CHAPTER III

METHODOLOGY

3.1. STATEMENT OF THE PROBLEM

The study titled "Problems and Prospects of TRYSEM among Scheduled Caste women in Dindigul Anna District, Tamil Nadu" is an attempt to understand the problems in the TRYSEM programme development cycle, from planning to evaluation and follow-up, and the potential of the scheme for generating employment and related advantages for Scheduled Caste women. The principal aim of the study is to see whether the TRYSEM training given to the Scheduled Caste women has served the intended purpose of creating employment among the target group and, if so, how far this objective has been fulfilled and, if not, why this objective could not be achieved fully and what modifications need to be made in the scheme in order to make it more beneficial to the target group.

3.2. OBJECTIVES OF THE STUDY

The overall objective of the study is to evaluate the implementation of TRYSEM in the study region with focus on Scheduled Caste women and to suggest
modalities for making the programme more beneficial to
the target group.

The specific objectives of the study are

3.2.1. To understand the implementation of TRYSEM
in the study area with focus on Scheduled
Caste women.

3.2.2. To study the extent of employment
generated through this programme among
Scheduled Caste women beneficiaries.

3.2.3. To find out the factors promoting or
hindering employment generation among
Scheduled Caste women beneficiaries.

3.2.4. To suggest modalities for effective
implementation of the programme among such
deprived categories of women.

3.3. HYPOTHESES

The major hypotheses formulated were:

3.3.1. The employment prospects of women will
vary depending upon their age, education
and marital status at the time of training.

3.3.2. There will be a significant difference
between the income of women before their
training and their income after the training.

3.3.3. The attitude scores of women will vary significantly according to their age, education and marital status.

3.4. DEFINITION OF THE TERMS USED

Problems: The dictionary meaning of this term is "difficult matters requiring solution" (Oxford English Dictionary, 1990). With reference to the present study, this term means the hurdles, difficulties and hindrances that the programme implementers and beneficiaries face in achieving the programme objectives.

Prospects: The Oxford English Dictionary (1990) explains the term as "expectations of success". Here it refers to the expectations of success with reference to the objectives of the programme, i.e. the employment and income generation among the trained persons.

TRYSEM: This term is an acronym for the programme called Training Rural Youth for Self Employment. It is a programme for skill-acquisition and
manpower-development among youth belonging to the weaker sections, i.e. those below the poverty line, to take up productive and promising micro-enterprises on individual or group basis. It is an auxiliary scheme for enabling the youth to qualify themselves for IRDP loans for starting non-conventional trades for income generation and alleviation of poverty.

**Scheduled Caste:** On enactment of the Government of India Act, 1935, some of the undefined depressed castes were singled out in 1936 and listed in a schedule in order to ensure certain concessions and privileges to them because of their disadvantaged position in the social hierarchy. Because their names had been "scheduled" or shown in a schedule, they came to be known as Scheduled Castes (Das, 1986). The list is notified periodically in the gazette and has been used for determining the caste identity of the persons under this category.

**Poverty line:** It is a cut-off line, distinguishing the poor and the non-poor. For implementing various poverty alleviation programmes, the Department, of Rural Development has approved an annual income limit of
Rs.11,000 per family as the poverty line. (Government of India, 1995).

3.5. DESIGN OF THE STUDY

The study being of an exploratory nature, requiring both qualitative and quantitative data for understanding the predicament and the problems of the chosen group, a normative survey design was chosen. The design is presented in a flow process form in Fig. 2.

3.6. AREA OF THE STUDY

Dindigul Anna District of Tamil Nadu, renamed Dindigul Mannar Tirumalai District in June 1996, was purposively chosen for the present study. Since the Gandhigram Rural Institute, which has facilitated this study, is located in Dindigul Anna District, the investigator selected this district, with a view to strengthening the extension base of the Institute with useful background information at the close of the study. Proximity, facilitating data-collection, access to and rapport with the officials and easy identification of the training institutions also prompted the researcher to take up this district.
Dindigul is one of the 23 districts of Tamil Nadu State. It has 304 village panchayats and 24 town panchayats. Revenue villages, numbering 347, are grouped under six taluks. There are 14 development blocks and two municipalities in the district. The total population of the district as per 1991 census is 17,60,601, of which more than 78 percent live in rural areas. Of the total population, Scheduled Caste population accounts for 19.41 percent (Tamil Nadu, Economic Appraisal, 1994). About 50 percent of the population is literate. The occupational structure of the district, shows that 61 percent are engaged in primary, 29 percent in secondary and the rest in the service sector (Dindigul Anna District Profile, 1992).

