CHAPTER 4

FINDINGS

The present study was undertaken with the major objective to find out the impact of Rural Functional Literacy Programme (RFLP) on rural women of Jorhat district of Assam with respect to the selected personal, family and institutional factors.

This chapter deals with the findings of the study. The findings are reported as follows :

4.1 SECTION I — Background information of the respondents and itemwise responses of the respondents regarding variables.

4.2 SECTION II — Level of literacy achievement, awareness, functionality, development of opinion of the respondents regarding usefulness of RFLP, and development of opinion of the respondents regarding women development through education. Statementwise opinions of the respondents of Part V and Part VI of the tool.

4.3 SECTION III — Differences in the levels of literacy achievement, awareness, functionality, development of opinion of the respondents regarding usefulness of RFLP, and development of opinion

of the respondents regarding women development through education in relation to the selected variables.

SECTION I

4.1 Background Information of the Respondents and Itemwise Responses of the Respondents Regarding Variables

4.1.1 Background Information of the Respondents

The present study was conducted to measure the impact of Rural Functional Literacy Programme (RFLP) on rural women of Jorhat district of Assam in relation to some selected variables. A total of 500 rural women from the learners who participated in the RFLP classes of 1986-87 were taken for the study. In this section, the background information of the respondents is presented.

I Personal Factors

1. Age

As per Table 4.1, out of total 500 women, 55.80 per cent, that is, little more than half of the total respondents were from the young age group of 15-25 years. The remaining, 44.20 per cent of the respondents were from the older age group of 26-35 years.

2. Religion

Table 4.2 indicates that majority of the women, (76.80%) were from the Hindu religion. A very less percentage of women were Muslim and Christian as their percentages were only 14.60

and 8.60 per cent respectively.

3. Caste/Sect

Table 4.3 reveals that among all the castes/sects, highest percentage of women were from scheduled castes and scheduled tribes. Little more than one third of the respondents belonged to Brahmin, Kayastha, Sunni, and Shia which were categorized as general caste/sect (Appendix I).

4. Marital Status

As seen in Table 4.4, little more than half of the women (52.20%) were married and the remaining 47.80 per cent of women belonged to the group of unmarried respondents.

5. Education

It is evident from Table 4.5, a majority of the respondents were totally illiterate. The percentage of these illiterate respondents is 76.60 per cent. The remaining respondents were semi-literate - those who could read, write and count to a little extent or those who attended a few classes in schools during childhood and forgot their literacy skills were considered as semi-literate.

6. Occupation

As seen in Table 4.6, more than three fourth (78.20%) of the respondents were from the working group.

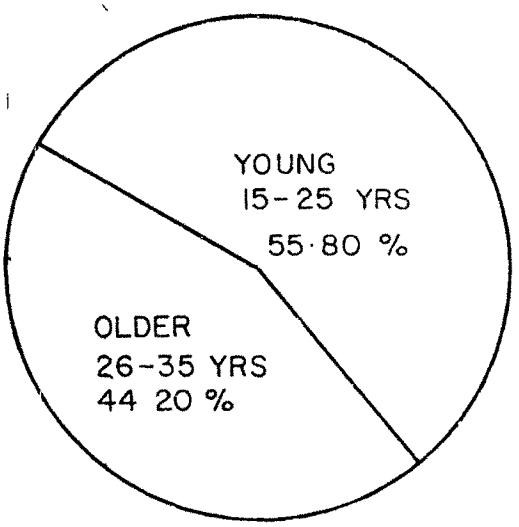
7. Type of work

According to Table 4.7, little more than half of the respondents (56.52%) were from the group of farm labourers.

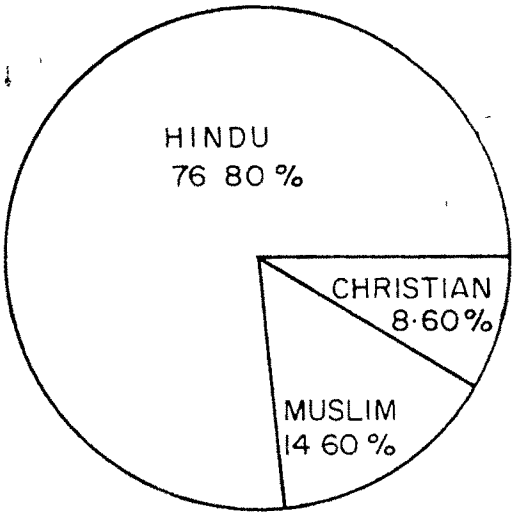
PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO

