Regression Coefficient of Material related Barrier (Didayi: Age as dependent variable):**

The $R^2$ value for 8 material related barriers was found to be 0.25. This implies that material related barriers have only 25% contribution for affecting the learning process of DY with respect to their age group differentials being constant.

However it was found that there exist no significant difference in the opinion of the respondent with regard to material related barrier i.e. not related with daily life activities, not evince interest in teaching-learning process, inadequate learning materials, inadequate reading writing materials, do not relates the socio-cultural ethos and life style of the learners, not supplied to the learners in time, less scope for use of audio visual aids faced by DY primitive tribal women at literacy irrespective of their age group

The Multiple Regression Equation shows that the variables like not related with daily life activities, inadequate learning materials, inadequate reading writing materials, less scope for use of audio visual aids were the material related barriers faced by DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.32 Regression Coefficient of Geographical related Barrier (Dongria Kandha: Age as dependent variable):**

The $R^2$ value for 10 geographical related barriers was found to be 0.29. This implies that geographical related barriers have only 29% contribution for affecting the learning process of DK with respect to their age group differentials being constant.

However there exist no significant difference in the opinion of the DK primitive tribal women group with regard to geographical related barrier i.e. road to reach the adult
education centre was not good, lack of transportation facilities at the centre, no change of centres place, location of the centre far away from home, no river to cross to reach the centre, location of the centre in outside the community, no mountain to reach the centre lack of minimum amenities at the centre, no canal to cross to reach the centre and inconvenient location of the literacy centre

The Multiple Regression Equation shows that the variables like road to reach the literacy centre, centre was outside the community inhabitation, no mountain to reach the centre, lack of minimum amenities at the centre, no canal to cross to reach the centre were the geographical related barriers faced by DK women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.33 Regression Coefficient of Geographical related Barrier (Lodha: Age as dependent variable):**

The R² value for 10 geographical related barriers was found to be 0.22. This implies that geographical related barriers have only 22% contribution for affecting the learning process of LO with respect to their age group differentials being constant.

However it found that there exist no significant difference in the opinion of the LO primitive tribal women group with regard to geographical related barrier i.e. road to reach the adult education centre was not good, lack of transportation facilities at the centre, no change of centres place, location of the centre far away from home, no river to cross to reach the centre, location of the centre in outside the community, no mountain to reach the centre lack of minimum amenities at the centre, no canal to cross to reach the centre and inconvenient location of the literacy centre

The Multiple Regression Equation shows that the variables like road to reach the literacy centre, centre far away from home, location of the centre far away from home, no mountain to reach the centre, lack of minimum amenities at the centre and no canal to cross to reach the centre were the geographical related barriers faced by LO primitive tribal women irrespective of different age groups which acted as a barrier to their learning

**Item No. 2.34 Regression Coefficient of Geographical related Barrier (Lanjia Saora Age as dependent variable):**

The R² value for 10 geographical related barriers was found to be 0.25. This implies that geographical related barriers have only 25% contribution for affecting the learning process of LS with respect to their age group differentials being constant.
However it was found there exist no significant differences in the opinion of the respondent with regard to geographical related barrier i.e. Road to reach the adult education centre was not good, lack of transportation facilities at the centre, no change of centres place, location of the centre far away from home, no river to cross to reach the centre, location of the centre in outside the community, no mountain to reach the centre, lack of minimum amenities at the centre no canal to cross to reach the centre and inconvenient location of the literacy, centre irrespective of different age group.

The Multiple Regression Equation shows that the variables like lack of transportation facilities at the centre, no change of centres place, centre far away from home, inconvenient location centre were the geographical related barriers faced by LS primitive tribal women irrespective of different age groups which acted as a barrier to their learning.

**Item No. 2.35 Regression Coefficient of Geographical related Barrier (Didayi: Age as dependent variable):**

The $R^2$ value for 10 geographical related barriers was found to be 0.64. This implies that geographical related barriers have only 64% contribution for affecting the learning process of LS with respect to their age group differentials being constant.

However it was found that there exist no significant difference in the opinion of the respondent with regard to geographical related barrier i.e. road to reach the adult education centre was not good, lack of transportation facilities at the centre, no change of centres place, no river to cross to reach the centre location of the centre in outside the community, no mountain to reach the centre lack of minimum amenities at the centre, inconvenient location of the literacy centre irrespective of their age. Further it was found that there exist significant differences in the opinion of the respondents (DY) with regard to geographical related barrier i.e. location of the centre far away from home and lack of minimum amenities at the centre irrespective of their age.

The Multiple Regression Equation shows that the variables like lack of transportation facilities at the centre, no change of centres place, no river to cross to reach the centre, centre was outside the community inhabitation, lack of minimum amenities at the centre and no canal to cross to reach the centre were the geographical related barriers faced by DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning.
5.03 Objective-III: To Study the Language Barriers for the Promotion of Literacy among PTG Women Dropouts:

The main finding in this section is based upon the hypothesis of the study i.e. “there exist no significant differences of opinion among the different PTG women dropout's learners with respect to language barriers for the promotion of literacy among tribal women”.

Item No. 3.1 The Text of the Primers, Handbook and other Written Material were not presented in Colloquial Language to the Learners:

It was found from the item no 3.1 that there exist significant difference in the opinion of all the respondents from four primitive tribal women groups with respect to the content in the primers, handbook and other written material not written in colloquial language and this was a hindrance in their learning process. Further it was found that there exist significant difference in the opinion of DK, LO, LS and DY with regard to the content in the primers, handbook and other written materials were not presented in colloquial language to the learners.

Item No. 3.2 Mother Tongue was not used in the Primers:

It was found from the item no 3.2 that there exist significant difference on the opinion of the four primitive tribal groups with respect to mother tongue was not used in the primer. However, there exists significant difference in the opinion of the DK Vs LO, DK Vs LS, LO Vs LS, LO Vs DY and LS Vs DY with regard to mother tongue was not used in the primers, so did not facilitate better learning for me where as there exist no significant difference in the opinion of the DK Vs DY on the same above mentioned item.

Item No. 3.3 Pace of Learning was Slow as the Language used was Odia:

It was found from the item no 3.3 that there exists difference in the opinion of the four primitive tribal women group with respect to pace of learning was slow as the language used was odiya. However that there exist significant difference in the opinion of DK Vs LO, DK Vs LS, LO Vs LS, LO Vs DY and LS Vs DY on pace of learning slow as the language used was odiya” where as there exist no significant difference in the opinion of DK Vs DY on the same item.

Item No. 3.4 Language of the Primer was different from the Local Dialects:

It was found from the item no 3.4 that there exists no significant difference in the opinion of the four primitive tribal women group with respect to “language of the primer
was different from local dialects”. However there exist significant difference in the opinion of DK Vs LO and LO Vs DY the item “language of the primer was different from local dialects” where as there exist no significant difference in the opinion of DK Vs LS DK Vs DY, LO Vs LS and LS Vs DY on the same item.

**Item No. 3.5 Speaking and Writing Odia was difficult for Me:**

It was found from the item no 3.5 that there exists significant difference in the opinion of the four primitive tribal groups with respect to speaking and writing odia difficult for them. However there no exist significant difference in the opinion of DK Vs LS, DK Vs DY, LO Vs DY on speaking and writing odia difficult for them where as there exist significant difference in the opinion of DK Vs LO, LO Vs LS, LS Vs DY on the mentioned item.

**Item No. 3.6 Regional Language used in the Book was not suitable for My Learning:**

It was found from the item no 3.6 that there exist significant differences in the opinion of the four primitive tribal groups with respect to regional language used in the book not suitable for their learning. However there exist significant difference in the opinion of DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY on regional language used in the book unsuitable for their learning where as there exist no significant difference in the opinion of DK Vs LO on the above mentioned item.

**Item No. 3.7 Vocational Training was not imparted in my Own Dialect:**

It was found from the item no 3.7 that there exists difference in the opinion of the four primitive tribal women group with respect to vocational training was imparted in my own dialect. However there exist no significant difference in the opinion of DK Vs LO, DK Vs DY, LO Vs LS and LO Vs DY on vocational training not imparted in my own dialect where as there exist significant difference in the opinion of DK Vs LS and LS Vs DY on the above mentioned item.

**Item No. 3.8 Language used in Primers for Literacy Programme did not Facilitate Wider Communication:**

It was found from the item no 3.8 that there exist significant differences in the opinion of the four primitive tribal women groups with respect to language used in primers for literacy programme not facilitate wider communication. However there exist significant difference in the opinion of LO Vs LS on language used in primers for Literacy programme not facilitate wider communication whereas there exist no significant
difference in the opinion of DK Vs LO, DK Vs DY, DK Vs LS, LO Vs DY and LS Vs DY on the abovementioned item.

**Item No. 3.9 Volunteer Teacher was Using different Tribal Language which was Unfamiliar to Me:**

It was found from the item no 3.9 that there exist no significant difference in the opinion of all the with respect to the instructor using different tribal language which was unfamiliar to them in the literacy centre. However it was found that there exist no significant difference in the opinion of DK LO, LS and DY.

**Item No. 3.10 Medium of Instruction in the Literacy Programme was not in our Tribal Language:**

It was found from the item no 3.10 that that there exists difference in the opinion of the four primitive tribal groups with respect to medium of instruction in the literacy programme was not in our primitive tribal language. However there exist significant difference in the opinion of, DK Vs LS, LO Vs LS and LS Vs DY on medium of instruction in the literacy programme was not in our primitive tribal language whereas there exist no significant difference in the opinion of DK Vs LO, for DK Vs DY and, LO Vs DY on the same item.

**Item No. 3.11 Volunteer Teacher taught in Odia and did not use Local Tribal Language while Teaching:**

It was found from the item no 3.11 that that there exist significant difference in the opinion of the four primitive tribal women groups with respect to instructor taught in odia and did not local tribal language while teaching in the literacy centre. However there exist significant difference in the opinion of DK Vs LS, LO Vs LS and LS Vs DY with regard to instructor did not use local tribal language while teaching where as there was no significant difference in the opinion of DK Vs LO, DK Vs DY and LO Vs DY with regard to the above mentioned items.