3.7. SELECTION OF SAMPLE

3.7.1. Institutions

All organisations conducting TRYSEM in Dindigul Anna District were identified through perusal of the records and reports maintained in the office of the District Rural Development Agency, Dindigul. Those institutions that offered TRYSEM training in Dindigul Anna District between 1st April 1990 and 31 March 93 were then shortlisted. A total of 33 training
institutions were thus listed. They included Non-Governmental Organisations with religious base, secular base or with some specific ideological base and Government Organisations like Krishi Viqyan Kendra, Khadi And Village Industries Commission, Department Of Sericulture, Polytechnics, Industrial Training Institutes and other Educational Institutions at University and School level. Of these, only 13 institutions were offering training to women. All these 13 institutions were selected for the study. The total number of trades offered to women during the study period was 15. The list of institutions with the trades offered to women during the study period is given in Appendix II.

The institutions were spread over eight blocks, namely Athoor, Dindigul, Reddiarchatram, Oddanchatram, Palani, Sanarpatti, Thoppampatti, and Nilakottai. Fig.3 presents a picture of the location of the institutions within the study area.
Fig: 2  DINDIGUL ANNA DISTRICT
INSTITUTIONS OFFERING TRYSEM

LEGEND
- AGAINST INSTITUTIONS
- AGAINST INSTITUTIONS
- AGAINST INSTITUTIONS

INDIA
3.7.2. TRYSEM BENEFICIARIES

The list maintained in the DRDA office showed enrolment of 302 Scheduled Caste women during the study period. Of these, 40 women had dropped out and hence only 262 had completed the training. Their addresses were collected from the respective training institutions and, with the help of institution field staff and local leaders, efforts were made to locate them. Only 177 beneficiaries could be located. The others had either left their homes upon marriage, or migrated or could not be traced for other reasons. All the 177 accessible trainees were selected for the study.

3.8. METHODS OF DATA COLLECTION

The data for the study were gathered through review of the records available with District Rural Development Agency, Dindigul, informal discussions with the programme officials, and interviews with all the heads of the institutions that conducted the TRYSEM training for women and with the Scheduled Caste women who had undergone training under the scheme during the study period of April 1990 to March 1993 in Dindigul Anna District.
Interview was the main method chosen for data collection because of its relative advantages for gathering descriptive data from the respondents. In the case of the heads of the institutions this method was chosen for avoiding non-response and irrelevant response and also to hasten the data-collection process. Further, the method could facilitate supplementary data-collection through observation during institutional visit and cross-checking of the responses for improving their reliability. For gathering a wide range of personal data from the beneficiaries of the programme, who were either illiterate or hardly literate and had very little time and skill to record their responses independently, interview was the only option for data-collection.

3.8.1. Tools Used

An interview guide for administration to the heads of institutions and a schedule for gathering data from the beneficiaries of the programme were the tools used for data collection. The former was prepared in English and the latter in Tamil.
The interview guide framed for conducting the interviews with the heads of institutions was prepared by enlisting the areas to be covered and organising them in a sequence of queries relating to each aspect. The areas covered were mainly the trades, criteria followed for the selection of the trainees and training institutions, views on trainees-their expectations, attendance and dropping-out, the syllabus followed and the methodology used for the training, problems faced and follow-up action.

The interview guide was tested for its clarity, consistency and adequacy by getting the same judged by Community Development personnel, and experts in the field. Their views were incorporated. The final format of the instrument is given in Appendix I-A.

To prepare the interview schedule queries relating to the respondents' family background, employment status, trade-selection, satisfaction with the training programme, problems and follow-up actions were enlisted and arranged in a sequence. The list was modified by checking for logical sequence. Care was taken to eliminate unnecessary questions, repetitive questions
and too personal and embarrassing questions. Open-ended type of questions were used wherever opinions, suggestions and additional information were needed and multiple-choice questions wherever clarity and specificity was possible.

The last part of this schedule was an attitude scale intended to measure the attitude of the respondents towards the training programme. The procedure adopted for preparing the attitude scale was very different from the general methodology used for preparing the rest of the instruments.

An attitude cannot be directly measured and has to be inferred from the expressions of the individuals on the selected aspect. To measure this, it is imperative to have clear and simple statements, as many as possible, to provide opportunity to the respondents to express their degree of favourableness and unfavourableness towards the issue under study.

