

CHAPTER 6

SUMMARY

India is a developing country. The development of a country largely depends upon the people who live in the country. Illiteracy, ignorance and poverty among Indian people are the main hinderances in the way of development of the country.

6.1 Illiteracy in India

India has the largest number of illiterates in the world. As per 1981 census of the country, 58.30 per cent of the people were illiterate. The literacy rate in India was 36.23 per cent, out of which 46.89 per cent were male and 24.82 per cent were female. More number of people are illiterate in rural areas than urban. According to the census of 1981, only 29.65 per cent rural people were literate and out of them 40.95 per cent were male and 17.96 per cent were female.

6.2 Illiteracy among Women

Women have constituted half of the world population. In India, according to 1981 census, women constituted 331 million in absolute number and represent 48 per cent of the total population of the country. Out of them, only 24.82 per cent were literate. A large number of rural women were illiterate as compared to the urban women. The literacy rate among rural and urban women were 17.96 and 47.82 per cent, respectively.

Women are the most important part of the society. They are the first and foremost teachers of the future citizens of the country. If this section of the population of the country can be made literate they would be able to play their roles more efficiently than at present. Their effective contribution may lead the country towards the path of progress and development.

6.3 Government Efforts for Eradication of Illiteracy in India

The government of India, after independence of the country, has introduced various programmes to raise the level of literacy among the people. The government is well aware of the fact that due to illiteracy, majority of the people cannot avail the advantages offered by the government. Unless mass illiteracy of the country is eradicated, the people of the country would remain unable to take active part in the true sense in the developmental activities of the country. Hence, the government has emphasised removal of illiteracy from the country. As a follow up measure, the government introduced number of programmes and schemes for eradication of illiteracy from the country. In the year 1952, Community Development Programme was started and adult education in the name of Social Education was made a part of it. Farmers Training and Functional Literacy Programme was launched in 1968 to link literacy with economy and social development. The Farmers Training and Education was linked with Farmers Functional Literacy Programme (FFLP) which was meant not only for the farmers but for all the illiterate adults

of the country. To make it a mass programme, National Adult Education Programme (NAEP) was launched on 2nd October, 1978. Besides, Rural Functional Literacy Programme (RFLP) for the age group of 15-35 years was introduced in 1978 by merging the programmes of Farmers Functional Literacy Programme and Non-formal Educational Programme for the age group of 15-25 years. In the year 1986, Mass Programme of Functional Literacy (MPFL) was also implemented all over the country. The latest attempt in this respect is made by launching the National Literacy Mission (NLM) with a target to cover 80 million illiterate adults in the age group 15-35 years by 1995 in two phases. The new National Education Policy - 1986 has changed the programme of adult education by changing its existing activities to a mass programme with the definite objective of removal of illiteracy from the country by 1995.

6.4 Government Efforts for Eradication of Illiteracy among Women

The government of India has made many efforts to raise the status of women. Legislations were made for the upliftment of their status. Successive Five Year Plans have consistently emphasised women education. Special programmes for the education of adult women, the Community Development Projects, Welfare Extension Projects, Women's Organisations and Functional Literacy for Adult Women - have been organised from time to time for the upliftment of the status of women by making them literate.

A massive programme of Adult Education for Women has been launched by the central and state governments. Non-formal

Education for Women and Girls was also implemented with the ongoing programmes of education from 1982. Incentive Award Scheme for female adult literacy was sanctioned for achieving better result out of the programme of women education. Considering the low rate of literacy among women, and their lack of participation in the developmental activities, the government has issued directives to organise at least 50 per cent of Adult Education Centres for women. Moreover, National Adult Education Programme and Mass Programme of Functional Literacy also conducted literacy classes for women as directed by the government. The National Literacy Mission has also stressed the importance of women's education equally as that of men.

6.5 Illiteracy in Assam

The literacy rate of Assam is very low. As per 1971 census, literacy rate of Assam was 28.15 per cent, out of that 36.68 per cent were male and 18.63 per cent were female.

It is derived from 1971 census that about 90 per cent of the total women population of Assam comprised of rural women. Among them, 83.49 per cent were illiterate and 5.73 per cent were literate without any educational standard, while in urban areas 49.11 per cent were illiterate and only 11.69 per cent were literate without any educational standard.

6.6 Government Efforts for Eradication of Illiteracy in Assam

The same programmes which have been launched from time to time by the central government for eradication of illiteracy from the country, were also implemented in Assam. The government

of Assam has planned to cover 32.45 lakhs of adult illiterates of the age group of 15-35 years by 1990.

