## APPENDIX

### INTERVIEW SCHEDULE

**TRAINING AND EMPOWERMENT OF RURAL WOMEN IN KERALA**

Sl. No.

**PART I PERSONAL PROFILE**

<table>
<thead>
<tr>
<th>No.</th>
<th>Question / Options</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Age in actual years.</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Educational qualification:</td>
<td>Can only read and write</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lower primary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper primary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SSLC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PDC</td>
</tr>
<tr>
<td>A3</td>
<td>Religion</td>
<td>Hindu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Muslim</td>
</tr>
<tr>
<td>A4</td>
<td>Marital status</td>
<td>Married</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Widowed</td>
</tr>
<tr>
<td>A5</td>
<td>Occupation</td>
<td>Salaried job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wage labour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cottage industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Others</td>
</tr>
<tr>
<td>A6</td>
<td>Personal income(monthly)</td>
<td>Salaried job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wage labour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cottage industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Others</td>
</tr>
<tr>
<td>A7</td>
<td>Kind of family</td>
<td>Nuclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joint</td>
</tr>
<tr>
<td>A8</td>
<td>Family income (monthly):</td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td>Are you the head of the Family?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>A10</td>
<td>How much land you hold?</td>
<td></td>
</tr>
</tbody>
</table>
A11. How much land is in your name?

A12. What is your position in the Mahila Samajam?

<table>
<thead>
<tr>
<th>Position</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>1</td>
</tr>
<tr>
<td>Vice president</td>
<td>2</td>
</tr>
<tr>
<td>Secretary</td>
<td>3</td>
</tr>
<tr>
<td>Joint secretary</td>
<td>4</td>
</tr>
<tr>
<td>Treasurer</td>
<td>5</td>
</tr>
<tr>
<td>Executive member</td>
<td>6</td>
</tr>
<tr>
<td>Ordinary member</td>
<td>7</td>
</tr>
</tbody>
</table>

PART II  LEVEL OF AWARENESS ABOUT WOMEN'S RIGHTS AND ISSUES

B. Knowledge

Knowledge of different Acts relating to women's rights:

1. Very much,
2. Much,
3. A little,
4. Very little,
5. Not at all.

B1. The Hindu Succession Act 1955 (By which a daughter, widow and mother inherit equally with sons)

1  2  3  4  5

B2. The Special Marriage Act 1955 (Giving women the right to divorce on exactly the same ground admissible to men)

1  2  3  4  5

B3. The Special Marriage Act 1956 (raising the age of marriage for girls to 18 years and boys 21 years)

1  2  3  4  5
B4. The Special Marriage Act 1964 (entitling widows and divorced women to remarry)

B5. Equal Wages Act 1976 (entitling women workers to receive, for a given type of work, the same wage as received by male workers)

B6. Dowry Prohibition Act 1961 (prohibiting the acceptance of marriage dowry)

B7. The Medical Termination of Pregnancy Act 1969 (legalising abortion with the consent of women on medical grounds as well as for reason of contraceptive failures)

B8. The Act prohibiting child marriage


Sources of knowledge of the above mentioned legal measures:

1. Yes 0. No

B10. Family 1 0

B11. Friends 1 0

B12. Books 1 0

B13. Periodicals 1 0

B14. Newspapers 1 0

B15. Place in which women work 1 0
Knowledge about government welfare measures for women and children:

B17. Development of Women and Children in Rural Areas (DWCRA)

1 2 3 4 5

B18. Nutrition Programme

1 2 3 4 5

B19. Universal Immunisation Programme (UIP)

1 2 3 4 5

B20. Women's Vocational Training Programme

1 2 3 4 5

B21. Hostel for Working Women

1 2 3 4 5

B22. Integrated Child Development Services (ICDS)

1 2 3 4 5

B23. Creches/Day care centres for children of working mother

1 2 3 4 5

B24. Integrated Rural Development Programme (IRDP)

1 2 3 4 5

Sources of information about the welfare measures:

1. Yes 0. No

B25. Family 1 0

B26. Friends 1 0

B27. Books 1 0
B28. Periodicals 1 0
B29. Mahila Samajam 1 0
B30. Government offices 1 0
B31. Place in which women work 1 0

B32. Do you think that these measures are capable of solving women’s problems?
   1. Yes 2. No 3. Don’t know

B33. Do you read newspapers, periodicals?