N = 500

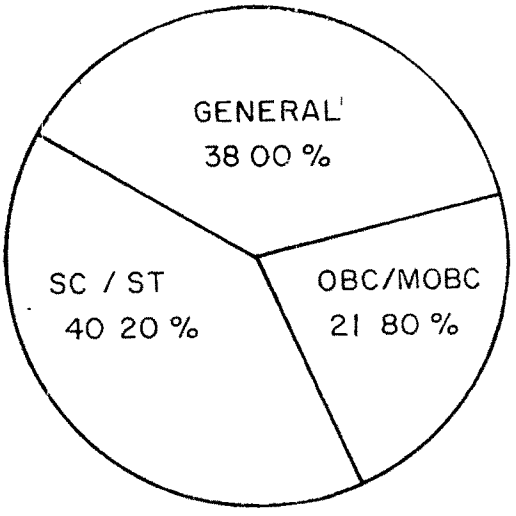
AGE



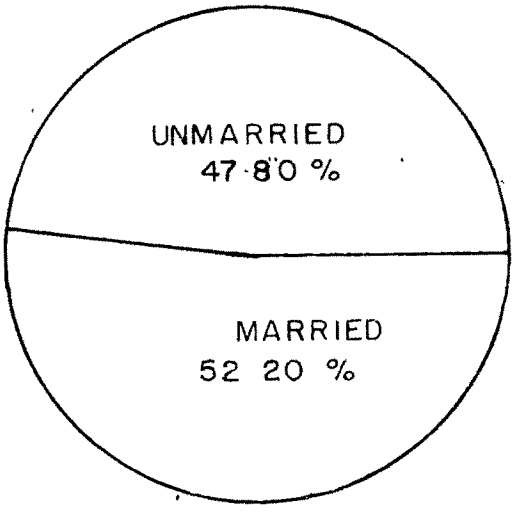
RELIGION



CASTE / SECT



MARITAL STATUS



Very few respondents, only 9.72 per cent, were engaged in other works such as helper in schools or primary health centres or working in others' houses as domestic servant or helper.

8. Number of Hours of Work

As realised through Table 4.8, little more than two thirds of the respondents (69.31%) worked for more than 4 hours a day in their area of work.

9. Ethnic group

Table 4.9 states that more or less equal percentage, that is, about 50.00 per cent of the respondents were from each of the ethnic group namely, Assamese and non-Assamese.

10. Value for Literacy Education

Table 4.10, points out that more or less equal percentage of the respondents, that is, 48.00 per cent and 52.00 per cent were either from the group of women who highly or poorly valued the literacy education, respectively.

II Family Factors

11. Type of the Family

Almost equal percentage of the respondents were from the nuclear and joint families (Table 4.11) as their percentages were 50.60 and 49.40 respectively.

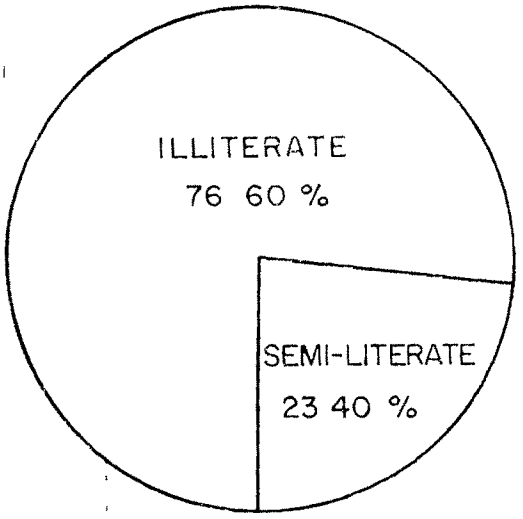
12. Size of the Family

It is evident from Table 4.12 that majority of the respondents (64.40%) were from the medium families consisting of 6-10 members. Very less (11.40%) of the respondents were from the

PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO

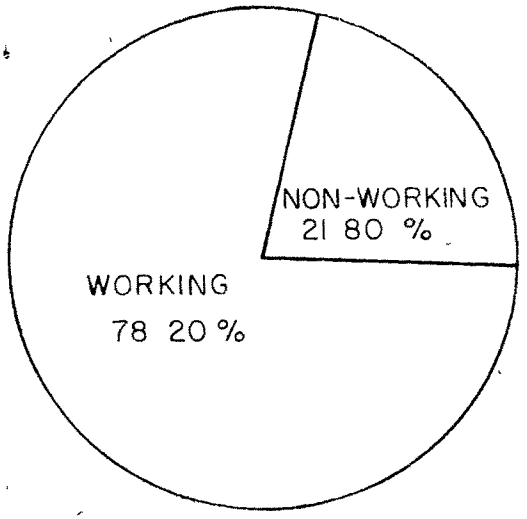
N = 500

EDUCATION



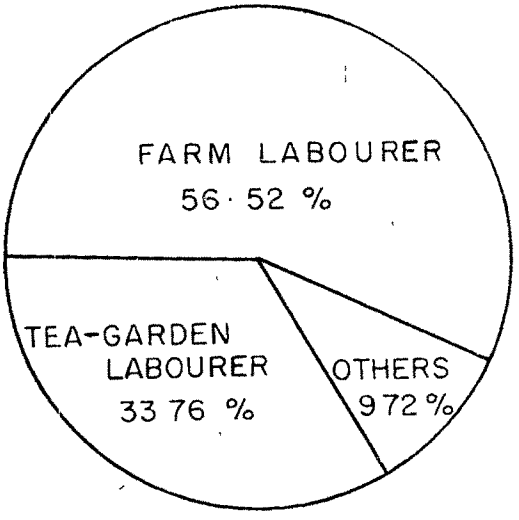
N = 500

OCCUPATION



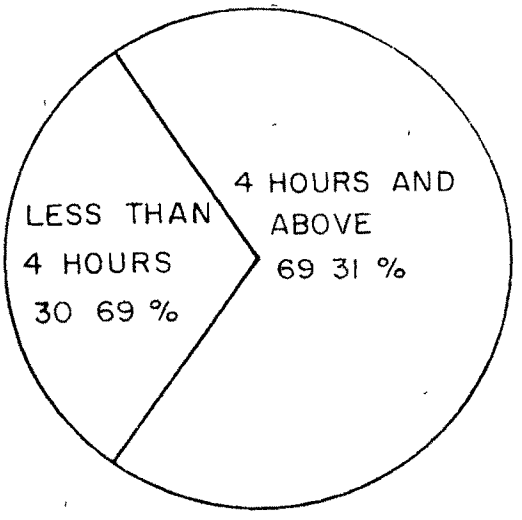
N = 391

TYPE OF WORK



N = 391

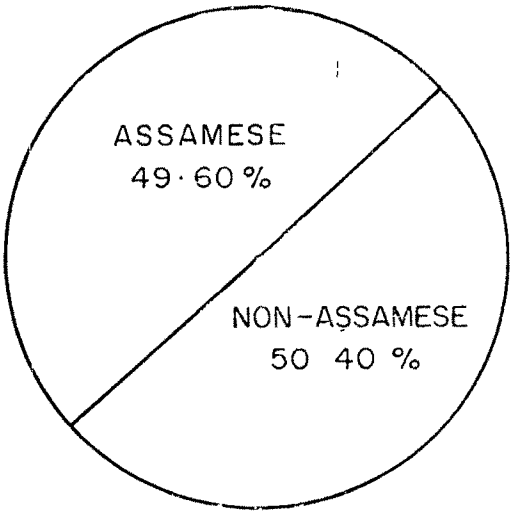
NUMBER OF HOURS OF WORK



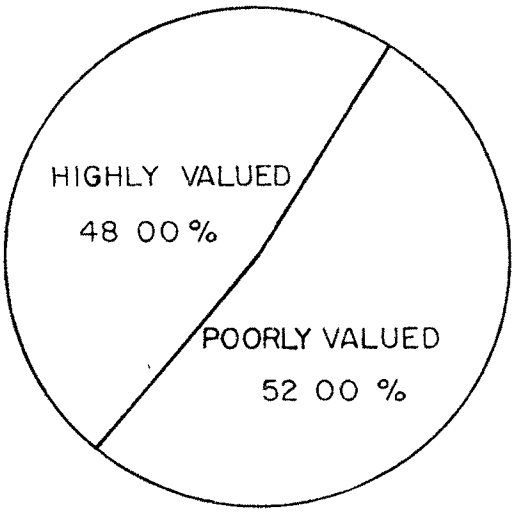
PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO

N = 500

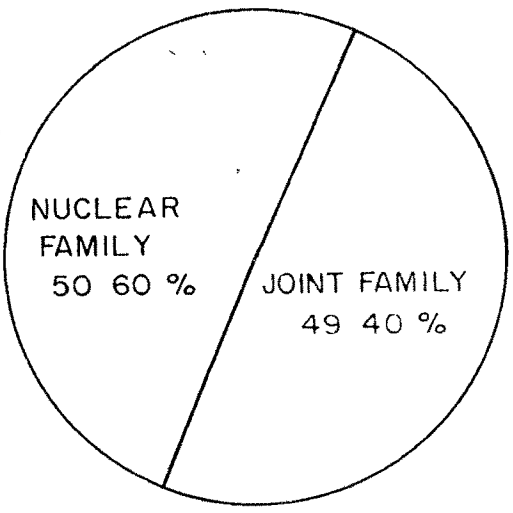
ETHNIC GROUP



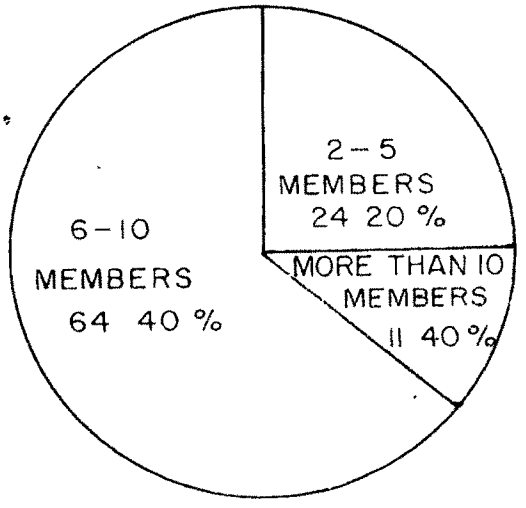
VALUE FOR LITERACY EDUCATION



TYPE OF THE FAMILY



SIZE OF THE FAMILY



large families composed of more than 10 members.

13. Number of Children in the Family

More or less equal percentage of the respondents were from each of the families having few (1-4) children and those having more (more than 4) children as evident from Table 4.13.

14. Family Encouragement

Table 4.14 indicates that a little more than half of the respondents (52.00%) were 'more encouraged' by their family members and the remaining 48.00 per cent were 'less encouraged' by their family members for literacy education.

III Institutional Factors

15. Teacher Effectiveness

According to Table 4.15, equal percentage, that is, 50.00 per cent of the respondents reported that the teachers for the classes of RFLP were either effective or non-effective in teaching.