The Rural Functional Literacy Programme (RFLP) has been conducted from 1979-80 in 16 districts of Assam. In the Jorhat district of Assam one project of RFLP was sanctioned. Considering the low literacy rate among women in Assam, the government of Assam has opened more number of adult education centres for women. State Resource Centre (SRC) for adult education was set up in Assam in 1984 to provide technical help to the programme. Monitoring and evaluation have been conducted from time to time to find out the progress of the programme.

The monitoring and evaluation conducted in the adult education centres by the related agencies may be time-bound and restricted as they were prepared as per guidelines of DAE. They may find out the difficulties faced in the development of adult education. There may be some factors associated with the impact of the programme. The factors that are associated with the impact of the RFLP may not be examined through these evaluations which are very much important to make the programme a success.

Taking this view point in mind, the present study has undertaken to find out the impact of RFLP on rural women of Jorhat district of Assam with respect to some selected variables.

6.7 Objectives of the Study

6.7.1 To find out the level of impact of Rural Functional Literacy Programme (RFLP) 1986-87 on rural women of Jorhat district of Assam in terms of the following aspects :

- a. Level of literacy achievement
- b. Level of awareness
- c. Level of functionality
- d. Development of opinion of the respondents regarding usefulness of RFLP
- e. Development of opinion of the respondents regarding women development through education.

6.7.2 To find out the level of impact of RFLP 1986-87 on rural women of Jorhat district of Assam in terms of the aspects mentioned previously in 6.7.1 with respect to the personal factors namely, (1) age, (2) religion, (3) caste/sect, (4) marital status, (5) education, (6) occupation, (7) type of work, (8) number of hours of work, (9) ethnic group, and (10) value for literacy education.

6.7.3 To find out the level of impact of RFLP 1986-87 on rural women of Jorhat district of Assam in terms of the aspects mentioned previously 6.7.1 with respect to the family factors namely, (1) type of the family, (2) size of the family (3) number of children in the family, and (4) family encouragement.

6.7.4 To find out the level of impact of RFLP 1986-87 on rural

women of Jorhat district of Assam in terms of the aspects mentioned previously in 6.7.1 with respect to the institutional factors namely, (1) ^{concept of} teacher effectiveness and (2) classroom facilities.

6.8 Null Hypothese

- 6.8.1 According to the personal factors namely, (1) age, (2) religion, (3) caste/sect, (4) marital status, (5) education, (6) occupation, (7) type of work, (8) number of hours of work, (9) ethnic group, (10) value for literacy education, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding the following aspects :
- a. Level of literacy achievement
 - b. Level of awareness
 - c. Level of functionality
 - d. Development of opinion of the respondents regarding usefulness of RFLP
 - e. Development of opinion of the respondents regarding women development through education.
- 6.8.2 According to the family factors namely, (1) type of family, (2) size of family, (3) number of children in the family, and (4) family encouragement, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of RFLP during the year 1986-87 regarding the aspects mentioned

previously in 6.8.1.

6.8.3 According to the institutional factors namely, (1) concept of teacher effectiveness and (2) classroom facilities, there will be no significant differences among rural women of Jorhat district of Assam who have attended the classes of RFLP during the year 1986-87 regarding the aspects mentioned previously in 6.8.1.

6.9 Methodology

6.9.1 Population and Sample

The population of the study comprised of the rural women of Assam who attended the classes of RFLP.

The sample of the study consisted of total 500 rural women who had attended the classes of RFLP during the year 1986-87 in 3 blocks of Jorhat district of Assam namely, (1) Jorhat North-West Community Development Block, (2) Titabar Community Development Block, and (3) Jorhat Community Development Block. There were 154 total Adult Education Centres(AEC) for women where the classes of RFLP were conducted under these 3 blocks. Fifty per cent AECs were taken for the study from each community development block and equal number of women were randomly selected from each centre. All sampled women were selected from those who attended at least 65 per cent of the total classes of RFLP.

A pilot study was done to see the feasibility of the study on 30 learners in 3 centres under Jorhat district of Assam.

6.9.2 Research Tools

A questionnaire having six parts was constructed to collect the required information. The data collection tool was as below :

<u>Part</u>	<u>Purpose</u>	<u>Tool</u>
I	Background information of the respondents. <u>Impact</u>	Structured interview schedule.
II	Literacy skills in (a) reading, (b) writing, and (c) numeracy.	Achievement test
III	Awareness regarding (a) family planning and health and hygiene, (b) agriculture and veterinary, and (c) general knowledge.	Structured interview schedule with multiple choice type statements.
IV	Functionality regarding (a) family planning, (b) economics, (c) agriculture, and (d) education.	Structured interview schedule with multiple choice type statements.
V	Opinion of the respondents regarding usefulness of RFLP.	Structured interview schedule with two points rating scale.
VI	Opinion of the respondents regarding women development through education.	Structured interview schedule with two points rating scale.