**5.04 Objective-IV: To Study the Work Participation Rate of PTG Women Dropouts acted as Hindrance for their Enrolment and Retention in Literacy Programmes:**

The main findings in this section is based upon the hypothesis of the study i.e. “there exist no significant differences in the work participation rate of PTG women dropouts which acted as hindrance for their enrolment and retention in literacy programmes
Item No. 4.1 Over Burdened in the Agricultural Work besides Domestic Work:

It was found from the item no 4.1 that DK, LO, LS and DY perceived that over burdened in agricultural work besides demotic work acting as factor of dropout from “not at all responsible for dropout” to “somewhat responsible for dropout”. However there exists significant difference in between DK, LO, LS and DY with respect to over burdened in agricultural work besides domestic work. It was also found that there exist significant differences in opinion, between the different primitive tribal group and within the group with regard to being over burdened due to the agricultural work besides the domestic work performed by the women in different moths of the year. However the coefficient of determination ($R^2$) was found to be 0.97. It indicated 97% variation in the opinion between the different tribal group and within the group of the primitive tribal women dropout. Again it was observed that coefficient of correlation ($r$) was found to be 0.98. It indicated that there exist strong and positive correlation between the opinion of the four primitive tribal women groups (DK, LO, LS, DY) on the above mentioned item.

Item No. 4.2 Collection of Forest Product during Agricultural Off Season:

It was found from the item no 4.2 that DK, LS, LO and DY perceived that collection of forest product during agricultural off season acting as factor of dropout from “somewhat responsible from dropout” to “mostly responsible for dropout”. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs LS primitive tribal with respect to collection of forest product during agricultural off season where as there exist no significant differences in between LO Vs DY with regard to above mentioned item. It was also found that there exist significant difference in opinion, between the different Primitive tribal group and within the group with regard collection of forest product during agricultural off season. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination ($R^2$) was 0.96. It indicated 96% variation in the opinion between different tribal groups and within the groups of the primitive tribal women dropout. Again it was found that coefficient of correlation ($r$) was found to be 0.98 which indicated that there exist strong positive correlation between on the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above mentioned item.
Item No. 4.3 Accompany with my Husband for Work:

It was found from the item no 4.3 that DK, LO, LS, and DY perceived the problem of accompany my husband for work from “somewhat responsible from dropout” to “mostly responsible for dropout”. However there exists significant difference in between the DK, LO, LS and DY with respect to accompany with my husband. It was found that there exist significant differences in opinion, between the different primitive tribal group and within the group with regard to accompanying with my husband for work. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination ($R^2$) was 0.80. It indicated 80% variation in the opinion between and within the groups of the primitive tribal women dropout. Again coefficient of correlation ($r$) was found to be 0.89 which indicated that there exist strong and positive correlation between on the opinion of the four primitive tribal women dropout (DK, LO, LS, DY) on the above mentioned item.

Item No. 4.4 Most of the Time in the Year spending in Agricultural Work:

It was found from the item no 4.4 that DK, LS, LO and DY perceived that seasonal work in agriculture sector takes most of my time in the year alone as a factor for dropout from “ somewhat responsible from dropout” to “mostly responsible for dropout”. It was found that there exist significant difference in between the DK, LO, LS and DY with respect to seasonal work in agriculture sector takes most of my time in the year. It was also found that there exists significant difference in opinion, between the different primitive tribal group and within the group with regard to most of the time in the year spending in agricultural work. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. Further the coefficient of determination ($R^2$) was found to be 0.87. It indicated that 87% variation in the opinion between the different tribal groups and within the group with respect to most of the time in the year spending in agricultural work. Again it was found that coefficient of correlation ($r$) was found to be 0.89. It indicated that there exist positive correlation between the opinion of the four primitive tribal women group (DK, LO, LS and DY) on the above mentioned item

Item No. 4.5 Additional Burden of Household Work:

It was found from the item no 4.5 that DK, LS, LO and DY perceived that having additional burden of household work as a factor for dropout from “somewhat responsible
from dropout” to “mostly responsible for dropout”. However there exist significant differences in between the DK, LO, LS and DY with respect to having additional burden of household work. Further it was found that there exists significant difference in opinion between the different primitive tribal groups and within the group with regard to additional burden of household work. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination \( (R^2) \) was 0.91. It indicated 91% variation in the opinion between the different tribal group and within the group with respect to additional burden of household work. Further coefficient of correlation \( (r) \) is found to be 0.95 which indicated that there exist strong and positive correlation between on the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above mentioned item

**Item No. 4.6 Look after my Young Children Alone:**

It was found from the item no 4.5 that DK, LS, LO and DY perceived that look after my young children alone from as a factor for dropout “somewhat responsible for dropout” to “mostly responsible for dropout”. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY, and LO Vs LS with respect to look after my young children alone. Further it was found that there exists no significant difference in the opinion between the different primitive tribal group and within the group with regard to look after my young children alone. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination \( (R^2) \) was 0.42. It indicated 42% variation in the opinion between and within the groups with respect to look after my young children alone. Furthermore it was found that coefficient of correlation \( (r) \) was found to be 0.64. It indicated that there exist positive correlation between the opinion of the four primitive tribal women group (DK, LO, LS, DY) on the above mentioned item.

**Item No. 4.7 Additional Burden of Looking after the Old Family Members:**

It was found from the item no 4.7 DK, LS, LO and DY perceived that additional burden of looking after old family member as a factor for dropout from “somewhat responsible for dropout” to “mostly responsible for dropout”. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY and LO Vs LS with respect to additional burden of looking after old family member whereas there exist
no significant difference in between the LO Vs DY and LS Vs DY with respect to additional burden of looking after old family member. It was found that there exist significant differences between and within the group of the primitive tribal women with regard to additional burden of looking after the old family member. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination ($R^2$) which is 0.96 implies 96% variation between and within the groups with respect to additional burden of looking after the old family member. Again it was found that coefficient of correlation ($r$) is found to be 0.98 which indicates that there exist strong and positive correlation between on the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above item.

**Item No. 4.8 Feel Tired in the Evening after days of Hard Work in the Farm:**

It was found from the item no 4.8. DK, LS, LO and DY perceived that fell tired in the evening after days of work in the farm as a factor of dropout from “somewhat responsible for dropout to “mostly responsible for dropout “but LS primitive tribal perceive that “not at all responsible for dropout” to somewhat responsible for dropout. However there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LO Vs LS with respect to fell tired in the evening after days of work in the farm whereas there no exists significant difference in between the DK Vs LO with respect above mentioned item. It was found that there exist significant differences in the opinion between primitive tribal groups and within the group with regard to feel tired in the evening after days of hard work in the farm. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination ($R^2$) was 0.94. It indicated that 94% variation between and within the groups with respect to feel tired in the evening after days of hard work in the farm. Again it was found that coefficient of correlation ($r$) was found to be 0.96. It indicated that there exist strong and positive correlation between on the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above mentioned item.

**Item No. 4.9 Look after the Children in the Evening:**

It was found from the item no 4.9 that DK, LS, LO and DY perceived it from “somewhat responsible for dropout” to “mostly responsible for dropout”. However there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY
and LO Vs with respect to attending the adult education classes due to look after the children in the evening whereas there exist no significant difference in between the DK Vs LO with regarding to above mentioned item. It was found that there exist significant differences in the opinion between the different tribal groups and within the group with regard to being look after the children in the evening. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination \((R^2)\) was 0.91. It indicated 91% variation in the opinion between the different tribal group and within the group with respect to look after the children in the evening. Again coefficient of correlation \((r)\) was found to be 0.95. It indicated that there exist positive correlation between the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above mentioned item.

**Item No. 4.10 Poor Attendance due to Engagement in Plantation and Harvesting:**

It was found from the item no 4.10, DK, LS, LO and DY perceived that poor attendance due to engagement in plantation and harvesting acting as a factor of dropouts from “somewhat responsible for dropout” to “mostly responsible for dropout”. However there exist significant difference in between the DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LO Vs LS with respect to whereas there exist no significant difference in between DK Vs LO with respect to the same item. Further it was found that there exist no significant difference in the opinion, between the different primitive tribal groups and within the group with regard to poor attendance due to my engagement in plantation and harvesting. The coefficient of determination \((R^2)\) was 0.30. It indicated 30% variation in the opinion between the different tribal groups and within the groups with respect to poor attendance due to engagement in plantation and harvesting. Further coefficient of correlation \((r)\) is found to be 0.30 which indicated that there exist positive correlation between on the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above mentioned item.

**Item No. 4.11 Attend the Village Market to Sell the Household Products:**

It was found from the item No. 4.11 that DK, LO, LS and DY perceived that attended the village market to sell the household produces acting as a factor of dropout from “somewhat responsible for dropout” to “mostly responsible for dropout”. However, there exists significant difference in between DK Vs LO, DK Vs LS, DK Vs DY, LO Vs
LS, LO Vs DY and LS Vs DY with respect to above item. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination ($R^2$) which was 0.30 indicates 30% variation in the opinion between the different tribal groups and within the groups. Further it was found that coefficient of correlation ($r$) was found to be 0.30. It indicated that there exist positive correlation between on the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above mentioned item.

**Item No. 4.12 Do Manual Work outside the Home as Wage Laborer:**

It was found from the item no 4.12, DK, LS, LO and DY perceive that manual work outside the home as wage laborer acting as a factor of dropout from “somewhat responsible for dropout” to “mostly responsible for dropout”. However there exist significant difference in between the DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS, and LO Vs LS primitive tribal women with respect to manual work outside the home as wage laborer whereas there exist no significant difference in between LO Vs DY with regard to the above mentioned item. Further it was found that there exist no significant difference in opinion between the different primitive tribal group and within the group with regard to do the manual work outside the home as wage laborer. It was act as barrier for the primitive tribal women for attending the literacy programme during evening time. The coefficient of determination ($R^2$) was 0.45. It indicated that 45% variation in the opinion between and within the groups. Again coefficient of correlation ($r$) was found to be 0.67. It indicated that there exist positive correlation between on the opinion of the four primitive tribal women (DK, LO, LS, DY) on the above mentioned item.