After reviewing the literature on scale preparation and testing, the investigator prepared a list of statements expressing the attitude of women towards TRYSEM. The tool prepared had 24 statements.
The validity of the scale was tested by jury analysis. For this purpose, the list of attitude statements prepared was given to ten experts in the field of Rural Development, Education, Psychology, Sociology and Home Science. They were requested to rate each of the statements on a three-point scale on the following criteria:

a) the validity of the statement, i.e. whether each statement independently expressed an attitude or not.

b) clarity, i.e. whether each statement was clear or not.

c) the kind of opinion or attitude expressed by the statements, i.e. whether favourable, unfavourable or neutral.

The judges were given one week's time to perform the job. The investigator could get the attitude statements rated by six judges. On the basis of the opinion of the experts, the responses against each statement were coded and those statements which were clear and consistent in expressing attitude were chosen outright, while those which expressed attitude,
but needed improvement in clarity, were modified suitably. Statements which were rated as neutral were deleted. Only those statements that expressed one kind of attitude, either positive or negative by 70 percent or more of the judges were chosen. Out of 24 statements, three statements had to be rejected. The remaining 21 statements were ranked and, by randomisation and shuffling, were arranged in an order and were then subjected to further testing for reliability.

The positive and the negative statements in the scale were fairly equal in number. The tool was administered to 20 women similar to the sample population chosen from the nearby villages of Gandhigram. Care was taken to avoid the prospective respondents. The responses were then scored. For favourable statements the scores were assigned as: agree-3, undecided-2, and disagree-1 and, for unfavourable statements, the scores were assigned in the reverse manner as 1, 2 and 3 for agree, undecided and disagree respectively.
The scores on the attitude scale were summed up after analysing the frequency distribution based on the responses of the subjects for all the statements. Item analysis was done by taking the top 27 percent of the subjects with high total scores and the bottom 27 percent, of the subjects with low total scores. It was assumed that these groups provided the criterion groups to evaluate the individual statements.

The 't' value for each statement was calculated, as the value of 't' is a measure of the extent, to which a given statement discriminates significantly between high and low groups.

Realising the inadequacy of accepting the 't' value alone as the criterion for selecting the statements, it was decided to do item-wise total correlation following the method suggested by Flanagan (1953) to find out the significant relationship between an item score and the total score. The statements which discriminated significantly between high and low groups and which had significant relationship with the total scores were selected for the final tool.
The reliability of the attitude scale was calculated by using split half method and it was found to be 0.66 on application of the Spearman-Brown formula. The coefficient of reliability was found to be 0.72, which indicated that the tool had a high degree of reliability. The attitude scale that was thus perfected was incorporated in the schedule to make the instrument complete.

The interview schedule was pre-tested by administering it to 20 Scheduled Caste women belonging to the same socio-economic category as the beneficiaries of TRYSEM. In the light of the responses received, necessary modifications were made in the schedule by addition, deletion and rewording of certain questions, and, subsequently, the interview schedule was finalised. The English version of the instrument, administered in the vernacular, is given in Appendix I-B.

3.9. ADMINISTRATION OF THE SCHEDULE

The investigator met the beneficiaries and explained to them the purpose of the study. They, in turn, helped the investigator to identify the other
trainees in the village. Through informal conversation, rapport was established with them to minimise the psychological distance between the community and the investigator. The trainees were interviewed at their residence, working place and farm-houses either in the evenings or early in the mornings. Each interview lasted almost an hour.

The field investigation was carried out between August 1994 and December 1995.

3.10. SCHEME OF ANALYSIS

The data were edited, coded, tabulated and analysed. One-way and two-way tables were used for tabulating the data. Percentages and statistical measures such as mean, standard deviation, coefficient of variance were calculated to understand the dispersion of the variables under study. Wherever necessary chi-square and 't' tests were made for understanding the association between the dependent and the independent variables.

3.11. DELIMITATIONS

The study focused only on the economic benefits of the programme to the chosen target group. Problems
and hurdles in achieving this goal alone were examined in detail. Other social benefits of the programme could not be quantified and analysed in depth.

3.12 LIMITATIONS OF THE STUDY

In spite of fixing appointments with heads of institutions, the interviews could not be held at the expected pace because of their non-availability at the time of visit or their busy schedule. In many cases, a minimum of two-three visits were needed to complete this part of the data-collection exercise.

All the trainees could not be located easily. Many were not available at the address given by the training institutions. Because of marriage, or migration in search of employment or non-recording of correct and full address, many persons could not be located. In many cases not more than one or two persons could be located in a single day. Such difficulties resulted in delay in completing the data-collection work.

The limitations of the interview technique will be reflected in the study in spite of systematising the data-collection process.
RESULTS AND DISCUSSION