6.9.3 Collection of Data

Data collection was done in the first part of the year 1988.

6.9.4 Scoring and Categorizing the Data

The data, after collection, was categorised to facilitate the analysis of it. Weightages were given to various items of all six parts of the tool. The respondents were categorized according to the score scored by them. The total number of the

respondents which might fall in each category were considered while deciding the range of score for each category. Categories of all aspects of all parts of the tool were decided in the same pattern.

The achievement test on literacy was prepared and scored on the basis of guidelines of the Directorate of Adult Education, Ministry of Education, Government of India.

6.9.5 Analysis of Data

The plan for analysis of data was made in consultation with an expert in statistics of M. S. University of Baroda.

Different statistical measures for various purposes were used as:

<u>Purpose</u>	<u>Statistical Measures</u>
- To find out the background information of the respondents	Percentage
- To find out itemwise responses of the respondents regarding the variables, value for literacy education, family encouragement, teacher effectiveness, and classroom facilities.	Percentage
- To find the overall levels of literacy achievement, awareness, functionality, development of opinion of the respondents regarding usefulness of RFLP, and development of opinion of the respondents regarding women development through education.	Percentage
- To find out the differences in the levels of literacy achievement, awareness, functionality, development of opinion of the respondents regarding usefulness of RFLP, and development of opinion of the respondents regarding women development through education.	Chi-square test

6.10 Major Findings of the Study

6.10.1 Background Information of the Respondents

Variablewise distribution of the respondents showed that more than half of the respondents belonged to the young age group. The remaining 44.20 per cent respondents were from the older age group.

More than three-fourth of the respondents were Hindu by religion (76.80%), 14.60 per cent were Muslim and 8.60 per cent were from Christian religion.

There were 40.20 per cent respondents from the caste/sect group of Scheduled Castes and Scheduled Tribes, 38.00 per cent were general (which were other than SC/ST or OBC/MOBC) caste and 21.80 per cent were Other Backward Classes/More Other Backward Classes.

Little more than half of the respondents (52.20%) were married. The remaining 47.80 per cent were unmarried.

Little more than three-fourth of the respondents (76.60%) were illiterate and 23.40 per cent were semi-literate at the time of joining the classes of RFLP.

More than three-fourth (78.20%) respondents were from the group of working women and the rest were from the non-working group.

Little more than half of the respondents (56.52%) were from the farm labourers' group, 33.76 per cent were tea-garden

labourers and the remaining less than one tenth were doing other work such as ayas, maid-servants, helpers, mid-wives and so on.

Majority of the respondents (69.31%) were working for 4 hours and above per day and the rest 30.69 per cent were working for less than 4 hours.

Half of the respondents (49.60%) were Assamese and other half (50.40%) were non-Assamese group of respondents.

Little more than half of the respondents (52.00%) poorly valued the literacy education. Little less than half of them (48.00%) highly valued the literacy education.

Half of the respondents (50.60%) were from nuclear families and the remaining 49.40 per cent were from joint families.

Majority of the respondents were from medium sized families (64.40%), one-fourth (24.20%) were from small families and remaining 11.40 per cent were from big sized families.

Half of the respondents (50.60%) belonged to the families having few children in their families and other half (49.40%) having more children in their families.

Little more than half of the respondents (52.00%) were less encouraged by their family members, and 48.00 per cent were more encouraged by their family members for literacy education.

Half of the respondents considered their teacher to be effective and the other half considered them to be non-effective.

Little more than half of the respondents considered their classroom facilities to be adequate and the rest 45.80 per cent considered their classroom facilities to be inadequate.

6.10.2 Overall Impact of RFLP

Overall impact of the Rural Functional Literacy Programme regarding literacy achievement was poor. Lowest impact was found regarding the sub-aspect of numeracy among 3 sub-aspects of literacy achievement, namely, reading, writing, and numeracy.

Regarding awareness the impact was found medium for all the 3 sub-aspects, namely, agriculture and veterinary, family planning and health and hygiene, and general knowledge. Among these 3 sub-aspects, lowest impact was found regarding family planning and health and hygiene.

To assess functionality, only married women were taken into consideration. There were 261 total married women. The impact of the programme in terms of functionality was found to be low as more than half of the respondents achieved the level of low in 3 sub-aspects out of 4, namely, family planning, economics, agriculture and education. Lowest impact was found regarding economics.

