CHAPTER - SIX

SUMMARY, CONCLUSIONS AND SUGGESTIONS
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Introduction:

Nepal is a small country. About 80 per cent of her area is hills and mountains, and 20 per cent plane with total population of 15022839 of which 48.8 per cent is a female population. Of the total population 96 per cent live in rural areas.

Economic Situation

Basically Nepal's economy is based on agriculture on which 91.1 per cent of the population depends. Of the total cultivable land, only 16 per cent is cultivated. The income from agriculture is Rs.456.50 per annum for 69 per cent of the population thus keeping 46 per cent national average of the population below the poverty line.

Poverty as a Challenge to National Development

Poverty is not only related and limited to economic hardships, but it denotes also social and cultural backwardness. So solving the problems of poverty measures overcoming economic, social, political, religious, educational, psychological and many other hurdles.
The relegation of poverty from society is not as difficult as it is unwanted by some sections of the society, who thrive poverty. So unless considerable sacrifices are made by the rich, and the government adopts social welfare policy for the poor and strictly implements it, poverty sustains singularly.

Economic Development

The economic state of the country with 46 per cent of the population below the poverty line is due to many reasons. One of them is that no programme for economic development as such was adopted for more than a century in the Rana regime. The economic history before 1950 was almost a history of trade and commerce without any of the coordinated efforts directed towards the country's development.

One after another, all the political changes could not do anything to materialize the promises into realities. Instead of raising the socio-economic status of the population, the political changes added layer after layer of frustration among the general mass. More-than-twenty-five years-of-planned-economic-activities could bring little significant benefits of the general masses of particularly downtrodden rural poor.

However, in the name of the rural poor, there are
nearly a dozen rural development project being implemented in the country. These projects and programmes are expected to relegate poverty and raise socio-economic status of the rural people.

**Rural Development**

Of course, the best alternative strategy to relegate poverty from a country like Nepal is rural development. But rural development programme designed only for economic growth cannot succeed, because rural development is not related only with economic growth.

Rural development is a state of mind, a tendency, a direction. Therefore, rural development implies a process of change in the community with regard to concepts and strategies, skills and practices, behaviours and attitudes, and in fact the very way of thinking.

**Need of Training**

The changes in behaviour and economic status can be brought only through the proper education and training. Training is always associated with development which means improvement over the previous status through improved methods of undertaking activities, that is, proper handling of development projects.
People's participation

The success of any development project depends largely upon people's participation by men and women. So both of them need education and training. Special emphasis needs to be given on women's development, because women are more neglected both as direct participants and as a beneficiary in almost all sphere of activities in economic or non-economic.

Women's Development

Efforts have been made to develop the socio-economic and educational conditions and status of the women. The efforts were made by the women themselves as early as 1913, in Nepal. There were many women associations working towards the elevation of the status. Those organisations being affiliated with political parties, their activities were and are centered more on political activities than on socio-economic activities. So even with so many years' efforts could not have improved the lot of the women in general. If the women's organization benefitted any, it was only urban elite women. The women were not found to have analyzed the problems or devised critical solutions to free them from exploitation. They were not found to have organized the women against social evils, exploitation, nor did they expend their power, means and time for the cherished cause.
Programmes for Women Development

Realizing the importance of women's role in the national development, a few programmes specifically designed for the development of women have been launched both by government and semi-government agencies. Of these programmes some of them are Equal access of women to Education (EAWE), Women Development Section (WDS), Cottage Industry for Women Project (CIWP), Women Services Coordination Committee (WSCC); Mother's Club etc. One is women's Affairs Training Programme.

Status of Women

There is a need to give special emphasis on the development of women. Women have been playing various roles from the time immemorial to date, the woman is a daughter, a sister, a wife and a mother, and at each stage, she is to perform different roles expected of her. But their status is always regarded inferior to men. It is because they do not have right to life-options. So they should get an access to right to life-options.

Economic Status of Women

The percentage of women involved in agriculture is 98.2 per cent in comparison to 92.8 per cent of men, but the women are still deprived of the benefits of development and
the right to give a decision. In agricultural based societies, the activities which are crucial for the survival of the family include harvesting, thrashing, shelling, food preparation and other household consumptions, house construction, water fetching, fuel collections, tending the cattle, etc. All these activities are performed by women, but their status is always inferior to men.

If women are to be both contributors and recipients of the benefits of economic development, development programme for women cannot be separated from the general policies and strategies of development.

Educational status of Women

Education is one of the most important infrastructures of national development. The higher the level of education the higher the probability that women will be more productive.

In the process of rural development education and training should be treated as input in the production system rather than an unproductive asset. But the national figure for female literacy in Nepal is 12 per cent. The 1971 statistics show the educational level of economically active female population as 98.96 per cent with no schooling, 0.64 per cent have only primary education, .32, .03 and .05 per cent of women have secondary, intermediate and graduate levels of education respectively.
Of course, there is an ascending trend in the level of education among rural women, still the percentage is very low. Educational opportunities are more centered in urban areas. The literate women in rural areas is 27.70 per cent against 28 per cent in urban area. The percentage of women teacher is below 10 per cent at all school level education.

In order to involve the women work force in the mainstream of national development, the educational status of women be elevated.

**Legal status of Women**

Constitution and Civil Codes and laws ensure the guarantee of the women's right. The guarantee of rights will be meaningful only if the women can exercise the right in their life. Otherwise, the rights in the constitution and laws will remain only as a museum document. It is none other than women who should know how, when and where to exercise the rights.