**5.05 Objective-V: To Study the Curriculum and find out the Gender Biasness in the Curriculum framed for Literacy Programme:**

The main finding in this section is based upon the primer analysis of the literacy programme - total literacy campaign, post-literacy programme and continuing education programme five primers and one book were analyzed. Three primer from the total-literacy programme, two primers from post-literacy programme and one book from the continuing education programme.

**5.05.1 Total Literacy Campaign Primer One:**

Primer one covered nine prose units. It covered the following areas: Basic needs, Health and Environment, Social institution, Employment, Subsidiary occupation, Society
5.05.2 Total Literacy Campaign Primer Two:

Primer two covered nine prose units. It covered the following areas related to, society and development, scientific temper, superstition, migration from rural to urban areas, Health and environment, Social institution, Importance of family, knowledge as power, society and its development. From these nine units, five units were gender friendly and only four units were gender biased. Out of the four genders based content one supported to the female and three units content supported the male. It also covered counting 51-1000, addition and subtraction and up to three digit (100), Rs. Ps addition and subtraction, litre, ml and Cm. Analytic method and eclectic method were used for teaching and elicit.

5.05.3 Total Literacy Campaign Primer Three:

Out of nine units, eight units were covered prose and only one units covered poems. It deals with power of literacy, Social problems, cooperative movement, Fundamental right and constitution, Civic Sense, Communication and geographical features of the State and District. Out of nine units six units were gender friendly and only four units were gender biased. Out of four genders biased units three units supported to female and only one supported to male. It also covered watch reading, multiplication table, Basic ideas of area and simple sums, Division. Analytic method and eclectic method were used for teaching and elicit.

5.05.4 Post-literacy Programme Primer One:

Bolangir District primer covered the following areas: National Integration, community harmony, cultural aspect of Odisha, religious festivals of the Odisha, conservation of environment, humanism, Puraskara (Prize), Tulasi, Dhaga Dhamali. Honesty, History of Ashok, farming, Health and Environment, importance of Women,
Social institution, Employment, Subsidiary occupation, Society and its development, Agriculture and modern techniques of Agriculture, Importance of literacy and Importance of the farmer. Out of ten units, five units covered prose, two unit poems and two unit stories. From this 9 unit 5 units were gender friendly and four units were gender biased. Out of the three units both two unit support to the male and one unit supported female. It also covered watch reading, multiplication table, Basic ideas of area and simple sums, Division. Analytic method and eclectic method were used for teaching and elicit.

5.05.5 Post-literacy Programme Primer Two:

Primer two covered the following areas: children’s care, Safe drinking water, Air pollution and its prevention, women and men are equal, unity in diversity, Cleanliness’, man and environment relationship. Nutrition deficiency problems, our heritage and spacing between two children. Out of nine units, eight units covered prose and only one poem. Deals with power of literacy, social problems, cooperative movement, Fundamental right and constitution, civic sense, communication and geographical features of the State and District. From these nine units five units were gender friendly and four units were gender biased. Out of 4 units both three unit support to the female and only one unit supported to the male. It also covered watch reading, multiplication table, Basic ideas of area and simple sums, Division. Analytic method and eclectic method were used for teaching and elicit.

5.05.6 Continuing Education Programme Book:

Continuing education book covered Democracy, Loan Facilities, National issues, women’s role in decision making bad effects of deforestation, boy and girl are equal, Mothers care, children’s care, Superstitions, taboos and beliefs, Legal right of women, Effect of population growth on resources/development mothers and child care. Out of ten units five units were covers prose and two unit poem and three unit cover story. From these ten units 5 units were gender friendly and five units were gender biased. Out of which four units support to the female and two unit support to the male. It also covered watch reading, multiplication table, Basic ideas of area and simple sums, Division. Synthetic method, Analytic method and eclectic method were used for teaching.
5.06 Objective-VI: To assess the Learning Needs of PTG Women Dropouts:

The main finding in this section is based upon the hypothesis of the study i.e. “there exist no significant differences among different PTG women dropouts with respect to their learning needs”.

Item No. 6.1 Learning Needs for Economic Development:

It was found from the item no.6.1 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for economic development varies from “sometimes” to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout, and CEP dropout on the above mentioned item.

Item No. 6.2 Learning Needs for Successful Family Life:

It was found from the item no.6.2 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for successful family life varies from “frequently” to “usually”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the above mentioned item.

Item No. 6.3 Learning Needs for Use of Waste Material:

It was found from the item no.6.3 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that, use of waste material learning needs varies from “sometimes” to “frequently” for their day today life. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout with respect to above mentioned item.

Item No. 6.4 Learning Needs for Development of Entrepreneurship Skills:

It was found from the item no.6.4 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that their learning needs for entrepreneurship skill varies from was “sometimes” to “frequently”. Further it was found that there exist no significant
difference in between the TLC dropout, PLP dropout, TLC dropout and CEP dropout on the above mentioned item.

**Item No. 6.5 Learning Need for development of Problems Solving Skills:**

It was found from the item no. 6.5 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP) at different stages of its implementation perceive that their learning needs for problem solving skill varies from “sometimes” to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout Vs PLP dropout on their learning needs for problem solving skill development where as there exist significant difference in between the TLC dropout Vs CEP dropout PTG women opinions with regard to above item.

**Item No. 6.6 Learning Needs for Child Care:**

It was found from the item no. 6.6 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for child care varies from “sometimes” to “frequently” need for them. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their leaning needs for child care.

**Item No. 6.7 Learning Needs for Cultural Development:**

It was found from the item no. 6.7 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for cultural development was “sometimes” to “frequently” need for them. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the above mentioned item

**Item No. 6.8 Learning Needs for better Citizenship:**

It was found from the item no. 6.8 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for better citizenship varies from “frequently” to “usually”. Further it was found that there exist no significant
difference in between the TLC dropout, PLP dropout and CEP dropout on above mentioned item.

**Item No. 6.9 Learning Needs for Family Welfare:**

It was found from the item no. 6.9 that four primitive tribal women group who subsequently dropped out from TLC, PLP and CEP literacy campaign at different stages of its implementation perceive that their learning needs for family welfare varies from “frequently” to “usually” learning need. Further it was found that that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on same item.

**Item No. 6.10 Learning Needs for better Home Management Skills:**

It was found from the item no. 6.10 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for home management skills was varies from “sometimes” to “frequently”. Further it was found that there exist no significant differences in between the TLC dropout, PLP dropout, CEP dropout on their learning needs of home management skills.

**Item No. 6.11 Learning Needs for Environmental Awareness:**

It was found from the item no. 6.11 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for Environmental awareness varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the same item.

**Item No. 6.12 Learning Needs for Personal Hygiene and Health:**

It was found from the item no. 6.12 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for Personal Hygiene and Health varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the same item.

**Item No. 6.13 Learning Needs for Rope Weaving:**

It was found from the item no. 6.13 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different
stages of its implementation perceives that their learning need for rope weaving varies from “frequently” to “usually”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the same item.

**Item No. 6.14 Learning Needs for Wood Work:**

It was found from the item no. 6.14 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for wood work varies from “sometimes” to “frequently”. Further it was found that there exist significant difference in between the TLC dropout Vs PLP dropout and PLP dropout Vs CEP dropout on their learning need for wood work where as there exist no significant differences in between the TLC Vs CEP dropout on same item.

**Item No. 6.15 Learning Needs for Knitting Embroidery:**

It was found from the item no. 6.15 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for knitting embroidery varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on above mentioned item.

**Item No. 6.16 Learning Needs for Food Preservation:**

It was found from the item no. 6.16 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for food preservation varies from “frequently” to “usually”. Further it was found that there exist no significant difference in between the TLC dropout Vs PLP dropout and TLC dropout Vs CEP dropout on their learning need for food preservation where as significant difference was found between PLP dropout VS CEP dropouts.

**Item No. 6.17 Learning Needs for Kitchen Gardening:**

It was found from the item no. 6.17 that that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for spice kitchen gardening varies from “frequently” to “usually”. Further it was found that there exist no significant
difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for Kitchen gardening.

**Item No. 6.18 Learning Needs for Crochet Work:**

It was found from the item no. 6.18 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for crochet varies from “frequently” to “usually”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for crochet.

**Item No. 6.19 Population Awareness Perceived as a Necessary Requirement:**

It was found from the item no. 6.19 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for Population awareness varies from “sometimes” to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for population awareness.

**Item No. 6.20 Knowledge of Current Problems in Society as Learning Needs:**

It was found from the item no. 6.20 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for knowledge of current problems in society varies from “frequently” to “usually”. Further it was found that there exists no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for knowledge of current problems in society.

**Item No. 6.21 Environmental Awareness as Learning Needs:**

It was found from the item no. 6.21 that dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for environmental awareness varies from “sometimes” to “frequently”. However there exist no significant differences in between the TLC dropout Vs PLP dropout, TLC dropout Vs CEP dropout and PLP dropout Vs CEP dropout opinion with regard to above mentioned item.
Item No. 6.22 Political Awareness Learning Needs:
It was found from the item no. 6.22 that dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for political awareness varies from “sometimes” to “frequently”. However there exist no significant differences in between the TLC dropout Vs PLP dropout, TLC dropout Vs CEP dropout and PLP dropout Vs CEP dropout opinion with regard to above mentioned item.

Item No. 6.23 Proper Celebration of Festivals as a Learning Needs:
It was found from the item no. 6.23 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for proper celebration of festivals varies from ‘frequently” to “usually”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on above mentioned item.

Item No. 6.24 Proper Celebration of Fairs as Learning Needs:
It was found from the item no. 6.24 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for proper celebration of fairs varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on above mentioned item.

Item No. 6.25 Religious Education as Learning Needs:
It was found from the item no. 6.25 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for religious education varies from “occasionally” to “sometimes”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for religious education.

Item No. 6.26 Learning Need for Development of Writing Skills:
It was found from the item no. 6.26 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different
stages of its implementation perceive that their learning needs for writing skill varies from “frequently” to “usually”. Further it was found that there exist no significant difference in between the TLC dropout PLP dropout and CEP dropout on above mentioned item.

**Item No. 6.27 Learning Need for Development of Basic Arithmetic Skill:**

It was found from the item no. 6.27 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for basic arithmetic operational skill varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on above mentioned item.

