6.0 INTERPRETATION OF DATA

6.1 FIRST OBJECTIVE

6.1.0 UNIT NO. 1 - FOOD AND HEALTH
6.1.1 UNIT NO. 2 - BALANCED DIET
6.1.2 UNIT NO. 3 - HEALTHY COOKING
6.1.3 UNIT NO. 4 - DIGESTIVE SYSTEM
6.1.4 UNIT NO. 5 - MAL-NUTRITION
6.1.5 UNIT NO. 6 - VITAMINS
6.1.6 UNIT NO. 7 - MEAL PLANNING
6.1.7 UNIT NO. 8 - SPECIAL DIET
6.1.8 UNIT NO. 9 - FOOD STORAGE AND PRESERVATION

6.2 SECOND OBJECTIVE

6.2.0 UNIT NO. 1 - DRINKING WATER
6.2.1 UNIT NO. 2 - SOURCES OF WATER
6.2.2 UNIT NO. 3 - WATER AND HOUSE-HOLD ACTIVITIES
6.2.3 UNIT NO. 4 - PROPER DRAINAGE SYSTEM
6.2.4 UNIT NO. 5 - HARDNESS OF WATER
6.2.5 UNIT NO. 6 - WATER POLLUTION
6.2.6 UNIT NO. 7 - WATER BORNE DISEASES
6.2.7 UNIT NO. 8 - METHODS OF PURIFICATION OF WATER
6.2.8 UNIT NO. 9 - STORAGE OF WATER
6.3  THIRD OBJECTIVE

6.3.0  SUB-OBJECTIVE NO. 1
6.3.1  SUB-OBJECTIVE NO. 2
6.3.2  SUB-OBJECTIVE NO. 3
6.3.3  SUB-OBJECTIVE NO. 4
6.3.4  SUB-OBJECTIVE NO. 5
6.3.5  SUB-OBJECTIVE NO. 6
6.3.6  SUB-OBJECTIVE NO. 7
6.3.7  SUB-OBJECTIVE NO. 8
6.3.8  SUB-OBJECTIVE NO. 9

6.4  FOURTH OBJECTIVE

6.4.0  SUB-OBJECTIVE NO. 1
6.4.1  SUB-OBJECTIVE NO. 2
6.4.2  SUB-OBJECTIVE NO. 3
6.4.3  SUB-OBJECTIVE NO. 4
6.4.4  SUB-OBJECTIVE NO. 5
6.4.5  SUB-OBJECTIVE NO. 6
6.4.6  SUB-OBJECTIVE NO. 7
6.4.7  SUB-OBJECTIVE NO. 8
6.4.8  SUB-OBJECTIVE NO. 9
CHAPTER VI

6.0 INTERPRETATION OF DATA

This Chapter deals with the interpretation of the results obtained from the analysis of data. The researcher interpreted the analysed data pertaining to null hypotheses belonging to each objective. The objective No. One and two are concerned with the theoretical aspect of food and water in the field of environmental education.

6.1 FIRST OBJECTIVE:

The first objective of the study was as follows:

"To develop the post-literacy material for neo-literates in the area of 'Food' through 'Programmed Text'.

The researcher developed post-literacy material for neo-literates in the area of food through Programmed Text. The researcher divided the whole area of food into nine different units. Each unit covers five-units. The researcher developed a number of frames for the Programmed Text in these units based on different levels of instructional objectives. Benjamin Blooms (1960) classified the whole instructional objectives into three domains. Cognitive
Domain; Affective Domain; and Psychomotor Domain. The researcher covered only four levels of cognitive domain in her research area of food into nine different units. These levels of instructional objectives are Knowledge level, Understanding level, Skill level and Application level. The researcher described here only theoretical aspects of different units of Programmed Text with their total number of frames as given in Appendix(7 524). The description of theoretical aspects of different units of Programmed Text with their total number of frames covered under first objective were as follows:

6.1.0 UNIT NO. 1 :-
"Food and Health"

The Unit No. 1 'Food and Health' explains that human body needs food to perform different tasks and food makes the body strong and provide energy. This unit covers the functions of food in human body in maintaining proper growth of different parts of body; essential nutrients of food; regular food practices and proper food habits; and the factors and conditions influencing the digestion due to irregular food practices. The total number of frames of Programmed Text developed under this unit are sixty eight as given in Appendix No. 7