The Nepalese women are fortunate enough unlike women in other countries. They started enjoying political rights without much struggle along with men right from the time of overthrow of Rana regime in 1951. But their participation in politics is very low.

Nepalese women have more rights equal to men, but they have not been able to exercise these rights as much as
they should have done, only because that majority of them are even unaware of their rights due to lack of education.

Need for Training the Women for Development

Rural transformation and national development demand educated and trained persons. So the need to train women for national as well as rural development has been echoed from all corners.

All jobs involve skills and right attitude for that to be performed at optimum efficiency. The skills have to be methodologically cultivated along with the inculcation of the right attitudes among the workers at the grassroot level.

Training helps people do their work easily and precisely, widened their mental horizon and create in them an awareness of the situation surrounding them.

Problems of Training

There are always uses and abuses of training. The causes can often be attributed to centralized decision making process. The doubts and complaints are growing about its effectiveness and waste. The training apparatus and its cost in some cases multiply but not the benefits.

However, the importance of the training cannot be denied. In the long run the benefits will multiply.
Effectiveness of Training

Effectiveness of training refers to the extent it has benefited the trainees.

Effective training encompasses qualities like dedication, commitment, skills and knowledge. Without these qualities, the skills lose much of their efficacies. Training is a three-way process—participants, the instructor and the organization. So effectiveness in training is determined by all three partners.

A properly conducted training programme inculcates among trainees (a) the favourable attitude towards rural life, (b) abilities to collect information, (c) discuss problems related to rural life, (d) attitude to work, and (e) ability to provide feedback.

Evaluation of Training Programme

In evaluating the training programme, the basic question is to what extent has the programme achieved what it set out to achieve. Any programme is launched with a series of actions by the persons involved in the programme. Those actions can be classified into acts done well and acts done poorly. The acts done well is usually described as a competent work.

Evaluation is viewed as a way to increase the rationality of policy-making.
Evaluation can be a research also. When it is research, it is concerned with facts as they are and when it is evaluation it is concerned with what it should be. Hence, evaluation has formative nature in its attempt.

**Purposes of Evaluation**

Program evaluation helps to make decisions with regards to:

i) continue or discontinue the programme,
ii) improve its practices and procedures,
iii) add or drop specific programme strategies, and techniques;
iv) institute similar programmes in other areas,
v) allot resources, and
vi) accept or reject a programme approach.

Evaluation of programme is done against the objectives of the programme as its criteria for evaluation.

Systematic evaluation presents meaningful results which help to form judgements and consequently to make decisions about the programme.

**Emergence and Statement of the Problem**

Many programmes have been implemented for rural as well as national development. Some of the programmes are geared towards direct economic growth; and some are infrastructural. Education and training sector is infras-
tructural which is basic to development. But there are only limited programmes especially designed and developed to train the rural women. Women's Affairs Training Programme (WATP) is one of them.

Is-the-programme-properly-serving-the rural-women is a question that can be raised. In order to seek the answer to the question as to what extent the WATP has become effective in transforming the rural life as envisaged in the programme objectives, the investigator proposed to study and assess the effectiveness and usefulness of the WATP. The problem, thus, was identified and is stated as under:

A STUDY OF WOMEN'S AFFAIRS TRAINING PROGRAMME: A STRATEGY FOR RURAL DEVELOPMENT IN NEPAL.

Need of the Study

WATP has been functioning almost for three decades as a strategy for rural development. A big amount of inputs in terms of money, manpower, time and other resources have been expended without exactly knowing if the programme were successful in achieving its objectives. Thus, the programme needs to be justified in terms of resources incurred upon it. An evaluation of the impact of the WATP was long due.

Very few studies regarding the impact of the programme has been conducted. The impact of the programme was
questioned by both the departments of His Majesty's Government and outside agencies. As such the present study was geared towards the evaluation of the WATP with the following rationale:

a) No evaluative study of the present type has been undertaken by any individual or agency to justify the programme in terms of the effectiveness and impact of the programme on rural life;
b) unless a study is undertaken to assess the effectiveness, no improvement could be suggested for the programme, which in turn helps in decision-making.

Therefore, the present research is undertaken to find answers to various reflections. These are:

a) How well has the WATP been implemented and functioning?
b) How far the effects of the WATP been congruent with the objectives?
c) To what extent the impact of the WATP on the rural life could be seen?
d) How far the programme has been beneficial to trainees — women workers and rural women.

The answers to the above question are expected to help the central authorities and policy makers modify the policies and design of the programme to stand the test of time, and to help the instructors bring about change in the courses of studies and methods of training.

Objectives of the Study

Keeping in view the need and rationale in mind, the present study was conducted with the following objectives:
To evaluate the impact of the Women's Affairs Training programme on rural life by assessing:

a) the usefulness and effectiveness of the training programmes on the basis of opinions, reactions and suggestions of the respondents, and

b) the practicability, utility and adequacy of the course contents in the context of rural life situations.

The Impact of Training on Women Workers

On the completion of training, the women workers are able to:

i) identify the needs of the rural women; plan training for rural women according to the needs of the rural life;

ii) give solutions to or help the rural women solve their ordinary problems of day to day life;

iii) enjoys respects and faith of the rural women; establish good rapport with the village people and the local authorities;

iv) give practical suggestions and advice to rural women;

v) teach rural women of their rights and duties as the citizens;

vi) help and participate actively in the welfare activities such as development projects for rural areas, or fight against social evils, injustice and exploitation.