**Item No. 6.28 Learning Need for Development of Reading Skills:**

It was found that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for reading skill varies from “frequently” to “usually”. Further it was indicated that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on same item.

**Item No. 6.29 Traveling to Tourist Places as Learning Needs:**

It was found from the item no. 6.29 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for travel to tourist place varies from “sometimes to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the same item.

**Item No. 6.30 Traveling to Religious Place as Learning Needs:**

It was found from the item no. 6.30 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for travel to religious place varies from “frequently” to “usually”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the above mentioned item.
**Item No. 6.31 Properly use of Leisure time as a Learning Needs:**

It was found from the item no. 6.31 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for game/properly use of leisure time varies from “frequently” to “usually”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on above mentioned item.

**Item No. 6.32 Gardening as Learning Needs:**

It was found from the item no. 6.32 that four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for Gardening varies from “sometimes” to “frequently”. However, there exist no significant difference in between the TLC Vs PLP dropout and TLC Vs CEP dropout with regard to gardening as a learning needs whereas there exists significant difference in between PLP Vs CEP with regard to above mentioned item.

**Item No. 6.33 Skill Development in Methods of Irrigation:**

It was found from the item no. 6.33 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for Knowledge about Irrigation varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on the above mentioned item.

**Item No. 6.34 Skill Development in use of improved Farming Implements:**

It was found from the item no. 6.34 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that their learning needs for improved framing implements varies from “sometimes” to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for improved farming implements.
Item No. 6.35 Skill Development in Methods of Harvesting:

It was found from the item no. 6.35 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that their learning needs for demotic harvesting varies from “sometimes” to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout with regard to above mentioned item.

Item No. 6.36 Skill Development in use of Pesticides:

It was found from the item no. 6.36 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for knowledge about the use of pesticides varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for Knowledge about the use of Pesticides.

Item No. 5.37 Skill Development in use of Compost:

It was found from the item no. 6.37 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for knowledge about use of fertilizer varies from “sometimes” to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout, and CEP dropout on above mentioned item.

Item No. 6.38 Skill Development in use of Fertilizers:

It was found from the item no. 6.38 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that their learning needs for knowledge about use of fertilizer varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for knowledge about use of fertilizer.

Item No. 6.39 Skill Development in Marketing of Products:

It was found from the item no. 6.39 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different
stages of its implementation perceives that their learning needs for knowledge about marketing varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for knowledge about marketing

**Item No. 6.40 Skill Development in use and care of Pump Set:**

It was found from the item no. 6.40 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needed for pump set care varies from “frequently” to “usually”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for pump set care.

**Item No. 6.41 Knowledge Develop in Horticulture and its Products:**

It was found from the item no. 6.41 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for knowledge about horticulture varies from “frequently” to “usually”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning need for knowledge about horticulture.

**Item No. 6.42 Learning Needs on Develop of Floriculture:**

It was found from the item no. 6.42 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning needs for floriculture varies from “frequently” to “usually”. However there exist no significant difference between the TLC dropout, PLP dropout and CEP dropout on their Learning need for floriculture.

**Item No. 6.43 Learning Needs on Develop of Poultry Farming:**

It was found from the item no. 6.43 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that their learning need for Sheep husbandry varies from “frequently” to “usually”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for poultry farming.
**Item No. 6.44 Learning Needs on Sheep Rearing:**

It was found from the item no. 6.44 that dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that their learning need for Sheep husbandry varies from “frequently” to “usually”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for sheep rearing.

**Item No. 6.45 Learning Needs on Piggery Rearing:**

It was found from the item no. 6.45 that from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that their learning needs for piggery rearing varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for piggery rearing.

**Item No. 6.46: Learning Needs on Guttery Rearing**

It was found from the item no. 6.46 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that Guttery Rearing learning needs varies from “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for guttery rearing.

**Item No. 6.47 Learning Needs on making of Handicrafts:**

It was found from the item no. 6.47 that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceives that handicraft learning was needed for them “sometimes” to “frequently”. However there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout on their learning needs for handicraft.

**Item No. 6.48 Learning Need on Fish Farming:**

The analysis reveal that the four primitive tribal women group who subsequently dropped out from literacy campaign i.e. TLC, PLP and CEP at different stages of its implementation perceive that their Learning need for Fish farming varies from “sometimes” to “frequently”. Further it was found that there exist no significant difference in between the TLC dropout, PLP dropout and CEP dropout of on their learning needs for fish farming.
Item No.6.49: Component matrix for DK, LO, LS and DY With regard to their Learning Needs:

It was found that from all the 9 needs, individual Development needs and Animal Husbandry needs have positive loading factors indicating that they are variables of importance for learning of the primitive tribal women dropouts.

Further it was found from the table that the communality of all the 9 variables (i.e) individual development needs, Vocational and Job oriented needs, Social awareness needs, Cultural needs, literacy and numeracy needs, Leisure time needs, Skill Development needs, Animal Husbandry learning needs and Allied learning needs contribute 69.88 percent of learning needs of the Primitive tribal women dropouts.

5.1 Discussion of the Results:

After analysis of the main findings in item in wise in framed objectives, the investigator discusses the results on the basis of main findings in objective wise.

5.1.1 Discussion of the Results on Objective One:

Discussion of the results in this section is based upon the null hypothesis of the study i.e. “there exist no significant differences in the socio-economic and cultural barriers for literacy among the different PTG women dropouts of Bolangir District of Orissa”. For the purpose of the research, researcher has chosen social factor, family factor, personal factor, economic factor and cultural factor as the barriers for the literacy among the primitive tribal women.

Discussion of the Results on Social Factors:

Results of the Social factor shows that the variable like unfriendly volunteer teachers, indiscipline behaviour of the learner, conservative outlook of the family, migration in search of work, unwillingness of the family member, never priority in literacy, shy to attend classes due to age, Volunteer teacher from other community member, marriage at young age, attainment of class were acting as a problem for the DK, LO, LS and DY primitive tribal women from minor problem to moderate problem. It is clear from the study that the social factor acting as a barrier for attainment of the Adult Education centre for the primitive tribal women. It was evident from the data analysis that variables such as indiscipline behaviour of the learner, migration in search of work, unwillingness of the family member, volunteer teacher from other community member, marriage at young age, attainment of class were differ from the opinions of the of DK, LO,
LS and DY primitive tribal women. On the other hand DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY for conservative outlook of the family, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY, LS Vs DY for never priority in literacy were differ in their opinions with regard to the social barriers.

**Discussion of the Results on Personal related Factors:**

Results of the family related factor shows that the variable like get tired after my days hard work, ill health was responsible for not attending the literacy classes, lack of proper companion led to my dropout from literacy classes, self motivated to learn, age of study has passed, asking questions to the male volunteer teacher, difficulty in reading, difficulty in writing, difficulty in arithmetic, no time left for attending to the centres were acting as a problem for the DK, LO, LS and DY primitive tribal women from “minor problem” to “moderate problem”. It is clear from the study that the personal related factor acting as a barrier for attainment of the literacy centre for the primitive tribal women. It was evident from the data analysis that variables such as get tired after my days hard work, lack of proper companion led to my dropout from literacy classes, age of study has passed, difficulty in writing, asking questions to the male volunteer teacher, no time left for attending to the centres were differ from the opinions of the of DK, LO, LS and DY primitive tribal women. On the other hand DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY for ill health was responsible for not attending the literacy classes, DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY for self motivated to learn, DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY for difficulty in reading, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY for difficulty in arithmetic were differ in their opinions with regard to the social barriers.

**Discussion of the Result on Family related Barrier:**

Results of the family related barrier shows that the variables like aged parents wanted my presence in the family, other family member did not pay attention to my child, no interest in my learning, look after the young children, illness of old family member, heavy work in family, anger of the family member, family function, large family size, lack of cooperation of the village leader, poor motivation for group learning, unable to cope up with the family member, no learning environment in the family, indifferent attitude of family member towards the adult education were acting as a problems from “minor” to
“moderate problem” where as illiterate family member was acting as “moderate problem” to “serious problem”. It is clear from the study that illiterate of the family member one of the most important problem of family related problem of DK primitive tribal group. It was evident from the data analysis that variables such as aged parents wanted my presence in the family, other family member did not pay attention to my child, look after the young children, illness of old family member, heavy work in family, anger of the family member, family function, poor motivation for group learning, indifferent attitude of family member towards the adult education were differ from the opinions of the DK, LO, LS and DY primitive tribal women. On the other hand DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY for no interest in my learning, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY for large family size, DK Vs LO, DK Vs LO, DK Vs DY, LO Vs LS and LO Vs DY for lack of cooperation of the village leader, DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LS Vs DY for unable to cope up with the family member were differ in their opinions with regard to the social barriers.

Discussion of the Result on Economic Barriers:

Results of the economic related barrier shows that the variables like landlord did not permit to attend the classes after collecting fodder, coming in the evening, no classes for vocational learning of the learner, insufficient income of the family member, no specific working hours in my occupation, economic backwardness, no occupational training in my pursued occupation, poverty of the family, labour work out side of the village, no provision for productive learning, tired to attend the classes after my domestic chores, insufficient manpower in my family, unavailability of employment in my village, immediate concern to improve economic condition, busy in farm work, tangible outcome of literacy were acting as “minor problem” to “moderate problem”. It is clear from the study that economic barrier also acting as a barrier in the learning process of the primitive tribal women in the literacy centre. It was evident from the data analysis that landlord did not permit me to attend the classes, collecting fodder, coming back in the evening to the classes, no specific working hour in my occupation, did not offer me any occupational training in my pursued occupation were differ in their opinions with regard to the economical barriers.
Discussion of the Result on Cultural barriers:

Results of the cultural related barrier shows that the variables like early marriage, no sitting arrangement, festival of different communities, learning not practiced through cultural programme, youth dormitory, no cultural awareness programme, male literacy more preferred, helping their husband in the agriculture, discrimination against women and restriction for women to go out in the evening were acting as “less prominent problem” to “prominent problem”. It is clear from the study cultural barrier also acting as a barrier in the learning process of the primitive tribal women in the literacy centre. It was evident from the data analysis that DK Vs LO, DK Vs DY, LO Vs LS, LO Vs DY for early marriage, DK Vs LO, DK Vs LS, LO Vs LS, LO Vs DY and LS Vs DY for no separate sitting arrangement, LO Vs LS, DK Vs LS, LO Vs DY for festival of different communities, LO Vs LS, DK Vs LS and LS Vs DY for learning not practiced through cultural programme, DK Vs LO, LO Vs LS, LO Vs DY, LS Vs DY for youth dormitory, LO Vs LS and LS Vs DY for no cultural awareness programme, DK Vs LO, LO Vs LS, LO Vs DY and LS Vs DY for male literacy more preferred, DK Vs LS, LO Vs LS, LS Vs DY and LO Vs DY for helping their husband in the agriculture, DK Vs LO, LO Vs LS and LO Vs DY for discrimination against women were differ in their opinions with regard to the cultural barriers.