6.1.1 UNIT NO. 2 :-
"Balanced Diet"

The Unit No. 2 'Balanced Diet' of Programmed Text
covers necessity of balanced diet for human body and its relationship to health; Knowledge about different animal dietary and plant dietary sources; the various foods that constitute the balanced diet; the functions of Carbohydrates, proteins, vitamins and fats; low cost balanced diet; the nutritional requirements of infants, children, adolescents and adults and variation of nutritional requirement according to sex, age and occupation. The total number of frames of Programmed Text developed under this unit are one hundred and ten as given in Appendix No. 8

6.1.2 UNIT NO. 3 :-

"Healthy Cooking"

The Unit No. 3, 'Healthy Cooking' covers the resources of cooking food; precautions before cooking; different methods of cooking, i.e. boiling, frying and roasting; how to make healthy cooking in order to enhance the nutritive value of food, and skills of cooking economically in terms of money, time and energy. The total number of frames of Programmed Text developed under this Unit are forty as given in Appendix No. 9

6.1.3 UNIT NO. 4 :-

"Digestive System"

The Unit No. 4 'Digestive System' covers different digestive organs, and their location in the body; the internal
structure of different digestive organs; the role of digestive organs in human body; the failure of body organs creating diseases and the treatment of various diseases. The total number of frames of Programmed Text developed under this Unit are seventy two as given in Appendix No. 10

6.1.4 UNIT NO. 5 :-
"Mal-nutrition"

The Unit No. 5 'Malnutrition' covers the meaning of malnutrition; the causes of malnutrition and the symptoms that appear in body due to malnutrition; the different forms of malnutrition; various diseases caused by malnutrition; and treatment of different diseases caused by malnutrition and the precautionary measures that are essential to keep the body away from malnutrition. The total number of frames of Programmed Text developed under this unit are twenty one as given in Appendix No. 11

6.1.5 UNIT NO. 6 :-
"Vitamins"

The Unit No. 6 'Vitamins' covers the vitamins A, B, C, D, E, and K, the need and importance of various vitamins, various sources of vitamins, the symptoms of various diseases caused due to deficiencies of various vitamins, i.e. Berry Berry (due to deficiencies of Vitamins B), Scurvy (due to deficiency of vitamin C), Pellegra (due to deficiencies of Vitamins B)
and rechits (due to deficiencies of vitamin D; the treatment of various diseases as well as prevention and the control of different diseases caused due to deficiencies of the vitamins. The total number of frames of Programmed Text developed under this unit are thirty two as given in Appendix No. 12

6.1.6 UNIT NO. 7 :-
"Meal Planning"

The Unit No. 7 covers the meaning of meal planning; necessity and factors that affecting meal planning; importance of meal planning in terms of money, time and energy, selection of the proper combination of vegetables and dals for daily meals; consideration of members, their age, sex, income of the home and weather conditions while making meal planning; variation of meal planning for lunch and dinner i.e. light food for dinner and heavy food for lunch; and meal planning for festivals according to the traditions and the customs. The total number of frames of Programmed Text developed under this unit are twenty five as given in Appendix No. 13

6.1.7 UNIT NO. 8 :-
"Special Diet"

The Unit No. 8 'Special Diet' covers the necessity of special diet, variation of diets of healthy man and patient, the symptoms of different diseases like Cholera, Constipation, Malaria, Typhoid and small pox. The total Number of frames of Programmed Text developed under this unit are one hundred as
6.1.8 **UNIT NO. 9 :-**

"Food Storage and Preservation"

The Unit No.9 'Food Storage and Preservation' covers the different methods of food storage and preservation essential to keep uncooked food stuffs for a long time, the manner of keeping food for longer time; the specific type of management for preservation of fruits, the factors responsible for food spoilage; advantages of food storage and preservation and consumer's right regarding taking precautions while purchasing the commodities. The total number of frames of Programmed Text developed under this unit are thirty five as given in Appendix No.15.

6.2 **SECOND OBJECTIVE :**

The second objective of the study was as follows :-

"To develop the post-literacy material for neo-literates in the area of 'Water' through Programmed Text".