These objectives are related to their professional competency. Secondly, after completing training, the women workers have sufficient knowledge related to rural life and vocational as well as occupational skills so that they can teach the rural women about the importance of and skills as
to how to put the knowledge into practice in relation to:

1) equal educational opportunities for boys and girls;

2) home management;

3) nutrition: balanced diet and food preparation;

4) health education;

5) personal hygiene and public sanitation;

6) superiority of medical doctor to jhankri (quack);

7) family planning and childcare;

8) use of crafts in family life; and

9) use of local resources in village occupations and the measures to improve them.

These skills are related to their academic knowledge competencies which the women workers are expected to transmit to the rural women. The term impact is used in the context to evaluate how well the women workers are performing the duties as expected of them as a result of their training.

**Constructs of the Impact of WATP**

The analysis of the impact of WATP is based on the specified objectives (construct) of the WATP which are observable in terms of the behaviours of the rural women. The behaviours expected from the trained rural women are listed below:

The trained rural women:

1) send their sons and daughters to school regularly;
ii) prepare balanced diet out of the food stuff available to them;

iii) cook different dishes from the same food stuff without destroying the food values;

iv) keep themselves, home and surroundings neat and clean;

v) maintain household accounts;

vi) plan and prepare family budget;

vii) tailor the clothes for the family members;

viii) prepare baskets, mats and other things during leisure, and some of them even earn something out of these crafts;

ix) protest against social evils such as child marriage, polygamy, untouchability etc.;

x) treat daughters and daughters-in-law equally;

xi) protest against exploitation and injustice;

xii) protest unitedly against the selfish and biased actions of the so-called leaders;

xiii) fight for their rights;

xiv) actively participate in election to defeat the selfish leaders;

xv) some of them have become even the members of the local Panchayat;

xvi) know the importance and use of family planning measures;

xvii) go to doctor or health centre rather than to jhankri for treatment;

xviii) show their first aid medical knowledge whenever necessary;

xix) participate in rural development projects;

xx) give their opinions regarding the type of project to be conducted in their village; and
Method and Procedure

The present study entitled A STUDY OF WOMEN'S AFFAIRS TRAINING PROGRAMME: A STRATEGY FOR RURAL DEVELOPMENT IN NEPAL is an evaluative research which in part is ex post facto design or 'Outcome Evaluation' and partly 'Impact Effectiveness Model'. It is essentially an evaluation research as well as exploratory, descriptive survey. This study attempted to measure the impact of the programme against the goals it set out to accomplish. This was done on the basis of the opinions and reactions of the respondents (that is, personnel at all levels involved in the WATP). For the evaluation of usefulness, relevance and adequacy of the course contents designed and developed for preparing women workers, ex post facto design was adopted and employed by taking three groups - WW, UT, and PT who were treated as criterion groups, experimental group and control group respectively.

Statistical techniques used for analysis of the data were Mean's, SD's, t-ratio's and percentages.

Sample of the Study

The Sample included those persons who are directly or indirectly involved in the WATP. The subjects involved
in the study were classified as benefactor group and beneficiary group.

Benefactor group consisted of central authorities and policy-makers (CAP), instructors (INST) of WATC's, and local authorities and people (LAP). Beneficiary group consisted of women workers (WW), those who were under training (UT), and trained rural women (RW). A separate group termed as potential trainees (PT) was also included. Benefactor group consisted of 61 subjects, and Beneficiary group consisted of 174. Thus, the total number of the subjects in the sample was 235.

The technique used for drawing sample was purposive, incidental coupled with multi-staged stratification. Using this technique, the subjects in the sample were drawn from 42 villages of 22 districts under six zones falling under three development regions.

Data collection for the Study

The data for the study were collected by using questionnaires, achievement test and informal interview. The questionnaires and achievement tests were administered personally by the investigator. The interview was conducted by the investigator personally with four of the INST to supplement the data obtained by using questionnaire.
Tools Used

There were six locally constructed questionnaires. Each group of the subjects except the PT was given a separate questionnaire. A locally constructed achievement test was also used to administer on Beneficiary group and PT. The test was not given to RW.

Since the present study was an evaluation research as well as exploratory and descriptive research, it was carried out by seeking the opinions and reactions of six different groups with the help of questionnaires.

To see the adequacy and relevance of the training course, a test was also constructed. It was administered to WW, UT and PT to see the achievements of three groups.

The interview was used to ensure the facts about the WATP, thus to supplement the data obtained through the questionnaires.

Since there was no ready made tools related to the present problem, the questionnaires and achievement test were locally constructed. The format of the questionnaire was mainly point scale with a few open-ended questions.

The final form of the questionnaire for the CAP consisted of six categories and 33 items in all. The questionnaire for the INST consisted of 52 items under four categories. The questionnaire for LAP consisted of 51 items under four categories. Similarly questionnaires for WW,
UT ani RW consisted of 60 items under five categories, 24 items under seven categories, and 56 items under three categories, respectively.

The achievement test consisted of 24 items under the ten variables. All the items in the test included short-answer type questions except one item which required the testees to give answers within 20 lines. The item was used to test the verbal expression.