B34. Are you satisfied with the present knowledge which you have about the women’s issues?
   1. Yes 2. Partially 3. Not at all

If ‘no’ what is your plan to ascribe more knowledge?

B35. Awareness programme 1. Yes 0. No
B36. Training programmes 1. Yes 0. No
B37. Improve reading habit 1. Yes 0. No
B38. Social action movements 1. Yes 0. No

C. Attitude (Attitude on women’s status and education)
   1. Agree 2. Disagree

C1. (2.16) Woman’s place is in home
C2. (1.40) Upbringing of children is strictly a woman’s job.
C3. (8.14) Family responsibilities should be jointly shared by both man and woman.
Man should have the final authority in family affairs.
The family gets neglected if the woman takes up a job.
Working woman should have complete control over her earnings.
Women are unsuited for police and administrative positions in districts.
Woman should be economically independent.
Women should get equal wages to men for similar work.
Daughters should be given equal share in father's property.
Purdah helps in providing protection and security to woman.
It is the duty of woman to pray and observe fast for the long life of her husband and son.
There should be reservation of seats for women in the Government services.
There should be no difference in the education of boys and girls.
Girls should be taught home-science compulsorily.
Co-education schools lead to sex permissiveness.
Boys and girls do not differ in their intellectual abilities.
Education is necessary for girls to establish the equality of both sexes.
Highly educated girls find adjustment difficult.
Education helps girls in looking after the house better.

D. Practice (Questioning – responding)

What are the major atrocities faced by women in your areas?

D1. Dowry harassment
    1. Yes 0. No

D2. Rape
    1. Yes 0. No
D3. Wife beating 1. Yes 0. No

What are the major root causes for these?

D4. Male domination 1. Yes 0. No

D5. Absence of protesting 1. Yes 0. No

D6. Alcoholism 1. Yes 0. No

What are your reaction in the above matters?

D7. Strict punishment 1. Yes 0. No

D8. Protesting and reacting 1. Yes 0. No

What are the areas that woman face inequality in your area

D9. Family 1. Yes 0. No

D10. Workplace 1. Yes 0. No

D11. Worship place 1. Yes 0. No

D12. Do you discuss on women’s issues in your Samajam?

Fully 1

Partially 2

Not at all 3

D13. Are you confident and able to assert your views regarding matters that affect your life and of other women in your family and society?

1 2 3

D14. Did you face any problems from government offices and society as a social activist?

1 2 3

D15. Do you respond to eve teasing?

1 2 3
D16. You are able to confront and change cultural practices that oppress women and enable to break through the patriarchal hold.

1 2 3

D17. Do you bring any women’s issues of your area in front of government authorities?

1 2 3

What are the methods used?

D18. Giving a written complaint 1. Yes 0. No

D19. Oral complaint 1. Yes 0. No

D20. Public meeting 1. Yes 0. No

PART III LEADERSHIP QUALITIES AND SKILLS

E. Self confidence

E1. I consider myself as an efficient person 1. Yes 2. Sometimes 3. No

E2. I wish my friends should honour me 1. Yes 2. Sometimes 3. No

E3. I am capable of doing everything 1. Yes 2. Sometimes 3. No

E4. I think that I am very powerful 1. Yes 2. Sometimes 3. No

E5. I believe on my labour and ability 1. Yes 2. Sometimes 3. No

E6. I have many qualities due to which I myself find solutions to several problems 1. Yes 2. Sometimes 3. No

E7. I work according to my own wish 1. Yes 2. Sometimes 3. No

E8. I ponder over my problems myself 1. Yes 2. Sometimes 3. No

E9. People know it very well that I have all qualities 1. Yes 2. Sometimes 3. No

E10. I can do everything 1. Yes 2. Sometimes 3. No
E11. I give priority to the present and do not think of future 1. Yes 2. Sometimes 3. No
E12. I do not care of others anger 1. Yes 2. Sometimes 3. No
E13. All praise me and my work 1. Yes 2. Sometimes 3. No
E15. My friends consider me very proud 1. Yes 2. Sometimes 3. No
E20. I have the desire to become a very rich woman 1. Yes 2. Sometimes 3. No

F. Communication Skill

F1. You try to communicate something which you yourself are fully convinced.