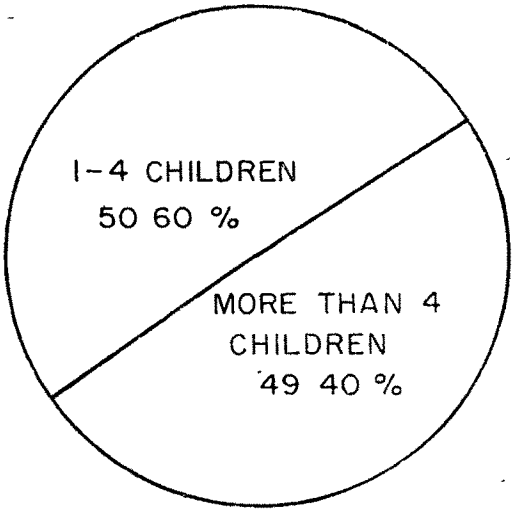
16. Classroom Facilities

As evident from Table 4.16, little more than 50 per cent of the respondents felt that their classroom facilities were adequate.

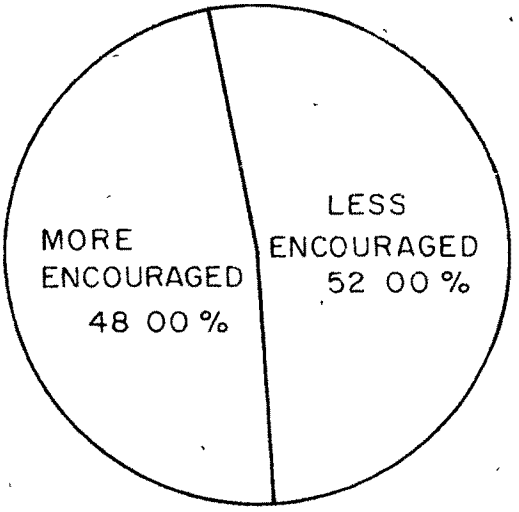
PERCENTAGE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO

N = 500

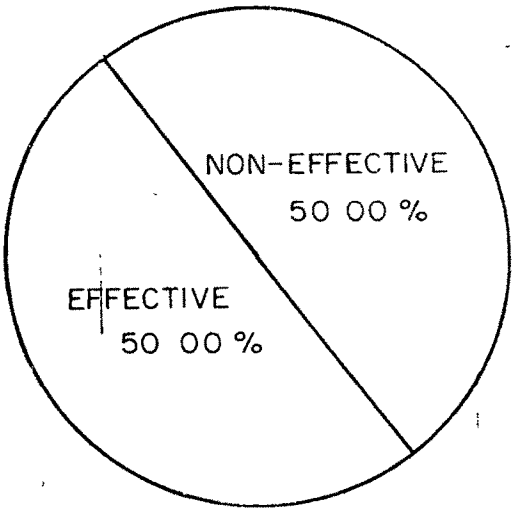
THE NUMBER OF CHILDREN IN THE FAMILY



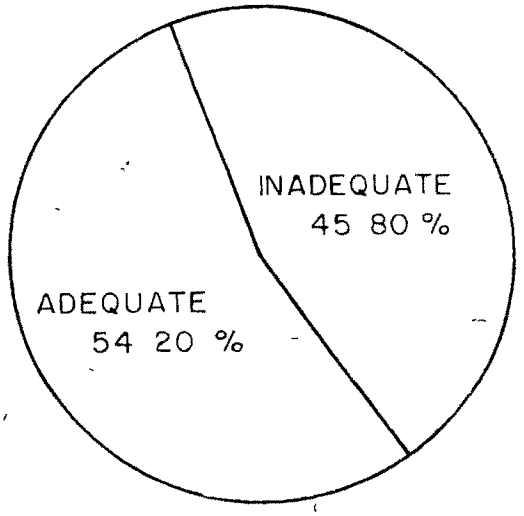
FAMILY ENCOURAGEMENT



TEACHER EFFECTIVENESS



CLASSROOM FACILITIES



4.1.2 Itemwise Responses of the Respondents regarding Variables Measured through Various Items

4.1.2.1 Value for Literacy Education

Table 4.17 indicates that a majority of the respondents valued the literacy education as more than 70.00 per cent reported that they came to the classes of RFLP to become self-dependant for the tasks where literacy education is needed, to gain more knowledge and to get job.

However, respondents ranging from 75.00 to 55.00 per cent reported that they came to the classes to avail the advantage of free education, to get free textbooks and writing materials, for self-enjoyment and self satisfaction. Only 0.40 per cent of the respondents reported that they came to the classes to learn to read and write.

4.1.2.2 Family Encouragement

Table 4.18 (a) reveales that highest percentage of the respondents reported that they were encouraged to join the classes of RFLP by their husbands (26.60%) and fathers (22.40%). Less than one fifth of the respondents were encouraged by their mothers (17.20%) and sister-in-law (10.80%).

Less than 5.00 per cent of the respondents reported that they were encouraged by their friends and others (3.20%) and brothers-in-law (1.60%).

As per Table 4.18 (b), the highest percentage of the respondents reported that they were encouraged to continue to

attend the classes of RFLP by their husbands (23.40%) and mothers (21.20 %). Less than 5.00 per cent of the respondents reported that they were encouraged to attend the classes by their friends and others (4.60%), fathers-in-law (3.40%) and brothers-in-law (1.60%).