Analysis of the Data

The analysis of data obtained through the questionnaires was done mainly in terms of percentages. Means, SD's and t-ratios were used to analyze the data obtained through achievement test. According to the design and nature of the study no other sophisticated statistics needed nor applicable to analyse the data.

Conclusions

The present study was an attempt to measure the impact of WATP as a strategy for rural development. This was done by tallying the outcomes with the stated objectives of the WATP. The evaluation of the impact was done in accordance with the objectives of the study mentioned below.

The main objective of the study was to evaluate the
the impact of women's Affairs Training Programme by assessing:

a) the usefulness and effectiveness of the training programme on the basis of the opinion, reactions and suggestions of the respondents; and

b) the practicability, utility and adequacy of the training course contents in the context of rural life situations.

The impact was studied in the context of changes brought by the programme in the behaviours of the WW and RW as reflected in their learning of assential knowledge and skills, which is indicative of the achievement and outcomes of the objectives of the WATP.

The following conclusions have been drawn as a result of the evaluation of WATP. The conclusions are based on the results of analysis and interpretation of the data obtained through the questionnaires and the test. The criteria of evaluation are the intended behavioural changes which are termed as constructs of the impact as reported in chapter I.

**Primary Impact**

Some of the constructs which are related to each other are consolidated for meaningful conclusions. The figures in the percentages reported here are also consolidated on the basis of larger positive agreements on the point scale.
The first part of the conclusions are based on the constructs of the primary impacts. These conclusions have been drawn on the basis of the opinions and reactions of the CAP, LAP, WW and the RW.

**Construct No. 1**

The trained rural women (RW) send their sons and daughters to school regularly.

**Observations**

The conclusions are based on the analysis of data obtained from CAP, LAP, WW and RW.

The observation of the majority of the CAP (55%) reveals that about 25 per cent of the RW are educationally aware of the importance of education (vide Table 4.19).

50 per cent of the LAP report that most of the RW are aware of the importance of education and send their children to school regularly, but very few of the RW are literate (vide Table 4.3.6).

A high percentage of the WW (almost 70%) report that most of the RW are aware of the importance of education, yet all the children are not sent to school (Table 5.4.12).

On an average 44 per cent of the RW report that they know the importance of education, and have started sending their children to school regularly (vide Table 5.6.9). The RW feel themselves enlightened by the training.
The observations of the CAP, LAP, WW and RW themselves indicate that the impact of WATP on the RW is positive and higher percentage of the respondents further indicate satisfactory achievement of the objective regarding the educational impact on rural women.

Construct No. 2 & 3

The RW prepare balanced diet out of whatever raw ingredients are available to them.

The RW cook different dishes from the same food stuff without destroying the food values.

Observations

Majority of the RW (66%) report that they were not taught how to prepare balanced diet and different dishes from the same food stuff without destroying the food values.

About 25 per cent of the RW are found to have known to prepare different food (as mentioned in Table 5.6.7) for people of different ages and needs as for babies, growing children sick and old people and the women during pregnancy and after delivery. They also mentioned that this much or whatever they know is because of their experience at homes, not because of training given to them. During informal talk with them they revealed that they were not taught food preparation or any other courses except tailoring and knitting.
The report of the RW indicates that the Field Training Programmes (FTP) organized by WW did not cover the food preparation course (which is a part of training programme). Thus, the objective regarding food preparation has not been accomplished to the desired effect.

**Construct No. 4**

The trained rural women keep themselves, their children, their homes and surroundings neat and clean.

**Observations**

More than 50 per cent of the LAP observe that only some of the RW know about the importance of personal hygiene and practise it (vide Table 4.3.5).

A little over 70 per cent of the CAP observe that generally the houses of the RW are kept more neat and clean than before (vide Table 4.1.8).

Majority of the WW 33.33 per cent also report that very few RW observe the personal hygiene (vide Table 5.4.10).

But on an average 75 per cent of the RW report that they know the importance of personal hygiene and practise it in day to day life (vide Table 5.6.10).

The observations of the respondents indicate that the impact of FTP on the RW is positive. This means the objective regarding this aspect is achieved to some extent.
Construct No. 5 & 6

The trained rural women maintain household accounts and plan and prepare family budget.

Observations

The WW (48%) report that very few of the RW have knowledge on the need of maintaining household accounts and planning and preparing family budget.

Only an average of 18 per cent of the RW are found to have the knowledge and started keeping household accounts and planning the family budget.

The observation reflects that adequate emphasis is not given in the training regarding the family budget and book-keeping.

Construct No. 7 & 8

The trained rural women tailor the clothes required for the family members, and prepared baskets, mats and other things during the leisure. Some of them even earn something out of these crafts (skills).

Observations

About 71 per cent of the WW report that the RW have acquired necessary skills at least in one of the vocational crafts from field training center (FTC). 55 per cent of the WW further report that they know about poultry farming and
kitchen gardening.

36 per cent of the WW report that some of the RW earn by making use of the acquired skills (Table 5.4.14).

57 per cent of the LAP report that some of the RW have improved their economic condition by making use of the vocational skills. The FTP has benefitted specially the landless women to earn a living (vide Table 4.3.8).

About 47 per cent of the RW report that 20 per cent of them are using tailoring as a vocation and earning a modest income.

Many villages do not have cottage industry centres, but where there is a cottage industry centre, some of the rural women are earning their living. Thus, the centre has become a solution to the problems of unemployment to some extent (vide Table 5.6.11).