Little more than half of the respondents developed favourable opinion regarding usefulness of RFLP. About half

of the respondents developed favourable opinion regarding women development through education.

6.10.3 Impact of RFLP in relation to Personal, Family and Institutional Factors

I Personal Factors

While checking the impact with respect to the factors, it was found that among the 10 personal factors, caste/sect and the type of work were associated with many aspects/sub-aspects of RFLP. Significant differences were found in the impact regarding 9 aspects/sub-aspects out of 12 in relation to the caste/sect of the respondents. The respondents belonging to SC/ST have achieved higher level of impact regarding numeracy, agriculture and veterinary, agriculture, economics and opinion regarding usefulness of RFLP. The respondents of OBC/MOBC achieved higher level of impact regarding family planning and health and hygiene, general knowledge, family planning and education than the other caste/sect groups.

Significant differences were found regarding 7 aspects/sub-aspects out of 12 in relation to the type of work. The women belonging to the group of workers other than farm and tea-garden labourers achieved higher level of impact regarding numeracy, agriculture and veterinary, agriculture and opinion regarding women development through education. The farm labourer group achieved higher level of impact regarding family planning and health and hygiene, family planning and economics than the other groups of worker.

The factors religion, occupation, number of hours of work, and ethnic group were associated with some aspects/sub-aspects of the study. Significant differences were found in the impact regarding 5 aspects/sub-aspects out of 12 in relation to the religion of the respondents. The Hindu respondents achieved higher level of impact regarding numeracy, family planning, and opinion regarding women development through education than the other religious groups. The Hindu and Christian respondents achieved higher level regarding agriculture and veterinary while Muslim and Christian learners developed more favourable opinion regarding usefulness of RFLP than the other religious group.

Significant differences were found in the impact regarding 4 aspects/sub-aspects in relation to the involvement in occupation of the respondents. The non-working group achieved higher level regarding reading, numeracy and agriculture while working group developed more favourable opinion regarding women development through education than the other group.

Significant differences were found in the impact regarding 5 aspects/sub-aspects in relation to the number of hours of work. The women who worked less hours a day achieved higher level of impact regarding agriculture and veterinary, family planning and health and hygiene, economics, agriculture and opinion regarding women development through education than the other group of respondents who worked more hours a day.

Significant differences were found regarding 4 aspects/sub-aspects in relation to the ethnic group of the respondents.

The women belonging to the Assamese ethnic group achieved higher level of impact regarding writing and family planning while the non-Assamese group achieved higher level regarding family planning and health and hygiene and education than the Assamese group.

The factors age, marital status, education and value for literacy education were among the 10 personal factors, associated with very few aspects/sub-aspects of the study. Very clear trend was not found about the association of these factors.

II Family Factors

Among the 4 family factors, number of children in the family was found associated with most of the aspects/sub-aspects of RFLP. Significant differences were found in the impact regarding 10 aspects/sub-aspects out of 12 in relation to the number of children in the family. The women having few children in the family achieved higher level regarding reading, agriculture and veterinary, family planning and health and hygiene, general knowledge, family planning, economics, education, and opinion regarding women development through education than the other group. The women who had more children in the families achieved higher level of impact regarding agriculture and opinion regarding usefulness of RFLP than the respondents having few children in the families.

The factors size of the family and family encouragement found to be associated with some aspects/sub-aspects of the study. Significant differences were found regarding 5 aspects/sub-aspects in relation to the size of the family. The respondents belonging to the small families achieved higher level of impact regarding

agriculture and veterinary, family planning , economics, education, and opinion regarding women development through education than the women belonging to medium and large sized families.

Significant differences were found regarding 4 aspects/sub-aspect in relation to the family encouragement for literacy education. The women who were less encouraged by their family members achieved higher level of impact regarding reading, numeracy, agriculture and veterinary, and opinion regarding usefulness of RFLP than the women who were more encouraged.

The type of the family was associated with only one aspect of RFLP.

III Institutional Factors

Among the 2 institutional factors, the factor classroom facilities was found to be associated with some of the aspects/sub-aspects of the study. Significant differences were found regarding 4 aspects/sub-aspects in relation to this factor. The respondents who considered their classroom facilities adequate achieved higher level of impact regarding general knowledge, agriculture, and education. The respondents who considered their classroom facilities inadequate achieved higher level in terms of the opinion regarding women development through education than the other group of respondents.

The factor concept of teacher effectiveness was found to be associated with very few aspects/sub-aspects of the study. It was associated with 3 out of 12 aspects/sub-aspects of RFLP.