Table 4.18 (c) points out that highest percentage of the respondents mentioned that they were helped in preparation and revision of lessons at home as their family members allowed them to study at home (45.20%), gave them less household works (32.40%) and provided space and facilities to study at home. Least percentage of the respondents (0.20%) reported that family members looked after their children while they studied at home.

4.1.2.3 Teacher Effectiveness

It is evident from Table 4.19 that more than 80.00 per cent of the respondents mentioned that they learned in the classes as the teacher of their classes of RFLP was very sympathetic (90.20%) and was simple minded so easy to approach (82.40%). Three fourth of the respondents said they could learn in the class as their teacher was very friendly (77.20%) and talked in a clear voice (72.60%).

Very less percentage of the respondents (1.60%) said that their teacher gave them extra knowledge related to the lessons besides the textbooks.

4.1.2.4 Classroom Facilities

Table 4.20 reveals that highest percentage of the respondents (90.80 %) mentioned that they felt comfortable and encouraged to study in the classes of RFLP as the textbooks given to them were free of cost, and were of bold print (79.60 %) and the class timing was appropriate for them (74.40 %). Less than 60 per cent of the respondents reported that they felt comfortable to study as the centres were not very far from their residences (58.80 %) and the pencils and slates were given to them free of cost (52.80 %).

Highest percentage of the respondents, that is, about one third of the respondents said that their classes were conducted in village school buildings. About 5.00 to 15.00 per cent respondents mentioned that their classes were conducted in village libraries, instructress' quarters, village nam ghars, vacant houses, panchayat buildings, village clubs, varandah of private houses or open spaces, and village temples.

While enquiring about physical facilities of the centres, more than 80.00 per cent of the respondents reported there were enough light and ventilation in the classrooms at day time and the classrooms were spacious. About 70.00 per cent of the respondents reported there was facility of drinking water. Less than 20.00 per cent reported that the charts and posters were hung in proper places in the classrooms.

Table 4.1 Percentage distribution of the respondents according to their age

N= 500

1. Age	Respondents (%)
a. Young	55.80
b. Older	44.20

Table 4.2 Percentage distribution of the respondents according to their religion

N= 500

2. Religion	Respondents (%)
a. Hindu	76.80
b. Muslim	14.60
c. Christian	8.60

Table 4.3 Percentage distribution of the respondents according to their caste/sect

N= 500

3. Caste/Sect	Respondents (%)
a. General	38.00
b. Scheduled Caste/ Scheduled Tribes	40.20
c. OBC/MOBC	21.80

Table 4.4 Percentage distribution of the respondents according to their marital status

N = 500

4. Marital status	Respondents (%)
a. Unmarried	47.80
b. Married	52.20

Table 4.5 Percentage distribution of the respondents according to their education

N = 500

5. Education	Respondents (%)
a. Illiterate	76.60
b. Semi-literate	23.40

Table 4.6 Percentage distribution of the respondents according to their occupation

N = 500

6. Occupation	Respondents (%)
a. Non-working	21.80
b. Working	78.20

Table 4.7 Percentage Distribution of the Respondents According their type of work

N = 391

7. Type of work	Respondents (%)
a. Farm labourer	56.52
b. Tea-garden labourer	33.76
c. Other worker	9.72

Table 4.8 Percentage Distribution of the Respondents According to their number of hours of work

N = 391

8. Number of hours of work	Respondents (%)
a. Less hours	30.69
b. More hours	69.31

Table 4.9 Percentage Distribution of the Respondents According to tneir Ethnic group

N = 500

9. Ethnic group	Respondents (%)
a. Assamese	49.60
b. Non-Assamese	50.40

Table 4.10 Percentage Distribution of the Respondents According to their Value for Literacy Education

N = 500

10. Value for literacy education	Respondents (%)
a. Highly valued	48.00
b. Poorly valued	52.00

Table 4.11 Percentage Distribution of the Respondents According to their Type of the Family

N = 500

11. Type of the family	Respondents (%)
a. Nuclear family	50.60
b. Joint family	49.40

Table 4.12 Percentage Distribution of the Respondents According to their Size of the Family

N = 500

12. Size of the family	Respondents (%)
a. Small family	24.20
b. Medium family	64.40
c. Large family	11.40

Table 4.13 Percentage Distribution of the Respondents According to their Number of Children in the Family

N = 500

13. Number of children in the family	Respondents (%)
a. Few children	50.60
b. More children	49.40

Table 4.14 Percentage Distribution of the Respondents According to their Family Encouragement

N = 500

14. Family encouragement	Respondents (%)
a. More encouraged	48.00
b. Less encouraged	52.00

Table 4.15 Percentage Distribution of the Respondents According to their Teacher Effectiveness

N = 500

15. Teacher effectiveness	Respondents (%)
a. Effective	50.00
b. Non-effective	50.00

Table 4.16 Percentage Distribution of the Respondents According to their Classroom Facilities

N = 500

16. Classroom facilities	Respondents (%)
a. Adequate	54.20
b. Inadequate	45.80

Table 4.17 Itemwise Responses of the Respondents Regarding Value for Literacy Education