The observations reveal that the training aspect regarding vocational skills have some visible impact on the rural women. This indicates the usefulness of the WATP.

Construct No. 9, 10 and 11

The trained rural women protest against social evils such as child marriage treating daughters and daughters-in-law differently, polygamy, untouchability, social and economic exploitation, injustice, etc.
Observations

The majority of the LAP (48%) report that there has not been much changes in the traditional belief of the RW, and very few dare to protest against social evils, injustice, exploitation etc. (vide Table 4.3.8).

On an average 41 per cent of the RW state that they have sometimes protested against social evils, exploitation and injustice. They also report that they are aware of their right and duties as the members of the rural community (vide Table 5.6.12).

The observation indicate that only awareness among the RW is not sufficient to sort out the social evils, exploitation and injustice rampant in the rural community. Moreover, all the rural women are not aware of the fact that they are being exploited. Though not much, the impact of the FTP is visible.

Construct No. 12, 13, 14 and 15

The trained rural women protest unitedly against the selfish and biased actions of the so-called leaders; fight for their rights; and actively participate in election to defeat the selfish leaders, and some of them have become even the members of the local Panchayat.
Observation

The majority of the CAP (55%) observe that about 25 per cent of the RW are politically conscious (vide Table 4.1.9).

About 43 per cent of the LAP observe that a few of the RW are politically conscious but they do not openly protest against the leaders because they rural women are afraid of the leaders. This view was also confirmed by the informal talk with some of the local people. 62 per cent of the LAP also report that very few of the RW have become the members of the local Panchayat and social organizations (vide Table 4.3.9).

59 per cent of the WW report that only a very few of the RW can differentiate between good and bad leaders. 41 per cent of the WW further observe that only a few have the knowledge of the working process of the Panchayat System, and very few are the members of the Panchayat, and social organizations, they are not aware socially and politically (vide Table 5.4.15).

On an average 56 per cent of the RW state that they can differentiate between good and bad leaders; they also report that a very few of them are the members of the Panchayat. This is confirmed by a survey of the women Panchas of six districts. The survey reveals that the percentage of the present female Panchas is .00146. The RW also report
that they know whom should they vote for (vide Table 5.6.12).

The observations indicate that some of them are politically conscious to some extent, and the consciousness carry very little meaning because they cannot use their right to protest against the bad leaders. This implies that there is no atmosphere for political or social opposition in the rural communities.

Construct No. 16

The trained rural women know the importance of the use of family planning measures.

Observations

Almost 80 per cent of the LAP observe that some of the RW use family planning measures, and 58 per cent of the LAP report that some of them can disseminate the knowledge about the importance of family planning to other rural women (vide Table 4.3.7).

Majority of the WW report that some of the RW use family planning measures and disseminate the knowledge of the importance of family planning to other rural women (vide Table 5.4.11).

More than 50 per cent of the RW report that they have clear concept of family planning, but they do not know much about the advantage of the family planning. About 40 per cent of the RW report that they have not much knowledge
because they are unmarried (vide Table 5.6.1).

The general observation indicate that the RW know about the use of family planning measures but they do not know much about the importance of family planning. This implies that WW did not teach them much about the importance and use of family planning devices.

Construct No. 17 and 18

The trained rural women prefer to go to doctor or health centre rather than going to jhankri.

The trained rural women show their first aid medical knowledge whenever necessary.

Observations

On an average 37 per cent of the LAP report that some of the RW have some knowledge on health education such as first aid knowledge about treating some of the common diseases and know that they should go to doctor or health centre for treatment and not to go to jhankri (vide Table 4.3.5).

43 Per cent of the WW observe that most of the RW still prefer jhankri to doctor in treating the patients (vide Table 5.4.10).

An average of 60 per cent of the RW state that they have some knowledge about health and child care (vide Tables 5.6.2-5.6.6.)
The observations of the respondents indicate that elementary knowledge about health education and the importance of a medical doctor is not much emphasized during training in FTC. Even the assessment of the RW indicate that there is a lack of emphasis on health education in training. This further implies that training in FTC do not cover all the subjects designed for training.

Construct No. 19, 20 & 21

The trained rural women participate in rural development projects, give their opinions regarding the type of projects to be implemented in their village; and participate in fixing priorities of the village needs to be incorporated in the local development plans.

Observations

About 88 per cent of the LAP observe that most of the RW participate in the development projects.

The observation made by the LAP does not make it clear that the RW participate in all the activities related to rural development. The WW do not seem to have emphasized on adequately the knowledge about the importance of participation in the rural development activities. Because the RW are not involved in such activities.

All the observations regarding the primary impact reveal that WATP have definitely made some positive impact.
upon rural women and rural life in general. And the achievement/outcomes of the objectives have been realized only to some extent. All the subjects prescribed for FTP are not being taught and those which are being taught are not given adequate emphasis. Training seems more superficial than is expected.

Secondary Impact

The following conclusions are based on the observations reported by CAP, INST, LAP UT and the WW themselves regarding behavioral changes found in women workers. Some related constructs are consolidated to give meaningful views of the observers. Figures in percentages reported here are also consolidated on the basis of larger positive agreements on the point scale.

Construct No. 1

The women workers are able to identify the needs of the rural women, plan training for the rural women according to the needs of the rural life.

Observations

About 53 per cent of the LAP rate that the WW are honest and sincere in performing their duties and are capable of training rural women (vide Table 4.3.1).
About 85 per cent of the RW report that the WW are helpful (vide Table 5.6.11).