5.1.2 Discussion of results on Objective Two:

Discussion of the results in this section is based upon the null hypothesis of the study i.e. There exist no significant differences among different PTG women dropouts with regard to the institutional and geographical barriers of learning for women learners. For the purpose of the research, researcher has chosen physical facilities related barriers, factor as the barriers for the literacy among the primitive tribal women

Discussion of the Result on Physical Facilities related Barrier:

The results of the study shows that physical related barriers acting as “somewhat of a barriers to” to “moderate barriers” for the DK, LO, LS and DY. It is clear from the study physical barrier also acting as a barrier in the learning process of the primitive tribal women in the literacy centre. The success of the literacy programme depends upon the physical facility. Due to insufficient of the physical facility the teaching-learning process of the primitive tribal women was suffering in the literacy centre. On the other hand data
analysis reveals that LO Vs DY, LS Vs DY, DK Vs LO, DK Vs LS and DK Vs DY differ in their opinions with regard to the physical related barriers. The similar results were found from the studies conducted by

The common variables like inadequacy of portable water facilities, inadequate supply of lanterns, irregular supply of news papers, inadequacy of sitting arrangement, lack of provision of electricity arrangement and no provision of issue of book which are acting as physical facility related barrier to their learning process for the four primitive tribal women i.e. DK, LO, LS, and DY on the basis of their age group. Further it was observed that Physical barriers in the literacy centre had only 8% for DK, 10% for LS, 12% for LO and 14% for DY contribution to be constrained as barrier in different literacy centres. This means different age groups of the primitive women tribal no way affected by the Physical facilities available at literacy centres. It was also observed that the coefficient of correlation (r) was found to be 0.28 for DK, 0.34 for LO, 0.31 for LS and 0.55 for DY which indicated that there exist weak but positive correlations between the classified age groups.

**Discussion of the Result on Learning Environment related Barrier:**

The results of the study shows that learning environment of the literacy centre also acting as a “minor problem” to “moderate problem” for the DK, LO, LS and DY primitive tribal women. From the study it is clear that good learning environment plays a significant role for the better teaching-learning process. In this study researcher find out number of the learning environmental related problem On the other hand data analysis reveals that DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY differ in their opinions with regard to the learning environment related barriers.

The common variables like rainy and summer season affected the learning, no encouragement from others associated with the learner are the learning environment related barriers faced by the DK, LO, LS and DY primitive tribal women irrespective of different age group which acted as a barrier to their learning. Further it was observed that learning environment barriers in the literacy centre had only 9% for DK, 7% for DY, 37% for LS and 8% for LO contribution to be constrained as barrier in different literacy centres. This means that the different age groups of the primitive women tribal no way affected by the learning environment available at literacy centres. It was also observed that the
coefficient of correlation \( r \) was found to be 0.3 for DK, 0.34 for LO, 0.26 for DY which indicated that there exist weak but positive correlations between the classified age groups. Again it was also observed that the coefficient of correlation \( r \) was found to be 0.60 for DK which indicated that there exists strong and positive correlation between the classified age group.

**Discussion of the Result on Volunteer Teacher related Barrier:**

The results of the study shows that volunteer teacher related factor is also acting as a barrier from “prominent problem” to “more prominent problem” for the DK, LO, LS and DY primitive tribal women. From the study it is clear that number of volunteer teacher related barrier were responsible for the dropout from the literacy centre. On the other hand data analysis reveals that DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY differ in their opinions with regard to the volunteer teacher related barriers.

The common variables like irregular classes, improper dealing with female learners, Behaved him/herself as a teachers, inadequately motivated, rigid towards the learners, did not pass the needed skills to teach arithmetic, did not correlate teaching to occupation are volunteer teacher related barriers faced by the DK, LO, LS and DY primitive tribal women irrespective of different age group which acted as a barrier to their learning. Further it was observed that volunteer teacher related barriers in the literacy centre had only 8% for LO, 10% for DY, 10% for LS and 12% for DY contribution to be constrained as barrier in different literacy centres. This means that the different age groups of the primitive women tribal no way affected by the volunteer teacher in the literacy centres. It was also observed that the coefficient of correlation \( r \) was found to be 0.31 for DK, 0.28 for LO, 0.31 for LS and 0.34 for DY which indicated that there exist weak but positive correlations between the classified age groups.

**Discussion of the Result on Centre related Barrier:**

The results of the study shows that centre related factor is also acting as a barrier from “prominent problem” to “more prominent problem” for the DK, LO, LS and DY primitive tribal women. From the study it is clear that number of centre related problem i.e. long duration of teaching in the centre, inadequate maintenance of the centre, lack of attractive programme in the centre, no community involvement in the management of the centre, no incentive like meal and tiffin, lack of entertainment programme in centre, no
emphasis on teaching –learning, wrong timing of the centre, instructors house, inadequate management of the centre were responsible for the dropout from the literacy centre. On the other hand data analysis reveals that DK Vs LS, DK Vs DY, LO Vs LS and LO Vs DY differ in their opinions with regard to the centre related barriers.

The common variables like inadequate maintenance of the centre, no community involvement in the management of the centre and inadequate management of the centre are centre related barriers related faced by the DK, LO, LS and DY primitive tribal women irrespective of different age group which acted as a barrier to their learning. Further it was observed that Centre related barriers in the literacy centre had only 45% for DK, 7% for DY, 8% for LO and 9% for LS contribution to be constrained as barrier in different literacy centres. This means that the different age groups of the primitive women tribal no way affected by the centre related barrier in the literacy centres. It was also observed that the coefficient of correlation (r) was found to be 0.28 for LO, 0.3 for LS and 0.26 for DY which indicated that there exist weak but positive correlations between the classified age groups. Again it was also observed that the coefficient of correlation (r) was found to be 0.67 for DK which indicated that there exists strong and positive correlation between the classified age group.

**Discussion of the Result on Administration related Barrier:**

The results of the study shows that administration related factor is also acting as a barrier from “some what of a barriers” to “moderate barriers” for the DK, LO, LS and DY primitive tribal women. From the study it is clear that number of administration related problem i.e. lack of involvement of village sarpanches in learning activities, lack of interest among the coordinator to the literacy programmers, dormant period during literacy programme, irregular payments to functionaries, irregularity of the instructor, lack of conveyance facility for the officials to coordinate, inadequate fund to manage and lack of cooperation from government. On the other hand data analysis reveals that DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY differ in their opinions with regard to the administration related barriers.

The common variables like lack of interest among the coordinators, lack of conveyance facility for the officials to coordinate the activities of the centre and inadequate fund to manage the day today affairs lack of involvement of village sarpanches in learning
activities were administration related barriers faced by DK, LO, LS and DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning. Further it was observed that administration related barriers in the literacy centre had 15% for LS, 25% for DK, 28% for LO and 35% for DY contribution to be constrained as barrier in different literacy centres. This means that the different age groups of the primitive women tribal affected by the Administration related barrier in the literacy centres. It was also observed that the coefficient of correlation (r) was found to be 0.5 for DK, 0.38 for LS which indicated that there exist weak but positive correlations between the classified age groups. Again it was also observed that the coefficient of correlation (r) was found to be 0.59 for DK and 0.52 for DY which indicated that there exists strong and positive correlation between the classified age group.

Discussion of the Result on Material related Barrier:

The results of the study shows that material related factor is also acting as a barrier from “some what of a barrier” to “moderate barrier” for the DK, LO, LS and DY primitive tribal women. From the study it is clear that still the government of the India unable to produce the teaching-learning material in primitive tribal language to the literacy centre. In this study researcher find out number of the material related problem. On the other hand data analysis reveals that DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY differ in their opinions with regard to the learning environment related barriers.

The common variables like less scope for use of audio visual aids was the material related barriers faced by DK, LO, LS and DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning. Further it was observed that material related barriers in the literacy centre had 8% for LO, 13% for DK, 25% for DY and 42% for LS, contribution to be constrained as barrier in different literacy centres. This means that the different age groups of the primitive women tribal affected by the material related barrier in the literacy centres. It was also observed that the coefficient of correlation (r) was found to be 0.36 for DK, 0.28 for LO and 0.5 for DY which indicated that there exist weak but positive correlations between the classified age groups. Again it was also observed that the coefficient of correlation (r) was found to be 0.64 for LS which indicated that there exists strong and positive correlation between the classified age groups.
Discussion of the Result on Geographical Barriers:

Results of the Geographical related barrier shows that it acts as a barrier from “somewhat of a barrier” to “moderate barrier”. It is clear from the study geographical factor also acting as a barrier in the learning process of the primitive tribal women in the literacy centre. It was evident from the data analysis that DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LS Vs DY were differ in their opinions with regard to the geographical barriers.

The common variables like, the centre, outside the community inhabitation, lack of minimum amenities at the centre were the geographical related barriers faced by DK, LO, LS and DY primitive tribal women irrespective of different age groups which acted as a barrier to their learning. Further it was observed that geographical related barriers in the literacy centre had only 22% for LO, 29% for DK, 25% for LS and 64% for DY contribution to be constrained as barrier in different literacy centres. This means that the different age groups of the primitive women tribal affected by the geographical related barrier in the literacy centres. It was also observed that the coefficient of correlation (r) was found to be 0.46 for LO, 0.5 for LS and 0.8 for DY which indicated that there exist weak but positive correlations between the classified age groups. Again it was also observed that the coefficient of correlation (r) was found to be 0.53 for DK which indicated that there exists strong and positive correlation between the classified age group.