Statement Nos. (as per questionnaire)	Statements	Respondents agreeing to statement (%)
10. Did you attend the classes of RFLP -		
d)	To become self-dependant for the tasks involving literacy such as to read letters etc.	87.60
h)	To gain more knowledge	75.00
c)	To avail the advantage of free education as no fees has to be paid	75.00
f)	To get a job	73.40
a)	To get free books, pencils etc.	65.40
b)	For enjoyment and self-satisfaction	55.00
e)	To have better status in the society	45.80
g)	To get promotion in the present job	3.40
i)	To learn to read and write	0.40

Table 4.18 Itemwise Responses of the Respondents Regarding Family Encouragement

Statement Nos. (as per questionnaire)	Statements	Respondents agreeing to statement (%)
14. (a)	Who all had encouraged you to join the classes of RFLP from the following?	
	- Husband	26.60
	- Father	22.40
	- Mother	17.20
	- Sister-in-law	10.80
	- Brother	7.80
	- Sister	7.40
	- Mother-in-law	5.80
	- Father-in-law	4.80
	- Friends and others	3.20
	- Brother-in-law	1.60
(b)	Who all of the following relatives encouraged you in continuing to attend the classes of RFLP?	
	- Husband	23.40
	- Mother	21.20
	- Father	16.40
	- Sister-in-law	12.80
	- Mother-in-law	8.80
	- Sister	6.60
	- Brother	5.80
	- Friends and others	4.60
	- Father-in-law	3.40
	- Brother-in-law	1.60

Table 4.18 Continued

Statement Nos. (as per questionnaire)	Statements	Respondents agreeing to statement (%)
(c)	What helped you to prepare or revise your lesson at home from the following?	
	a) Family members allowed me to study at home	45.20
	b) Family members gave me less household work	32.40
	c) Family members provided me with space and facilities to study at home	32.40
	d) Literate family members helped me in study at home	29.80
	e) Family members looked after my children when I studied	0.20

Table 4.19 Itemwise Responses of the Respondents Regarding Teacher Effectiveness

Statement Nos. (as per questionnaire)	Statements	Respondents agreeing to statement (%)
16.	Did you learn the lessons easily and clearly in the class as :	
	The teacher -	
	a) was very sympathetic	90.20
	d) was simple minded so easy to approach	82.40
	b) was very friendly	77.20
	h) talked in a clear voice	72.60
	c) was impartial	64.80
	k) wrote very clearly with bold handwriting which could be seen and read easily even from distance	63.40
	f) explained everything clearly	62.66
	e) taught in an interesting manner	58.80
	g) was regular	58.20
	i) repeated lessons if we could not understand	44.40
	j) used teaching aids while explaining the lessons	34.00
	l) gave extra knowledge related to the lessons beside the textbooks	1.60

Table 4.20 Itemwise Responses of the Respondents Regarding Classroom Facilities

Statement Nos. (as per questionnaire)	Statements	Respondents agreeing to the statement (%)
17.	Did you feel comfortable and encouraged to learn in the class as :	
	b) The textbooks given to you were free of cost	90.80
	a) The textbooks given to you were of bold print so could read easily	79.60
	e) The class timing was appropriate for you	73.40
	d) The centre was not very far from your residence	58.80
	c) Pencils, erasers, slates etc. given were free of cost	52.80
18.	Where were your classes conducted?	
	a) School building	32.20
	d) Village library	14.20
	e) Instructress' quarter	12.80
	f) Village nam ghar	12.40
	h) Vacant house	8.80
	b) Panchayat building	6.80
	c) Village club	5.20
	i) Varandah/open space	5.20
	g) Village temple	2.40

Table 4.20 continued

Statement Nos. (as per questionnaire)	Statements	Respondents agreeing to the statement (%)
19.	Did you get the following facilities in your centre?	
	b) There was enough light in the classroom for day classes	93.00
	d) There was enough ventilation in the classroom	87.80
	a) The classroom was spacious	83.80
	g) Drinking water was available	69.80
	f) There were facilities of laterine/ urinal	45.40
	c) There was electricity in the classroom for evening classes	42.60
	e) Seating arrangement was proper	35.00
	h) There was black-board in the classroom	30.80
	i) Teaching charts/pictures were hung in proper places	19.00

SECTION II

4.2 Levels of Literacy Achievement, Awareness, Functionality, Development of Opinion of the Respondents Regarding Usefulness of RFLP, Development of Opinion of the Respondents Regarding Women Development Through Education and Statementwise Opinions of the Respondents of Part V and Part VI of the Tool

4.2.1 Level of Literacy Achievement

In literacy achievement there were three sub-aspects namely, (a) reading, (b) writing, and (c) numeracy.

It is evident from Table 4.21 that as a result of attending the classes of RFLP, less than 10 per cent of the respondents reached the level of 'good' regarding all the three sub-aspects, reading; writing; and numeracy. Overall, less than half of the respondents had achieved 'average' level regarding reading and numeracy.

Among all the categories of the reading sub-aspect (Table 4.21 a) the lowest percentage (7.40 %) of the respondents fell in the category of 'good'. Half of the respondents were in the category of 'poor' (49.80 %).

Regarding the sub-aspect of writing (Table 4.21 b) little more than fifty per cent of the respondents (53.80 %) reached the level of 'average'. Very few respondents, that is, only 8.40 per cent, obtained the 'good' level.