Almost all the CAP (100%) observe that the change in the behaviour of some of the RW can be seen as the reflection of the capability of the WW in imparting training to RW. It implies that WW are capable of training and identifying the needs of the rural women, which are also reflected in the behaviours of the RW with regards to their social awareness, political consciousness, educational awakening, and economic independence (Vice Table 4.1.8 & 9).

On the whole, observations regarding the capability of the WW in performing their duties are found to be positive i.e. many of them are capable to some extent, to train the rural women.

Construct No. 2 & 4

The WW give solutions, and help the RW to solve their ordinary problems of day to day life, and also give practical suggestions and advice.

Observations

An average of 90 per cent of the RW report that the WW give practical advice and suggestions to solve their problems (vide Table 5.6.13)

Majority of the LAP (60%) report that the WW are persuasive in their approach in making people comply with their
ideas. The LAP also observe that some of the WW play the role of social workers, and so they are respected in the village (vide Table 4.3.1).

The observations indicate that the WW as the agents of the rural transformation, play a crucial role. The objective regarding the training the WW is to some extent achieved.

Construct No. 3

The WW enjoy respect and faith of the rural women; establish good rapport with the village people and local authorities.

Observations

About 26 per cent of the RW report that the WW are the real leaders of the village, real social workers, and they feel that the WW play important role in rural development projects. (Vide Table 5.6.13).

More than 60 per cent of the LAP report that some of the WW consult with and seek help from them in matters related to training, and also observe that the WW take part in the welfare activities of the village (Vide Table 4.3.1).

This means the WW, to some extent, command respect and faith of the RW. By and large they have a good rapport with the LAP. It implies that the objective of WW training programme to some extent is achieved.
Construct No. 5

The women workers teach rural women of their rights and duties as the citizens.

Observations

An average of 44 per cent of the RW express that training conducted by the WW has made them realize the importance of education, which help them to understand their rights and duties (vide Table 5.6.9).

Majority of the CAP (55%) observe that because of FTP, there has been more educational awakening in RW than it was during pre-Panchayat period (vide Table 4.1.9).

On an average 41 per cent of the RW express that as a result of FTP, they have started protesting against the social malpractices like child marriage, polygamy, untouchability, social crimes and corruptions (vide Table 5.6.12).

36.36 per cent of the CAP observe that more social awareness has been inculcated in the RW after the introduction of the Panchayat System (vide Table 4.1.9).

An average of 56 per cent of the RW state that the WW have taught them to differentiate between good and bad leaders, and whom should they vote for (vide Table 5.6.12).

36.36 per cent of the CAP note that the training organized by the WW has developed political consciousness among the RW more than it was during pre-Panchayat period (vide Table 4.1.9).
This reflects that the WW have inculcated social and political awareness among rural women.

But the women's participation in the Panchayat Politics is very low.

The observations indicate that FTP (or WATP) is effective in inculcating educational social awareness and political consciousness among rural women. But the achievement of the objectives of the WATP in relation to social awareness and political consciousness is very low. The WATP needs to be made more effective and useful in inculcating social and political awareness among RW.

**Construct: No.6**

The women workers participate and help also RW participate actively in the welfare activities, such as development projects for rural areas; fight against the social evils, injustice and exploitation.

**Observations**

The conclusions are drawn on the basis of analysis and interpretation of responses of the LAP and WW themselves.

55 per cent of the LAP observe that the WW actively participate and help the RW to participate in the welfare activities, such as rural development projects for rural areas, and fight against the social evils, injustice and exploitation (vide Table 4.3.12).
About 95 per cent of the WW state that the government should first create environment then each citizen can participate in development task (vide Table 5.4.4).

About 4-8 per cent of the WW report that some of the RW participate as well as help others to participate in the rural development projects (vide Table 5.4.15).

The observations indicate that some of the WW help RW to participate in the development task, and the WW themselves also actively participate in such activities. The WW also boldly fight for justice and against social evils and exploitation.

The knowledge of WW on different Subjects

The following conclusions are drawn on the basis of responses to the questionnaires and the test administered to WW.

Regarding the knowledge of the WW in relation to concept and importance of rural and national development, family planning, health education (including common diseases and ailments which the babies and young children are susceptible to), 85 per cent of the WW are found to have possessed the knowledge on these subjects (vide Table 5.4.2). Most of the WW possess a fairly good knowledge to teach these subjects to rural women as assessed through the test (vide Table A & B of Section vii, Chapter V) and as noted from the questionnaire (Table 5.4.2).
Conclusions based on the Results of the Achievement Test

The purpose of the test was to evaluate the practicability, utility and adequacy of the course contents in the context of rural life situations on the basis of the results of the test.

According to the results of the test administered to the WW, UT and PT, the performance of the UT in comparison to WW and PT is significantly low (vide Table A & B, Section vii). The main cause of poor performance of the UT is found due to the low level of the previous educational background of the training. The fact was reported by 80 per cent of the INST (vide Table 4.2.7).

This fact is supported by the INST's opinions and suggestion to raise the minimum level of qualification up to the School Leaving Certificate (SLC) for those who come for WW training. Considering the results of the test and nature of the job required of the WW, the suggestion to raise the level of qualification appears to be quite sound, and convincing in the light of the present situation (vide Table 4.2.8).