The researcher developed post-literacy material for neo-literates in the area of water through Programmed Text. For obtaining the second objective, the researcher divided the whole area of water into nine different units. Each unit covers five sub-units. As the researcher described the different levels of instructional objectives for different frames of Programmed Text of nine units such as Knowledge level, Understanding level, Skill level and application level. The description of theoretical aspect
of different units of Programmed Text with their total number of frames covered under the second objective were as follows:

6.2.0 UNIT NO. 1 :-

"Drinking Water"

The Unit No. 1 covers the necessity of water for human body; properties of pure water; the forms of water i.e. solid, liquid and gas, difference between the pure and polluted water; various functions of water like regulating the body temperature and absorption of food etc. and proper drinking habits. The total number of frames of Programmed Text developed under this unit are twenty seven as given in Appendix No. 16

6.2.1 UNIT NO. 2 :-

"Sources of Water"

The various frames of the Unit No. 2 'Sources of Water' cover the different sources of water such as rain, surface-water and ground water; utility of water obtained from various sources of water, surface water such as water in ponds, lakes, rivers, streams, tanks and impounding reservoirs; ground water such as water in shallow wells, deep wells, and springs; the merits and demerits of various water sources due to which one can not use the water of such sources for drinking purposes; the various types of wells; use of electricity taking underground water and
keeping the sources of water neat and clean. The total number of frames of Programmed Text developed under this Unit are forty five as given in Appendix No. 17.

6.2.2 UNIT NO. 3 :-
"Water and House Hold Activities"

The various frames of Programmed Text of the Unit No. 3 'Water and House Hold Activities' cover use of water for various purposes, the manner of using water for various purposes, care of using water, washing of anything within limited water, the treatments in washing the clothes of different varieties such as cotton, silk and woolen. The total number of frames of Programmed Text developed under this Unit are sixty six as given in Appendix No. 18.

6.2.3 UNIT NO. 4 :-
"Proper Drainage System"

The various frames of Programmed Text of Unit No. 4 'Proper Drainage System' cover the need of precautions for various causes for the advantages of proper drainage system and the rules for proper cleanliness of the surroundings. The total number of frames of Programmed Text developed under this Unit are twenty four as given in Appendix No. 19.

6.2.4 UNIT NO. 5 :-
"Hardness of Water"

The Unit No. 5 'Hardness of Water' covers the meaning
of 'Hardness of Water' the difference between the heavy water and soft water, the types of hardness and the different methods of removal of hardness of water. The total number of frames of Programmed Text developed under this Unit are fourteen as given in Appendix No. 20.

6.2.5 **UNIT NO. 6 :-**

"Water Pollution"

The various frames of Programmed Text of Unit No. 6 'Water Pollution' cover the meaning of water pollution, the industrial wastes creating a lot of environmental problems; the effects of water pollution on health, taking precautions in order to make the water clean, and the effects of polluted water on the lives of human beings and on plants. The total number of frames of Programmed Text developed under this Unit are twenty two as given in Appendix No. 21.

6.2.6 **UNIT NO. 7 :-**

"Water Borne Diseases"

The various frames of Programmed Text of Unit No. 7, 'Water Borne Diseases' cover the various diseases caused by polluted water, like diarrhoea and other diseases related to digestion; the prevention and control of various diseases, and the treatments of various diseases. The total number of frames of Programmed Text developed under this Unit are twenty three as given in Appendix No. 22.
6.2.7 UNIT NO. 8 :-

"Methods of Purification of Water"

The various frames of Programmed Text of Unit No.8 'Methods of Purification of Water' cover the different methods of purification of water, i.e. boiling, filtration and chemical disinfection and use of those methods for various purposes. The total number of frames of Programmed Text developed under this Unit are twenty eight as given in Appendix No. 23

6.2.8 UNIT NO. 9 :-

"Storage of Water"

The various frames of Programmed Text of Unit No. 9 'Storage of Water' cover the need and importance of storage of water; the precautions of storage of water, advantage of storage of water, disadvantage of storage of water for example creating various diseases in human body, and water supply in rural areas and in urban areas. The total number of frames of Programmed Text developed under this Unit are twenty four as given in Appendix No. 24