F2. While communicating do you share all your significant and true feeling with those to whom you are relating in family and society?
   1. 2. 3.

F3. While listening to another do you try to understand not only the content of the sharing but also the context?
   1. 2. 3.
F4. Do you try to consciously avoid blocks to communication once they are pointed out to you?

1. 2. 3.

F5. If a problem is presented do you listen for the cause of the problem?

1. 2. 3.

Types of communication pattern you follow:

<table>
<thead>
<tr>
<th>Persons</th>
<th>Methods used in one way</th>
</tr>
</thead>
<tbody>
<tr>
<td>F6. Husband</td>
<td></td>
</tr>
<tr>
<td>F7. Children</td>
<td></td>
</tr>
<tr>
<td>F8. Friends &amp; relatives</td>
<td></td>
</tr>
<tr>
<td>F9. Members of Mahila Samajam</td>
<td></td>
</tr>
<tr>
<td>F10. Officials</td>
<td></td>
</tr>
</tbody>
</table>

Methods used in two way

<table>
<thead>
<tr>
<th>Persons</th>
<th>Methods used in two way</th>
</tr>
</thead>
<tbody>
<tr>
<td>F11. Husband</td>
<td></td>
</tr>
<tr>
<td>F12. Children</td>
<td></td>
</tr>
<tr>
<td>F13. Friends &amp; relatives</td>
<td></td>
</tr>
<tr>
<td>F14. Members of Mahila samajam</td>
<td></td>
</tr>
<tr>
<td>F15. Officials</td>
<td></td>
</tr>
</tbody>
</table>

F16. Do you feel any difficulty in communicating with superiors.


F17. Do you feel oral communication will help you to express your problems more clearly than written communication?

1. 2. 3.
F18. Do you face any barrier in communicating with others?

1. 2. 3.

If so, what are the barriers?

F19. Personal barriers

F20. Psychological

F21. Physical

F22. Badly expressed message

F23. Loss by transmission

F24. Communicators distract

G. Organisation Skill

G1. Do you take initiative in organising a programme?


G2. You are capable of organising and co-ordinating functions and programmes of Samajam effectively.

1. 2. 3.

G3. You are able to influence social choices and decisions affecting the whole society.

1. 2. 3.

G4. You build and maintain mutually rewarding relationships with the members of the Samajam

1. 2. 3.

G5. Have you attended any public function in your area?

1. 2. 3.
What was your role in it?

| G6. | As an organiser | 1. Yes | 0. No |
| G7. | As a speaker | 1. | 0. |
| G8. | Mere participation | 1. | 0. |

What is the methodology you use to organise a programme?

| G9. | Discussion with officials | 1. Yes | 0. No |
| G10. | Using pamphlets | 1. | 0. |
| G11. | Personal contact | 1. | 0. |
| G12. | Announcement | 1. | 0. |

H. Managerial Skill

H1. You are willing to share your responsibilities with others.


H2. You are capable of managing your time and resources productively.

1. 2. 3. 

H3. Do you take full responsibility of your own actions and reaction in the group?

1. 2. 3. 

H4. You want to build team effort to achieve better results.

1. 2. 3. 

H5. Develops and uses logical step-by-step plans to reach goals.

1. 2. 3. 

H6. You make an action plan before implementing any activity or programme

1. 2. 3.
H7. Places the highest priority on getting job or activity completed.

1. 2. 3.

H8. You possess sufficient analytical skills to understand the causes and effects to problems that affect women, their family and society.

1. 2. 3.

H9. You are able to influence group members towards the accomplishment of goals in a given situation

1. 2. 3.