As per Table 4.21 (c), for the sub-aspect of numeracy also, the percentage of the respondents in 'good' level was very poor (6.80%). Little more than half of the respondents

obtained the level of 'poor' (54.00 %) for the same sub-aspect.

4.2.2 Level of Awareness

The respondents according to the classes of RFLP were expected to develop awareness regarding the 3 sub-aspects namely, (a) agriculture and veterinary; (b) family planning and health and hygiene; and (c) general knowledge about politics, economics, history and education.

Table 4.22 indicates that for all the sub-aspects, level of awareness reported by half of the respondents was 'medium'.

As a result of the classes of RFLP, little less than half of the respondents (47.20 %) achieved 'medium' level of awareness regarding the sub-aspect of agriculture and veterinary. Less than one fourth of the respondents (22.40%) reached the level of 'high' awareness for this sub-aspect (Table 4.22,a).

According to Table 4.22 (b), high level of awareness in the sub-aspect of family planning and health and hygiene was shown by very less percentage of the respondents which was only 11.20 per cent being lowest among all the sub-aspects. Little less than 50 per cent of the respondents (44.00 %) and (44.80%) fell in both the levels of awareness, namely, 'medium' and 'low', respectively.

Table 4.22 (c) mentioned that half of the respondents

were in the 'medium' level of awareness for the sub-aspect of general knowledge. One fifth of the respondents (20.80 %) fell in the category of 'low' awareness regarding general knowledge.

4.2.3 Level of Functionality

There were 4 sub-aspects for the level of functionality achievement by the respondents, namely, (a) family planning; (b) economics; (c) agriculture; and (d) education.

The sub-aspect of family planning under the functionality was not applicable to the unmarried respondents of the study.

There were 261 married respondents and out of them more than half of the respondents (54.02 %) achieved 'high' level in functionality for the sub-aspect of family planning (Table 4.23, a).

Table 4.23 (b) and (d) show that majority of the respondents had 'low' functionality for the sub-aspects of economics and education while little more than half of the respondents were 'low' regarding the sub-aspect of agriculture (Table 4.23 c).

however, on the whole, it is clear from Table 4.19 that as a result of the classes of RFLP, among all the sub-aspects of the functionality, the highest percentage of the respondents, that is, 68.20 per cent, were in the category of 'low' for the sub-aspect of economics.

4.2.4 Level of Development of Opinion of the Respondents Regarding Usefulness of RFLP

The respondents who attended the classes of RFLP might have developed favourable or unfavourable opinions about the usefulness of RFLP.

Table 4.24 points out that little more than half of the respondents (53.20 %) developed 'favourable' opinion regarding usefulness of RFLP.

4.2.5 Level of Development of Opinion of the Respondents Regarding Women Development Through Education

The respondents who attended the classes of RFLP might have developed some opinions about the women development through education.

As per Table 4.25, half of the respondents (50.20 %) developed 'favourable' opinion regarding women development through education.

4.2.6 Statementwise Development of Opinion of the Respondents Regarding Usefulness of RFLP for Women

It is revealed from Table 4.26 that, above 60 per cent of the respondents reported of having 'favourable' attitude by agreeing with 11 statements out of 13 of positive nature regarding usefulness of RFLP. The statements reflected that the classes of RFLP -

- gave them knowledge, useful for day to day life;
- enabled them to read; and
- helped them to raise their standard of living.

The classes also taught them -

- ways to attain financial security,
- income generating activities,
- to spent leisure time in a profitable way,
- family planning,
- care of pregnant women,
- cleanliness,
- discipline, and
- ways and means to work more profitably.

There were 9 statements of negative nature regarding usefulness of RFLP. Majority of the respondents did not agree with the following 5 statements out of those 9 statements which reflect their positive attitude towards usefulness of RFLP for women:

The classes of RFLP were lacking -

- in giving knowledge to take proper care of children and others in the family,
- in teaching account keeping and budgetting,
- in giving knowledge to increase income,
- in teaching the sources to avail government loan and other help, and
- in usefulness for women.

On the other hand, more than 60 per cent of the respondents (Table 4.26) reported of having unfavourable attitude towards usefulness of RFLP, as they agreed with 4 out of 9 statements of negative nature.

They reported that the classes of RFLP were -

- not able to make women expert in writing, and
- unable to teach preparation of nutritous foods.

They also reported that -

- without attending the classes, they could manage their families with limited resources, and
- knowledge given on veterinary and animal husbandry was of no use to women.

Moreover, only less than 60 per cent of the respondents agreed that through the classes of RFLP they could -

- gain good knowledge about numeracy, and
- learn about time, energy and money saving methods of agriculture.

4.2.7 Statementwise Development of Opinion of the Respondents Regarding Women Development Through Education

There were 17 statements for the opinion of the respondents regarding women development through education. Eleven statements were positive in nature and 6 were negative. As a result of attending the classes of RFLP, it was reflected from the statements that the classes helped the women to develop favourable attitude towards women development through education.

Table 4.27 indicates that more than 60 per cent of the respondents expressed their favourable opinion by agreeing with all the eleven statements which were in favour of women development through education.

The statements were:

- Women should be given education as that of men.