6.3 THIRD OBJECTIVE :

The third objective of the study was as follows:

"To ascertain the effectiveness of the developed post-literacy material for neo-literates in the area of food taught through Programmed Text".
The researcher divided the research area of Food into nine units. To obtain the third objective, the researcher ascertained the effectiveness of post-literacy material of each unit in the area of food for neo-literates developed through Programmed Text. Therefore, the researcher further formulated sub-objectives and their corresponding null-hypotheses for each unit in the research area of food. The interpretation of analysed data based on these sub-objectives and their corresponding null-hypothesis is as follows:

6.3.0 SUB-OBJECTIVE NO. 1 :-

The sub-objective of Unit No.1 'Food and Health' was as follows:

"To ascertain the effectiveness of the developed post-literacy material for neo-literates in 'Food and Health' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 1.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate Women of group A and men of group B taught through Simple Text and Programmed Text".
III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was no significant difference between the achievement of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.3.1 SUB-OBJECTIVE NO. 2 :-

The sub-objective of Unit No. 2 'Balanced Diet' was as follows:

"To ascertain the effectiveness of the developed post-literacy material for neo-literates in 'Balanced Diet' taught through Simple Text and Programmed Text".
It was found after analysis of data pertaining to sub-objective No. 2.

I) "There was a significant difference between the achievement of score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate men of group B and women of group A taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was a significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text at 1% level of significance".

V) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text at 5% level of significance.

VI) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".
VII) "There was no significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VIII) "There was no significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.3.2. SUB-OBJECTIVE NO. 3 :-

The sub-objective of Unit No. 3 was as follows:

"To ascertain the effectiveness of developed post-literacy material for neo-literates in 'Healthy Cooking' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 3.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and Men of group B taught through Simple Text and Programmed Text".
III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was a significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.3.3 SUB-OBJECTIVE NO. 4 :-

The sub-objective of Unit No. 4 was as follows:

"To ascertain the effectiveness of developed post-literacy material for neo-literates in 'Digestive System' taught through Simple Text and Programmed Text".
It was found after analysis of data pertaining to sub-objective No. 4.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was no significant difference between the achievement score of neo-literate women of group A and Men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was a significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text at 1% level of significance".

VI) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text", at 5% level of significance.
VII) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VIII) "There was no significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.3.4 SUB-OBJECTIVE NO. 5 :-

The sub-objective of Unit No. 5 'Mal-Nutrition' was as follows:

"To ascertain the effectiveness of the post-literacy material for neo-literate in 'Mal-Nutrition' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 5.

I) "There was a significant difference between the achievement of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".
III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.3.5 **SUB-OBJECTIVE NO. 6 :-**

The sub-objective of Unit No. 6 'Vitamins' was as follows:

"To ascertain the effectiveness of developed post-literacy material for neo-literate in 'Vitamins' taught through Simple Text and Programmed Text".
It was found after analysis of data pertaining to sub-objective No. 6.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text.

V) "There was a significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".
VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.3.6 SUB-OBJECTIVE NO. 7 :-

The sub-objective of Unit No. 7 'Meal Planning' was as follows:

"To ascertain the effectiveness of the post-literacy material developed for neo-literate in 'Meal Planning' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 7.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".
IV) "There was a significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was a significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.3.7 **SUB-OBJECTIVE NO. 8 :-**

The sub-objective of Unit No. 8 'Special-Diet' was as follows:

"To ascertain the effectiveness of the developed post-literacy material for neo-literates in 'Special Diet' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 8.
I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and Men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was a significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was a significant difference between the achievement score of neo-literate men and Women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".
6.3.8 **SUB-OBJECTIVE NO. 9 :-**

The sub-objective of Unit No. 9 was as follows:

"To ascertain the effectiveness of post-literacy material for neo-literates in 'Food Storage and Preservation' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 9.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".
VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.4 FOURTH OBJECTIVE:

The fourth objective of the study was as follows:

"To ascertain the effectiveness of the developed post-literacy material for neo-literates in the area of 'Water' taught through Simple Text and Programmed Text".