No difference in the achievement of the WW and PT on the test (vide Tables A & B of Section vii) reveal that the courses designed to prepare women workers lack specific and adequate emphasis in scope and sequence. The achievement of the WW should have been significantly better than
UT and particularly PT. But the performance of the PT is almost equal (no significant difference) to WW and significantly superior to UT. If this training were properly and efficiently conducted, and the courses given to UT in WATC were adequate and meaningful, the performance of the WW, UT and PT should have been graded from high to low respectively. But the test results clearly indicate the shortcomings in the course contents and the training programme as a whole, which need to be enriched in several areas.

Suggestions

The following discussion is based on the measures suggested by the CAP, LAP, INST, and UT for improving the WATP. The suggestions given by the respondents are supplemented by the suggestions based on the literature related to WATP.

Educational Qualifications of the Trainees

The INST suggest that the minimum qualifications for joining the WATC be at least SLC for those who come for Women Workers' Training.

Reasons

Most of the trainees from remote areas are almost illiterate, so the INST have always to face a lot of problems of devising methods and appropriate materials to teach the
trainees with a very little educational background and poor receptivity.

The unsatisfactory performance of the trainees in the achievement test is another reason to raise the minimum educational background of the prospective women workers.

Upon completion of the training, the prospective women workers are required to perform a lot of work such as to formulate training plans and programmes for rural women, to select the villages for FTC, to assemble and organize the women participants and run the training programme with little, if any, assistance from the WATC (Pradhan, 1979).

In the light of these arguments, the suggestion of the INST to raise the qualifications of the trainees up to SLC at the entry point of WATC appears to be quite sound to achieve the desired outcomes.

Course Contents

Most of the INST suggest that the courses be modified and changed to meet the needs of the rural life.

Reasons

The achievement test results show no difference in the achievement of the WW and PT. This reflects that the courses designed to prepare women workers lack specific and adequate emphasis in scope and sequence. The performance of the WW on the achievement test should have been significantly
better than the UT and particularly the PT. But the performance of the PT is almost equal (no significant difference) to WW and significantly superior to UT, while their educational background is almost the same.

On the basis of the result of the achievement test the suggestion of the INST seem to be quite convincing that the course contents need changes and modifications in specific areas such as: health and hygiene, home-management, vocational skills, food preparation, kitchen gardening, social and political awareness, etc. Almost all the subjects taught to prospective women workers need modifications in contents. It is further supplemented by Chaudhari & Bhadra (1983) who observe that as the package of training programme has been developed by the planners and policy makers, there is always a possibility that those courses may not be tailored to the needs of the rural women. Thus, any modification in the course contents should be in accordance with the rural needs.

Organizational Structure

The INST suggest that there be some changes in the structure of the programme in terms of organization which are conducive to the improvement of the WATP. The recommended changes in the structure are:

WATC should be given academic autonomy in order to prodive the INST with ample opportunities to develop and
conduct training programme in accordance with the needs of the trainees and local rural life, as envisaged in policies.

The post of the WW should be upgraded, at least, up to a minimum of and equivalent to non-gazzeted second class, with some special field allowance.

There should be a provision for the representation of faculty members of the WATC in the Development Boards, at least, when the Board is discussing the policies regarding the WATP. In this way, the organizational structure will provide two way feedback of the information in terms of inputs and outputs. Through the representation of the WATC, the important information regarding the problems of proper functioning of the WATC in rural setting can be supplied to the central decision making body, who may not be actually visiting the centres (WATC as well as FTC) to observe and collect facts. This will enable the Board to formulate policies and develop programmes catering to the actual rural needs and conditions (Pradhan, 1979).

There should be a direct link between the WATC and the FTC, though the FTC is under the district administration.

Even realizing the shortcomings in WATP, all the respondents are of the opinion that WATP is an inevitable programme for rural development through the development of rural women. If WATP is to be made more effective a strategy for rural development, some basic changes and modifications
as suggested above are needed in the programme. Some supplementary suggestions are forwarded by the investigator as measures to improve WATP.

a). **Need Assessment**

Studies must be conducted to assess and analyse the needs of the rural life with special emphasis on the conditions and needs of women. The results of such studies will help in redesigning and developing appropriate and adequate courses for training programme at WATC and FTC levels.

b) **Usefulness of Certain Courses and Methods of Teaching**

The present course contents need adequate emphasis both in terms of scope and sequence. Since no differences are observed in the performance of WW and the PT regarding their knowledge on the subjects taught in WATC, an adequate emphasis is required to be given in certain subjects which are to be enriched to meet the needs of the WW. Because the WW are in turn to teach the rural women the same subjects such as health and hygiene, home management, food preparation, vocational skills, agricultural skills, family planning, social and political matters, etc. These courses not only serve as essential skills of learning, but are useful to increase the employment potential of rural women.
As was revealed from the study and observation during field visits for collecting data, the WW, UT and the RW are found to be interested only in tailoring and knitting. This reflects that either only those subjects are taught in the centres, or these subjects are more useful to the trainees in their day to day requirements. Secondly, the presentation of the contents in other important subjects was either very poor to elicit the proper response of the trainees, or the trainees do not find as much relevance and importance of these subjects as other subjects they claim to know of, like tailoring and knitting, or kitchen gardening, literacy, family planning, home management etc. But, the results of the achievement test reveal that they do not possess the essential knowledge and importance of these subjects.