5.1.3 Discussion of Results on Objective Three:

Discussion of the results in this section is based upon the null hypothesis of the study i.e. “there exist no significant differences of opinion among the different PTG women dropout’s learners with respect to language barriers for the promotion of literacy among tribal women”. For the purpose of the research, researcher has chosen language factor as the barriers for the literacy among the primitive tribal women.

Discussion of the Result on Language Barriers:

It was observed from the present study language barrier is the most important barrier for the primitive tribal women for attending the literacy classes. Results of the language related barrier shows that for the DK, LO, LS and DY perceive it some time to always problem. It is clear that the primer of the literacy programme still not prepared in primitive language. The content of the primer did not include the primitive tribal women
needs and interest. Further the analysis reveals that that DK LO, LO, DY was differing in their opinions with regard to language barriers. Furthermore observed from the data volunteer teachers is teaching in the Odia language which is not interested for them.

5.1.4 Discussion of the Result Objective Four:

Discussion of the results in this section is based upon the null hypothesis of the study i.e. “there exist no significant differences in the work participation rate of PTG women dropouts which acted as hindrance for their enrolment and retention in literacy programmes”. For the purpose of the research, researcher has chosen work participation as the barriers for the literacy among the primitive tribal women

Discussion of the Result on Work Participation:

It was observed that 97%, 97%, 80%, 87%, 91%, 96%, 94%, 91%, 31%, 94% and 45% variation in the opinion between the different tribal group and within the group of the primitive tribal women dropout with regard to over burdened in the agricultural work besides demotic work, collection of forest product during agricultural off season, accompany with my husband for work, most of the time in the year spending in agricultural work. additional burden of household work, additional burden of looking after the old family members, Feel tired in the evening after days of hard work in the farm, look after the children in the evening and attend the village market to sell the household products whereas there exist no significant difference in opinion, between the different primitive tribal group and within the group with regards to look after my young children alone, poor attendance due to my engagement in plantation and harvesting and do manual work outside the home as wage laborer respectively. Again it was observed that that coefficient of correlation (r) was found there exist strong and positive correlation between the opinion of the four primitive tribal women groups (DK, LO, LS, DY) on the above mentioned item

Results of the work participation related barrier shows that reason for drop out from “somewhat responsible for dropout” to “mostly responsible for dropout”. It is clear from the study work participation factor also responsible for dropout of the primitive tribal women from the literacy centre.

It was evident from the data analysis that variables such most of the time in the year spending in agricultural work, additional burden of household work, and look after the
young children alone were differ from the opinions of the DK, LO, LS and DY primitive tribal women. On the other hand DK Vs LS, DK Vs DY, DK Vs LO and LO Vs DY for over burdened in the agricultural work besides demotic work, DK Vs LO, DK Vs LS, DK Vs DY and LO Vs LS for collection of the forest product, DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS and for accompany with my husband for work, DK Vs LO, DK Vs LS, DK Vs DY, LO Vs LS for additional burden of looking after old family member, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LO Vs LS for feel tired in the evening after days of hard work in the farm, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LO Vs LS for look after the children in the evening, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LO Vs LS for poor attendance due to my engagement in plantation and harvesting, DK Vs LS, DK Vs DY, LO Vs LS, LO Vs DY and LO Vs LS for attainment of village market to sell the household product, DK Vs LS, DK Vs DY, LO Vs LS and LO Vs LS for manual work outside the home as wage labour were differ in their opinions with regard to the social barriers.

5.1.5 Discussion of Result Objective Five:

Discussion of the result in this section is based on contents analyses of the Primers of TLC, PLP and CEP book and find out gender biasness. From the analysis it was observed that out of nine units of total literacy primer one, six units were gender friendly and remaining three were gender biased. Out of this three, two supported the female gender and one supported the male gender on the other hand out of nine units of total literacy programme primer two five units were gender friendly and only four units were gender biased. Out of the four genders biased content one supported to the female and three units content supported to the male. However

Out of nine units of six units of primer three were gender friendly and only four units were gender biased. Out of four genders biased units three units supported to female and only one supported to male.

In case of post literacy primer one, out of 9 units, 5units were gender friendly and four units were gender biased. Out of the three units both two unit support to the male and one unit supported female where as out of nine units of post-literacy primer two, five units were gender friendly and four units were gender biased. Out of 4 units both three unit support to the female and only one unit supported to the male. On the other hand out of ten
units of continuing education book, five units were covers prose and two unit poem and three unit cover story. From these ten units 5 units were gender friendly and five units were gender biased. Out of which four units support to the female and two units support to the male. From the analysis it was observed that all most of the primers are not full filling the needs of the primitive tribal women. However most of the lessons are poem and female biased lesson. Furthermore observed that same content also repeat again and again, Content of the primer does not include the primitive tribal cultural life.

5.1.6 Discussion of Results in Objective Six:

Discussion of the results in this section is based upon the null hypothesis of the study i.e. “There exist no significant differences among different PTG women dropouts with respect to their learning needs”. For the purpose of the research, researcher has chosen individual development needs, vocational and job oriented needs, social awareness needs, cultural needs, literacy and numeracy needs, leisure time needs, skill development needs, animal husbandry needs and allied needs factor as the barriers for the literacy among the primitive tribal women.

Discussion of the Result on Individual Development:

Results of the individual development needs shows that the variable like learning needs for economic development, learning needs for use of waste material, learning needs for development of entrepreneurship skills, learning need for development of problems solving skills, learning needs for child care, learning needs for cultural development, learning needs for family welfare, learning needs for better home management skills learning needs for environmental awareness and learning needs for personal hygiene and health were needed sometime to frequently where as successful family life and better citizenship learning needs were frequently to usually needed for the DK, LO, LS and DY primitive tribal women. It was evident from the data analysis that learning needs for development problems solving skill for TLC dropout and PLP dropout differ in their opinions.

Discussion of the Result on Vocational and Job Oriented Programme:

Results of vocational and job oriented learning needs shows that the variable like learning needs for rope weaving, learning needs for knitting embroidery, learning need for food preservation, learning needs for kitchen gardening, learning needs for carpentry work
were needed frequently to usually where as learning needs for wood work were needed sometime to frequently for the DK, LO, LS and DY primitive tribal women. It was evident from the data analysis that learning needs for development problems solving skill for PLP dropout and CEP dropout differ in their opinions.

**Discussion of the Result on Social Awareness Needs:**

Results of social awareness needs shows that the variable like population awareness perceived as a necessary requirement, knowledge of current problems in society as a learning needs, were needed “frequently” to “usually” where as environmental awareness as a learning needs and political awareness learning needs “sometime” to “frequently” for the DK, LO, LS and DY primitive tribal women. Population awareness learning needs and knowledge of current problems in the society are important learning needs for primitive tribal women. It is clear that from the research social awareness learning needs necessary for the development of primitive tribal society.

**Discussion of the Result on Cultural Needs:**

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

**Discussion of the Result on Literacy and Numeracy:**

Results of literacy and numeracy needs shows that the variable like learning need for development of writing skills, learning need for development of reading skills were needed “frequently” to “usually” where as learning need for development of basic arithmetic skill “sometime” to “frequently” for the DK, LO, LS and DY primitive tribal women. From this studies clear that reading, writing and arithmetic learning are the basic learning need for them. Without theses it is too difficult that to maintain the day to-day activities. As per national literacy mission reading, writing and arithmetic were the main component of the literacy programme.
Discussion of the Result on Leisure Time Needs:

Results of leisure time needs shows that the variable like travel to religious place and properly use of leisure time were needed “frequently” to “usually” where as traveling to tourist places and gardening “sometime” to “frequently” for the DK, LO, LS and DY primitive tribal women. From this studies clear than proper use of leisure time and travel to religious place were most important learning needs for the primitive tribal women.

Discussion of the Result on Skill Development Needs:

Results of skill development needs shows that the variable like knowledge develop in horticulture and its Products needed “frequently” to “usually” in their life where as skill development in methods of irrigation, use of improved framing implements, methods of harvesting, use of Pesticides, use of compost, use of fertilizers, marketing of products, use and care of pump set and develop of floriculture needed from “sometime” to “frequently” for the DK, LO, LS and DY primitive tribal women. From the above study it clearly shows that knowledge develops in horticulture and its products is important learning needs for the primitive tribal women.

Discussion of the Result on Animal Husbandry Needs:

Results of animal husbandry needs shows that the variable like learning needs on rearing of sheep needed “frequently” to “usually” in their life where as poultry farming, piggery rearing and guttery rearing from “sometime” to “frequently” for the DK, LO, LS and DY primitive tribal women. From this study clear knowledge develops animal husbandry is important learning needs for the primitive tribal women.

Discussion of the Result on Allied Needs:

Results of allied needs shows that the variable like learning needs on making of handicraft and learning need on fish farming needed from “sometime” to “frequently” for the DK, LO, LS and DY primitive tribal women. From this study it clear that allied learning needs for the primitive tribal women is necessary.

5.2 Suggestion of the Study:

5.2.0. Introduction:

The spread of literacy has emerged as major factor in economic and social development for the PTG women. In fact, the linkages between literacy and socio-economic development are complementary to each other. Improved literacy can enhance
economic understanding, reduce poverty, promote democracy, increase civic engagement, prevent diseases through information provision; lead to lower birth rates as a result of increased information and confer human benefits such as increased self-esteem, confidence and empowerment. However, the benefits of literacy ensure only when broader rights and development frameworks are in place and operate effectively. Individual benefits can accrue only when written material is available to the newly literate person in their colloquial language.

Administrators of literacy programmes often discuss about barriers wherever there are adult literacy programmes. Barriers are factors that make it hard or impossible for learners to start or finish a programme or reach their learning goals. Barriers to literacy and learning are sometimes viewed simplistically, as though removing them were a straightforward matter of better planning and logistics. The present research found that many barriers are hidden: like the inner layers of an onion, they appear only after other more obvious barriers have been removed. I believe the key to reducing barriers is willingness to constantly reflect upon and renegotiate program policies and practices with reference to adult education programmes.