The researcher divided the area of 'Water' into nine different units. To attain the objective No. Four, the researcher ascertained the effectiveness of post-literacy material of each unit in the area of Water for neo-literates developed through the Programmed Text. Therefore, the researcher further formulated sub-objective and their corresponding null hypotheses for each unit in the area of "Water". The interpretation of analysed data based on these sub-objectives and their corresponding null hypotheses is as follows:
6.4.0 **SUB-OBJECTIVE NO. 1** :-

The sub-objective of Unit No. 1 'Drinking Water' was as follows :-

"To ascertain the effectiveness of the developed post-literacy material for neo-literates in 'Drinking Water' taught through Simple Text and Programmed Text".

It was found after analysis of data to sub-objective No. 1.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".
V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.4.1. **SUB-OBJECTIVE NO. 2** :-

The sub-objective of Unit No. 2 'Sources of Water' was as follows:

"To ascertain the effectiveness of the developed post-literacy material for neo-literate in 'Source of Water' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 2.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".
II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through the Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".
6.4.2 **SUB-OBJECTIVE NO. 3** :-

The sub-objective of Unit No. 3 'Water and House Hold Activities' was as follows :-

"To ascertain the effectiveness of developed post literacy material for neo-literates in 'Water and House Hold Activities' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to objective No. 3.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".
V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.4.3 SUB-OBJECTIVE NO. 4 :-

The sub-objective of Unit No. 4 'Proper Drainage System' was as follows :-

"To ascertain the effectiveness of post-literacy material for neo-literates in 'Proper Drainage System' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to objective No. 4.

I) "There was a significant difference between the achievement score of neo-literate men and Simple Text and Programmed Text".
II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.4.4 SUB-OBJECTIVE NO. 5 :-

The sub-objective of Unit No. 5 'Hardness of Water' was as follows :-
"To ascertain the effectiveness of developed post-literacy material in 'Hardness of Water' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 5.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".
VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.4.5 SUB-OBJECTIVE NO. 6 :-

The sub-objective of Unit No. 6 'Water Pollution' was as follows :-

"To ascertain the effectiveness of developed post-literacy Material for neo-literates in 'Water Pollution' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 6.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".
III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was a significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

6.4.6 SUB-OBJECTIVE NO. 7 :-

The sub-objective of Unit No. 7 'Water Borne Diseases' was as follows :-

"To ascertain the effectiveness of developed post-literacy material for neo-literate in 'Water Borne Diseases' taught through Simple Text and Programmed Text".
It was found after analysis of data pertaining to sub-objective No. 7.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was no significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text, at 1% level of significance".

IV) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text at 5% level of significance".

V) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

VI) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".
VII) "There was no significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VIII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.4.7 SUB-OBJECTIVE NO. 8 :-

The sub-objective of Unit No. 8 'Methods of Purification of Water' was as follows :-

"To ascertain the effectiveness of developed post-literacy material for neo-literates in 'Methods of Purification of Water' taught through Simple Text and Programmed Text".

It was found after analysis of data pertaining to sub-objective No. 8.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was a significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".
III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was a significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text".

VI) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VII) "There was a significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".

6.4.8 **SUB-OBJECTIVE NO. 9** :-

The sub-objective of Unit No. 9 'Storage of Water' was as follows :-

"To ascertain the effectiveness of developed post-literacy material for neo-literates in 'Storage of Water' taught through Simple Text and Programmed Text".
It was found after analysis of data pertaining to sub-objective No. 9.

I) "There was a significant difference between the achievement score of neo-literate men and women of group A and group B taught through Simple Text and Programmed Text".

II) "There was no significant difference between the achievement score of neo-literate women of group A and men of group B taught through Simple Text and Programmed Text".

III) "There was a significant difference between the achievement score of neo-literate men of group A and women of group B taught through Simple Text and Programmed Text".

IV) "There was no significant difference between the achievement score of neo-literate men and women of group A taught through Simple Text".

V) "There was a significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text, at 1% level of significance".

VI) "There was no significant difference between the achievement score of neo-literate men and women of group B taught through Programmed Text at 5% level of significance".
VII) "There was a significant difference between the achievement score of neo-literate women of group A and group B taught through Simple Text and Programmed Text".

VIII) "There was no significant difference between the achievement score of neo-literate men of group A and group B taught through Simple Text and Programmed Text".