In order to sell their ideas and make the subject more attractive to the trainees both at WATC and FTC level, the INST must emphasize the importance of the subjects to the trainees' and relate them to rural life, so that the trainees find these subjects meaningful and relevant to their needs. The INST have to modify and change their strategies of presenting the subjects matter in an interesting manner as the situation and value of the contents of training may demand of them. Usually, course contents are presented in an applied manner, which directly involve the
trainees. Theoretical presentation attracts very little attention of the trainees, and they may not relate the subjects to their needs and taste.

**Supervisory Practices**

Supervision of FTP is another dimension needed to be added in WATP for improved performance, higher morale and career development. So Supervision should be carried out with an air to observe the regularity in the functioning of FTC's in accordance with the policies and objectives of the WATP.

It has been sometimes reported that the WW send false progress reports of the training programme which they never conducted. Occasional supervision from WATC will check and control such malpractices, and regulate the functioning of training programme properly.

Supervision will also include a follow-up study. It will have double benefit:

i) to regulate and streamline the training programme, and

ii) the success of the training programme reflects the success of WW which in turn benefits both WW and RW

(iii) The supervision benefits the INST by providing them with first hand knowledge about the rural needs problems, and a feedback with regard to the success of the WATP in producing capable WW. This feedback helps the INST plan and redesign
the training course and methodology of teaching to meet the rural needs and solve the problems. Thus, supervision can also be a research study.

Supervision wing should be attached to WATC. To involve the INST in supervisory job will be more fruitful as mentioned above. So they may be asked to become supervisors and should be given some incentives in terms of extra allowances or promotion. Supervision increases the efficiency of both the WATC and FTC. It will give them a boost in their status.

Job satisfaction

The findings of the study clearly indicate that both the INST and the WW are not satisfied with their jobs mainly because there is no further prospect and lack of other benefits. As a consequence some of the INST have already Quitted the job and joined better ones, some are waiting for opportunities. Such mental status of the personnel involved in the development works is not definitely desirable. Because there is a vast difference in the job done willingly and the job done under compulsion. The degree of success of the programme depends much upon satisfaction one derives out of the performance. So the job related to development, should provide benefits to make it attractive both in terms of future prospects and immediate gains like
allowances and provision for the faculty improvement programmes.

**Workshops and Seminars**

The seminar and workshop need to be conducted regularly for the INST and the WW, at least, once a year. The need of such programmes was felt and reflected by the INST in their response to the questionnaire.

**Advantages**

The seminar and workshop for the INST will help them analyze rural problems and devise solutions to those problems, to plan strategies for the training programmes to suit the requirements of the trainees.

Similarly, workshop training or refresher course for the WW will enable them to exchange their experiences on the problems in running FTC, and devise solutions to these problems, to prepare new training materials under the supervision of the INST to train the rural women. It will keep the participants abreast with new knowledge related to skills.

But the participants must be given allowances for the period of involvement in workshop. All these activities will contribute to develop desirable professional attitude among the INST and the WW.
Impact of WATP

The following conclusions are drawn as the results of evaluation of the WATP based on the opinions, reactions and suggestions of the respondents and the results of the achievement test. The discussion has been done in accordance with objectives of the study. Each objective is evaluated in such a way as to see to what extent each objective is achieved.

Objective (a)

To evaluate the usefulness and effectiveness of the training programme.

Outcome: Usefulness of WATP

The analysis of all the opinions, reactions and suggestions indicate that the WATP has been effective and useful only to some extent as almost the objective of the total programme. It is very difficult to quantify the achievements because the changes brought by the training is of affective domain and the rating is based on opinions. However, as the result indicate the success of the programme has been achieved only about twenty-five to thirty per cent of the total objectives of the WATP. The results, at the same time, reflect the potential of the programme as felt by all the respondents. But it needs some changes
and modifications in course contents and the structure of the programme as suggested by the respondents in the structure of total programme.

Objective (b)

To evaluate the practicability, utility and adequacy of the course contents in the context of rural life.

Achievement

Some courses like tailoring and knitting are reported to have more utility. But subjects like health and hygiene, home management, food preparation, kitchen gardening, subjects related to socio-political development, vocational skills are found much useful by the WW and RW. The beneficiaries claim something about these subjects and the training in these courses does not add anything new to their knowledge.

But the importance and relevance of subjects are to be most emphasized during the training to motivate the WW first to learn these subjects and then to teach and propagate the idea efficiently to rural women.

The courses lack adequacy of contents because even untrained rural women with almost the same educational background know as much as the WW, and more than the UT. It is reflected in the achievement test results. So the course contents should be enriched in terms of their scope and sequences.
In terms of the importance given to the subjects gained by the training is not much effective. Quantification of achievement of the objectives of training in relation to the knowledge given to the trainees could be rated below 30 per cent on the basis of the overall findings.

**General Conclusions**

The total perspective of the impact of WATP is reflected in the observations of all the respondents (CAP, INST, LAP, WW, UT and RW) as under:

Although the WW have only minimum knowledge and skills to train the rural women, they are not found to have conducted training in all the areas they are supposed to.

The observations of the respondents indicate that the RW have little knowledge on the importance and concept of subjects like family planning, health education personal hygiene, and social and political awareness.

The RW seem to have learnt a few vocational skills, which have proved economically useful and productive for them.

Test results indicate that the present requirement of educational background (i.e. up to 8th grade) for women workers is very low.

The achievement test results clearly reveal the shortcomings in the course contents provided in the progra-