In view of the above benefits of literacy the researcher is, in a position to propose some of the suggestions to delimit the barriers of literacy applicable for PTG women. The success of this research study lies in understanding the multiple barriers facing women learners belonging to these disadvantaged groups which prevented them from acquiring literacy skills through the literacy programmes.

5.2.1 Suggestions for Objective One

Suggestions for Social Related Barrier:

It is recognised fact that a culture of good behaviour, mutual respect between instructors and the learners and good partnerships with parents/ elders in the community supports the learning of literacy well. The literacy programmes target more women rather than both genders. Participation in literacy programmes does enable the PTG women to gain access to and challenge traditionally male domains. In the study it was found that, the PTG women don’t feel at ease and feel shy while sitting with their counterparts in the class rooms. So it is suggested that, it would be preferable to have separate class arrangements for both male and females. This would enable them to feel at ease and make
the learning process interesting for the PTG women. The study also found that the women feel at ease when a female instructor teaches them. So, more focus should be on recruiting female instructors as far as possible and that too from their own tribal group. Further in PTG society, family which is more conservative in nature plays an important role in keeping women away from the learning centres. Therefore, it is utmost importance to educate the family members specially the head of the household during the environment building phase of literacy programme. Further in the studied PTG, it was found that early marriage system is prevalent and girls of young age devote lot of time in child rearing besides performing the household chores and other economic activities. So, time to time awareness programmes should to be conducted at the community level to highlight the reproductive health and its consequences for adolescent married girls. Further, the tribal’s do not give priority to the literacy programmes as they are economically poor and they are in search of work during the lean seasons. Some of them migrate to the nearby cities during the lean seasons. This was also a hindrance in their learning process. So food security needs is an important determinant of leaning as hunger and learning cannot go together. Some learners in the literacy program suffered from social isolation that left them with few or no other women they could trust. They lacked nearby friends and family who cared about them. So it is suggested that in order to overcome this barrier socialization programmes should become a part of the literacy program.

The study found that child care was the main barrier to women participation in literacy programmes. So it is suggested that during the time of the literacy classes, provision of child care centres would give an impetus for the women to participate in literacy programmes. Further to motivate them to come to the class, a small training allowance for women learners should be provided. When the children or the aged parents are sick, the women learners need to find alternative care. If they cannot, or if they need to take their child/parents to see a doctor, they will lose class time. So, it is always a better preposition to have program on family learning and health which should include the component of child rearing /health care for the children and the aged in the curriculum for adult learners. Besides, this focus should be on strengthening the health sub-centres in cluster of villages, so that timely help is available for the sickness of the children and the aged. So as far as possible, it is pertinent to deliver an effective family literacy program for
these low-income families facing significant literacy and health challenges. Dispositional barriers are related to the attitudes and perceptions that the women bring to the learning environment. They may include negative or limited experience in learning or placing a low priority on the program, sometimes described as “low motivation”. This presupposes a high level of commitment, a healthy work environment and strong relationships between the instructors and the learners. There should be a focus on parental support and early intervention by programmes to ensure that parents read with their children and have access to books.

Internal motivational as well as external motivational should be given to the Primitive tribal women for attending the literacy centre. They should be friendly with other learners and also participate in the recreational activities in the centre. The main task of the instructor is to develop positive attitude within them. They should not feel that too old age to learn for studies is over. They should not feel shy to attend the centre.

Primitive tribal women should not mind to sit with upper caste learners. They should understand that literacy is not only meant for wealthy persons and but also needed for most poor people to understand the conditions. During the conversion this people must not feel shy with other learners. Co-education system should be avoided by which they fill comfortable to attend the literacy centre. Home study habit is necessary for the development of the women learners. The instructor is irregular; they have to request him/her to be regular and friendly quality necessary. They did not take it to heart, if they were not able to answer the question put by the instructors.

Suggestions for Economic Barrier:

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

Literacy programmes facilitate the transmission of certain values, attitudes and behaviours through critical reflections. However, any effect that literacy may have on the culture i.e. what people believe and how they do things for a group is a slow process. It is not easily and immediately accessible, and is difficult to identify as the outcome of literacy intervention. Literacy programmes also aim to promote values such as equity, inclusion, and respect for cultural diversity, peace and active democracy. However, such transformation typically is limited. Literacy programmes can help preserve cultural diversity. In particular, programmes that make use of minority languages have the potential to improve people’s ability to participate in their own culture. The human rights elements of literacy preserving cultural diversity through its four pillars of learning with regard to indigenous peoples: learning to be (the right to self-definition and self-identification), learning to know (the right to self-knowledge), learning to do (the right to self-development), and learning to live together (the right to self-determination. Therefore it is suggested that the literacy centres should organizing different cultural activity, story-telling session and other group activities. Separate arrangements for the cultural activities should be made in the community. Learning of primitive tribal groups can be enhanced through the cultural activities. Village leaders should be cooperative in this regard.

5.2.2 Suggestions for Objective Two:

Suggestions for Institutional Related Facilities:

One of the main problems faced by the primitive tribal women was lack of physical facility in the literacy centre. Improper lighting and sitting arrangement, night classes could not be held regularly in adult education centre, due to frequent absence of kerosene oil or candles and patromax, no Latin, no audio visual aids. This created great difficulties for the current PTG women learners. In such a condition adequate supply of kerosene oil or candle should be provided to the centre and better quality of patromax or lantern should be provided by concerned authority to each literacy centre. Again, attempt should be made to provide proper accommodation to the current learners so that they can sit comfortably and do their work. If possible wooden benches or chairs and tables should be provided to the adult education.
The lighting arrangement in the learning centre must be improved. Some financial assistance is necessary for this. Special Latin and space for setting in the literacy centre is needed for the proper functioning of the literacy centre. During teaching-learning process, the volunteer teacher should use the audio-visual aid by which teaching learning process become more interest. The Programme officer should look after the following facilities such as availability of blackboard, providing timely kerosene, spaces for setting separately for men and women, providing timely teaching-learning material, ventilation in the class room, regular opening of the library. The government should provide special package for establishing separate latrine for both male and female learners in the literacy centre. The village leader should take the responsibility for making available light in the literacy centre. The instructor should look after regular supply of news paper coming to the literacy centre and arrangement of drinking water facility for the learners. The library of the centre should be opened 24 hours.

The volunteer teacher should follow appropriate method of teaching while teaching to the learners. The programme organizer should give emphasize on continuous environment building in the literacy centre. Since it was found that the problems of the adult learners are influenced by the local government, it was suggested that the problems faced by the adult learners should be handled considering the environmental influence. External motivation should be provided to them. Family member should develop the better learning environment for the women in the home. Pathagara should be established in the middle of the village so that every learner can access. The village leader, programme organizer and other administer officer should have positive attitude towards the learning environment.

The volunteer teacher should change their behaviour towards Primitive tribal women and treat them with love, affection, care and sympathy. As many of them are not academically sound they need adequate training on effective use of the primers and supply of adequate supplementary reading materials. The programme officer should appoint women volunteer teacher to centres and also select the instructors with pleasing voice, good conversation skills, from the same place within the same tribe. He should be punctual to the centre and also necessary to use latest teaching method. Upgrade of their knowledge is necessary for the development of the literacy programme. He should be faithful towards
her duties and accept criticism and comments with open hearts. Providing too much information in short time is not good for the learner. Volunteer teacher should keep the centre clean and green and avoids long class hours.

The centre should identify the local talents for organizing cultural and recreational programmes regularly for the betterment of the community. Creating a friendly and joyful atmosphere at the Centre is the main task of both the adult learners and volunteer teacher. The village level Committee should be established to look after the overall management of the centres. For the better result of the centre the volunteer teacher should encourage group discussion in literacy centre. Teaching-learning process should be made more innovative in the centre. The government should provide medical facility for the learners in the centre. After every two periods there should be provision of recreational facilities for the learners. Long duration teaching should be avoided in the centre. For the maintenance of the literacy centre, the special financial help should seek from the National Literacy Mission. Time table of the centre should be according to the learners. Special infrastructure for literacy centre should be arranged by the village people and politicians should not interfere in the management of the centre.

As far as possible, there should be made for the project officer or local competent authority to appoint local supervisor on fixed pay. Officials and resource persons may visit for inquiring about the centres. Vehicle should be provided for effective supervision of the literacy programme in the tribal areas. Duration of programmes should not be increased to two years. The supervisor of the programme should be given frequent guidance to the volunteer teacher. The programme officer should find out the problems of learners and instructors and solve them as quick as possible.

Primer should be bi-lingual and should be content area-specific materials. The supply of material and release of funds should be made in time. Adequate reading-writing materials should be provided to both learner and centre. Content of the primers should reflect the needs, interests and problems of the learners. Large print letters, illustrations should find a place in the primers. Context and formats of the books should be attractive and enjoyable in nature. The primers should have smaller units so that the learners may go home every day with the feeling of some achievement. The primers should include practice exercise to help slow learners to progress at their own speed and phase. Adequate and
appropriate teaching–learning materials like pencils, exercise books, help books, booklets, periodicals, posters, charts, models, chalks, blackboards, audio-visuals aid and primers should be supplied to the literacy centre in time, which will help to run the programme in a better manner.

**Suggestions for Geographical Barrier:**

The programme officer should select a centrally located place for the establishment of centre. Proper ventilation and lighting facilities for the centre should be given due weightage. The centre should have a good communication facility. Frequent change of the location should be avoided. Community cooperation is very much essential for effective adult education programmes because it helps them to foresee and also to enable them to have more interest in their studies and to apply what they have learned to actual life situations. Therefore, serious efforts should be made for creating a better teaching-learning atmosphere in community living for the improvement in adult education.

It was observed that non-availability of proper transport facility (like pool vehicular mobile van) has greatly affected the functioning of the adult education programme to a great extent. The functionaries like supervisors, project officers are unable to visit and supervise due to lack of communication facilities. As a result the distribution works of teaching-learning and other materials like kerosene oil or candles, lantern or patromax are not available. Hence, necessary transport facilities should be provided to the above functionaries, so that they will be able to visit the literacy centres to supervise the work and distribute the needed material in time.