H10. Do you evaluate, after carrying out each activity and programme?

1. 2. 3.

H11. You motivate people to perform certain tasks intended to achieve specified objectives

1. 2. 3.

PART IV SOCIO ECONOMIC STATUS IN FAMILY/SOCIETY

I Participation in Decision making Roles

<table>
<thead>
<tr>
<th>Areas</th>
<th>Independent decision of husband</th>
<th>Independent decision of respondent</th>
<th>Jointly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education of Children:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I1. Selection of school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I2. Type of education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I3. Age of sending children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I4. Medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I5. Type of dress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. School bag

17. Amount spend for education

18. Taking children to school
   Health Services:  
      1  2  3

19. Immunisation of children

20. Type of treatment

21. Type of hospital

22. Doctor

23. Food taken during illness

24. Preventive measures

25. Taking rest — (duration)
   Family Planning:  
        1  2  3

26. Method to be adopted

27. At what time?

28. Who is to adopt

29. To have a baby

30. No. of children

31. Difference of age between children
   Economic:  
        1  2  3

32. Type of house

33. Size of the house

34. Location
125. Renting / Buying house
126. Loan is to be taken from which bank
127. Amount of loan to be taken
128. Spending the loan
129. Repayment system
130. Amount to be spent on food
131. Clothing
132. Entertainment
133. Furniture

Household Work:

<table>
<thead>
<tr>
<th>Area</th>
<th>Husband</th>
<th>Wife</th>
<th>Jointly</th>
</tr>
</thead>
<tbody>
<tr>
<td>134. Cooking</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>135. Washing dishes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>136. Cleaning and dusting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>137. Ironing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>138. Shopping for every day requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>139. Washing of clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140. Bathing children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>141. Dressing the children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142. Dropping the children to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>143. Teaching the children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144. Taking them to hospital</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
145. Rearing of domestic animals
146. Nursing the aged

### Social Independence

**Membership in Organisations:**

<table>
<thead>
<tr>
<th>Type of Organisations</th>
<th>Role</th>
<th>Governing body member</th>
<th>Ordinary member</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1. Voluntary/social</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Political</td>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>J3. Religious</td>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>J4. Economical</td>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Social mobility – (wider public relation):**

<table>
<thead>
<tr>
<th>Place/Location</th>
<th>Frequently</th>
<th>Monthly</th>
<th>6months</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>J5. School</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>J6. Your organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J7. Other organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J8. Government offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J9. Festival places</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J10. Town</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J11. City</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
J12. Are you able to relate to men on the basis of equality and partnership?


J13. Are you able to have dialogues and negotiate with outside forces, leaders or officials in authority?

1.  2.  3.

J14. Are you politically conscious about the present situation?.

1.  2.  3.

J16. You have a role in the decision making process in the society

1.  2.  3.

J17. You have a role in the decision making process of the organisations you represent

1.  2.  3.

J18. You are proud of your womanhood and have high esteem for yourself.

1.  2.  3.

K. Economic Independence

K1. Did you get any share of the property from your parent?

1. Yes  0. No

K2. If ‘yes’ in whose name is it?


K3. Do you give your earnings to your husband to run the house?


K4. Who keeps and maintain the family account?

K5. In whose name is the bank deposit?

K6. Are you economically self reliant, and are ensured of your security?
1. Yes 0. No

L. Recognition and Acceptance

Being recognised and respected as citizen and as a human being...

<table>
<thead>
<tr>
<th>Areas</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1. Places of worship</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>L2. Workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L3. Organisations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L4. Local body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L5. Government offices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L6. Other places of contact</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L7. Do you feel that the employed women in the society are more respected /accepted than the unemployed women?
1. Fully 2. Partially 3. Not at all

L8. Do you feel that the educated women are more accepted in the society than the uneducated women?
1. 2. 3.
Which in your opinion are the important factors that bring social status to the rural women?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1. Yes</th>
<th>0. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>L9.</td>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L10.</td>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L11.</td>
<td>Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L12.</td>
<td>Participation in Politics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>