**5.2.3 Suggestions for Objective Three:**

**Suggestion for Language Related Barrier:**

The ability to communicate clearly is a key factor for all the people. Being able to communicate effectively in an individual’s first or home language connects a person to their ethnic group and also helps to shape the identity of the individual. The indigenous PTG identify strongly with a traditional language identity. Cultural heritage and knowledge is passed on throughout each generation through language. Language is integral in affirming and maintaining the wellbeing, self esteem and a strong sense of identity among the tribal group. Languages contain complex understandings of a person’s culture and their connection with their land. There is a wealth of evidence that supports the
positive associations of health, literacy and employment outcomes as well as general wellbeing with language and culture. Indigenous languages keep people connected to culture and this strengthens a feeling of pride and self worth. Cultural knowledge, kinship, song and stories are reliant on language in order that these important cultural elements can be passed on from generation to generation. Language is an essential part that is intrinsically linked to indigenous PTGs’ ways of life, culture and identities. Languages embodies many PTG values and concepts and also contain indigenous peoples’ histories and development. They are fundamental markers of indigenous people’s distinctiveness and cohesiveness of the peoples. Not only that they speak the language linked with the tribal identity but generations upon generations of their families have also spoken it. The language they speak identifies them who they are. Sacred language does have its own language. They claim their languages through their grandparents. They should know their language first before they learn other languages-to know it, to understand it and also to relate to it. Therefore it is suggested that in order to remove the language barrier, the primers of the literacy programme should be bi-lingual in nature. Content of the primer should be written in the primitive tribal mother tongue as they do not have any written script. It is also important that the instructors should be well conversant with primitive tribal language i.e. the mother tongue. Thus, the primitive tribal language should be the medium of the instruction during the teaching learning process of the literacy centre.

5.2.4 Suggestions for Objective Four:

Suggestion for Work Participation

In the family, husbands should help their wives not only in the agricultural activities but also in the domestic work so that women can attend the literacy centre regularly. The Government should arrange work for them within the community. Scientific and advanced mechanism should used in the agricultural activities to increase productivity. Family burden should be minimized from women. Child-care centre should be opened in the primitive tribal community so that they can attend the literacy centre regularly. The Government should also establish recreational centres in the community. Water facility should be made available within the house. The volunteer teacher should make them aware of about the utility of the forest produce as well as the market value of the forest products.
5.2.5 Suggestions for Objective Five:

**Suggestion for Curriculum Construction in Adult Education:**

The curricula of the primers used for the teaching adults must not constitute standard material by the government. They should be constructed by the social workers in the locality who are well aware of the socio-economic and cultural position of a particular community to whom the literacy programme is intended. While constructing the curricula, sociological, economic or cultural studies, if any should be realized upon. Need-based material may thus be prepared where the learners themselves can contribute. This approach, where learner are taken into consideration in the matter of what is to be taught to them, is already.

The primers should not be treated as a means for publicity and propaganda of development programmes launched by the government. Instead of giving information and messages as pre-packaged truths the primers should initiate discussion among learners by which they learn to ask questions and challenge the existing notions regarding the role and position of women in the society. Instead of portraying women in traditional role models, new models with proper illustrations should be presented to enable them to conceive of a new society with a better position for women. Primers should be prepared in such a way that they act as effective vehicles for archiving attitudinal changes in both men and women in how they see themselves. At least half the committee for preparation of primers should consist of women members who are either activists or academicians with feminist perspectives, and who are also aware of the issues and challenges before the learners to whom the programme is meant.

SRC for adult education should take concrete steps in controlling the quality of primers all over the state. The proof of the primer should be verified by the expert committee and during such verification attention should be given on the quality of paper size of letter, picture, clarity of picture, open space, layout of page, illustration, proper writing of captions etc. primer frame worker should change the old format of the primer and in future production the size of primers should be as per the guideline. Steps should be taken to give color pictures in the inner pages of both types of primers. Uniformity in use of words, vowels and conjunct letters maintained while primers are presented, management...
and information system should be strengthened and utilized to activate the process of primer development.

5.2.6 Suggestions for Objective Six:

Suggestions for Learning Needs:

For individual development, the primers should include economic development activity of the primitive tribal. For their economic development literacy centres should provide income generating courses like tailoring, embroidery, knitting, waving, readymade garment, carpet weaving, khadi spinning, fibre making, hand printing, biddi making, mat making, bamboo basket making, pickle making, food processing, bakery, vegetable growing, fish net making, goat rearing, poultry, dairy, bee keeping, piggery, fishery, brush making, book binding, hand-made paper making, match boxes making, stone cutting, pottery, leaf plate making, chalk making, paper bag making, envelop making, basket making, soap making, fruit and vegetable work, motor winding, pump set repairing, maintenance of agricultural tools, radio repairing and footwear making.

The government should arrange special awareness programme for the primitive tribal women to enhance problem solving skill. Special programmes to build up a better citizen should be provided at the literacy centres on the basis of the following topics like fundamental rights, duties of citizen, adult franchise, citizenship, centre state relations, functions of parliament, function of state assembly, political history, policies and aims of different political parties, election of president and prime minister, function of local government, national integration, international understanding. Woodwork training should be developed at the centre for the primitive tribal women to help them become self employed.

The following vocational and job oriented courses like computer training, stenography, typing, motor mechanics, cutting, cooking, sewing, pump repair, seed identification and preservation, fertilizer use, poultry development, tailoring, embroidery, carpentry, crochet work, food processing and prevention, animal husbandry and fishery should be given to tribal women by the government should be made to offer these courses through the literacy programme. Craft item should be an integral part in the curriculum of the Adult education programme. The instructor should provide practical classes to for developing craft making skill with the primitive tribal women. Provision of vocational
training should be made along with literacy work and vocational guidance bureau should be set up in each Adult Education Centre.

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

The literacy and numeracy should be presented from simple to complex nature to the primitive tribal women. The volunteer teacher should help them for the development of their Reading habit, writing habit and also helping them on the basic mathematical functioning in the literacy centre. It was observed that absence of recreational and entertainment activities in adult education programme hamper in creating proper interest among the primitive tribal women learner in attending the programme. Therefore provision for recreation and entertainment programmes for the learner in the literacy centre should be made available so that they can spend their leisure time wisely.

The literacy centres should organize different skill development programme for the primitive tribal women like awareness programme on agricultural activities, use of organic manure, use of pesticides, and use of improved farming implements. The volunteer teachers should also make tribal women aware of about the different financial support scheme for horticulture and floriculture. Special awareness programme should be organised for poultry farming, sheep farming, Piggery farming and guttery farming to enable adult learners to improve their economic standards.

5.3 Suggestion for the further Study:

Based upon the findings of the present study and in the light of the experience gained during the conduct of the present appraisal, some suggestions have also been given for carrying out further research in the same field. These suggestions are given below:

1. The present Study has been carried out only in Bolangir district of Odisha. It will be better if some more studies on dropouts are carried on the same sample of other districts.
2. It could be possible to carry out such more studies on the same sample of other states and union territories so that clear picture of these variables could be worked out on different situation.

3. It could be possible to carry out such studies on Sakkara Bharat Programme.

4. The study can be undertaken on other tribal and primitive tribal group of Bolangir, Odisha and India.

5. The study can be undertaken in other tribal group of Bolangir, Odisha and India.

6. The study can be undertaken on girls Education

7. The study can be undertaken on the persistence adult learner

8. The study can be undertaken on Scheduled Caste women

9. The study can be undertaken on left out Adult learner from the literacy programme.

5.4 Limitations of the Study:

1. The study doesn’t cover the psychological barrier of PTG women dropout from the literacy campaigns.

2. The study does not cover the general women dropout from the literacy campaign.

3. The study doesn’t cover male literacy barrier of primitive tribal group.

4. The study doesn’t cover Sakkara Bharat Programme.

5. The study doesn’t not cover the Scheduled Caste and General category women.

6. The study does not cover the political barriers of Primitive tribal women dropout from the literacy campaigns.

5.5 Conclusion:

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

It is also observed by the researcher that adult learners do not get adequate physical facilities, adequate learning environment, trained and qualified volunteer teacher, lack of
proper administration. The primitive tribal women do not get adequate reading materials. The reading materials are unsystematic and unattractive to them. The content does not meet the required local needs. Most of the centre does not have any audio-visual aid to stimulate the primitive tribal women learners. Audio-visual aids are available in only a few centres while the majority does not have to meet the need interest of the adult learners. It was also conclude that the primitive tribal women found difficulty to attend classes regularly because the centre is too far from their home. It further concludes that there was no proper accommodation available in the centre. Almost all the centre did not have a building of their own it mostly belonged to the village people. There was no proper seating arrangement for the adults lighting facilities are inadequate in most of the centre.

It is observed from the present research study that language is most important problem for achieving success in the literacy programme of primitive tribal society. Still, the government of India is not provided the primers to the primitive tribal adult learner in their local language. For this reason most of the primitive tribal women discontinue to the literacy programme. It was also observed from the study the volunteer-teacher are not well expert in teaching tribal language in the literacy centre. Speaking Odia, writing Odia and understanding Odia is too difficult for them.

From the main findings of the study it is observed that work participation of the primitive tribal women also responsible for the dropout from the literacy campaign. They spending time in child caring, care of family members, shopping, playing with children, feeding, leisure time, fetching water, fuel collection, animal rearing, for this reason they are irregular in the literacy centre. They engaged themselves day and night as they did not attain the literacy class regularly.

It was observed by the researcher that PTGs adult learner do not get adequate respect to physical facilities, learning environment, trained and qualified volunteer teachers, proper administration, distance of the literacy centre. They do not get adequate reading materials. The reading materials are systematic and unattractive to them. The course content does not meet the required needs.

It is also observed from the present, study the curriculum of adult education is not suitable for the primitive tribal women learner. Almost fifty percent of the content is gender biased in nature. The content of the primer also did not include the tribal aspects of
their society. For this reason they do not have any interest to attain the literacy classes. Content of the curriculum is written in Odia language which is difficult to understand to them.

It is also observed that with regard to learning needs of animal husbandry and the individual learning needs are two most important learning needs of the primitive tribal women. There was poor arrangement for providing vocational education to the adult learners. Very few arrangement was made to provide vocational training, through women taught a bit of embroidery, kitting, tailoring, carpentry etc. due to the lack of materials and equipment supplied to them it was not running properly.