Educated women -

- acquire respect from the society;
- have more understanding and sense of responsibilities;
- are bold to say the truth;
- can earn and stand on their own;
- can decide and act independently;
- can manage their families within limited resources;
- do not remain as burden to their husbands and relatives;
- cannot be harrassed by husbands and relatives;
- can take active part in social and political activities; and
- can easily avail benefit of scientific inventories.

Moreover, majority of the respondents expressed their favourable opinion by disagreeing with 3 statements of negative nature, that education is useless for women as they stay inside home. They further opined that educated women might become proudy, and might not work hard for their families.

On the other hand, (Table 4.27) more than 60 per cent of the respondents accepted only 3 out of 6 statements of negative nature and expressed favourable attitude regarding women development through education. They felt that educated

women were -

- luxurious and comfort seeker;
- extravagant; and
- less obedient to their husbands and elders.

Table 4.21 Percentage Distribution of the Respondents According to the Level of Literacy Achievement

(a) Reading N = 500

Level of Literacy Achievement	Respondents (%)
Good	7.40
Average	42.80
Poor	49.80

(b) Writing N = 500

Level of Literacy Achievement	Respondents (%)
Good	8.40
Average	53.80
Poor	37.80

(c) Numeracy N = 500

Level of Literacy Achievement	Respondents (%)
Good	6.80
Average	39.20
Poor	54.00

LEVEL OF LITERACY
ACHIEVEMENT OF THE RESPONDENTS

N = 500

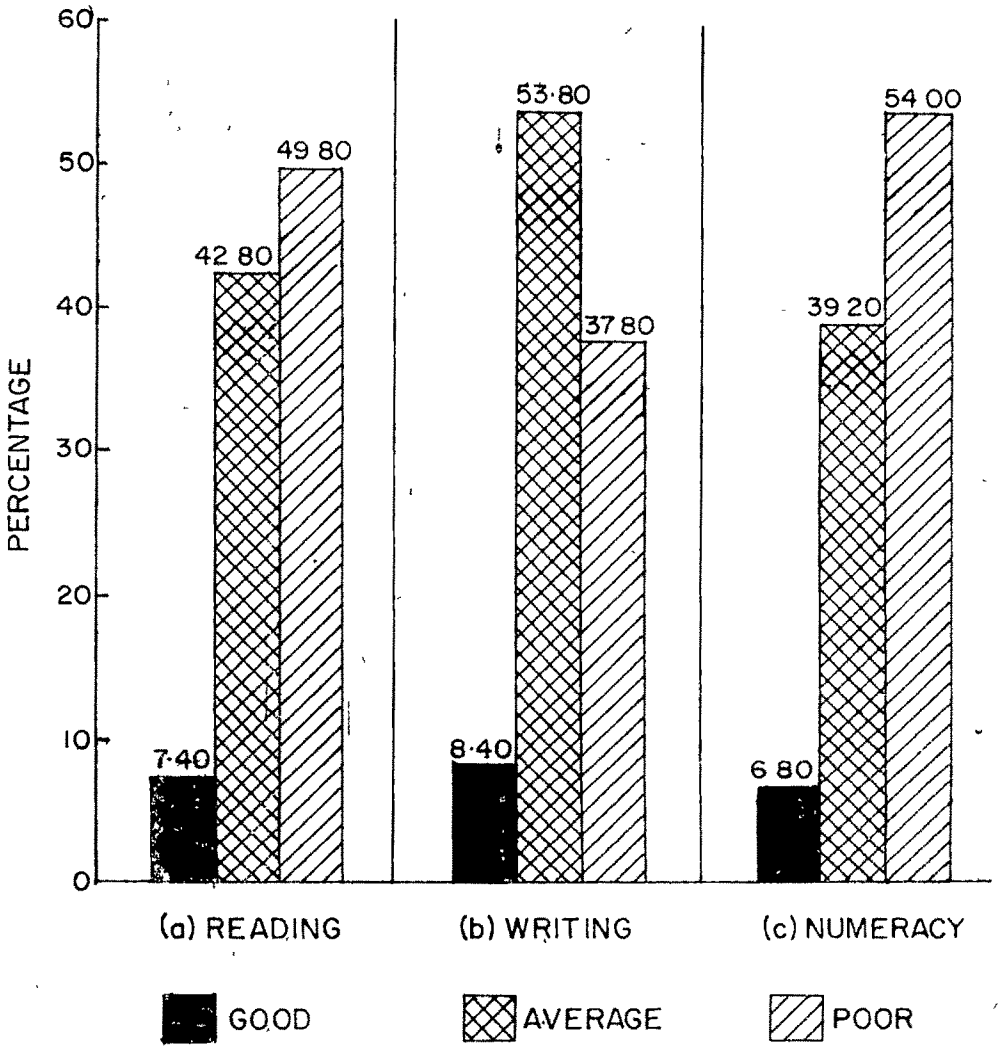


Table 4.22 Percentage Distribution of the Respondents According to their Level of Awareness

(a) Agriculture and Veterinary N = 500

Level of Awareness	Respondents (%)
High	22.40
Medium	47.20
Low	30.40

(b) Family Planning and Health and Hygiene N = 500

Level of Awareness	Respondents (%)
High	11.20
Medium	44.00
Low	44.80

(c) General Knowledge N = 500

Level of Awareness	Respondents (%)
High	29.60
Medium	49.60
Low	20.80

LEVEL OF AWARENESS OF THE RESPONDENTS

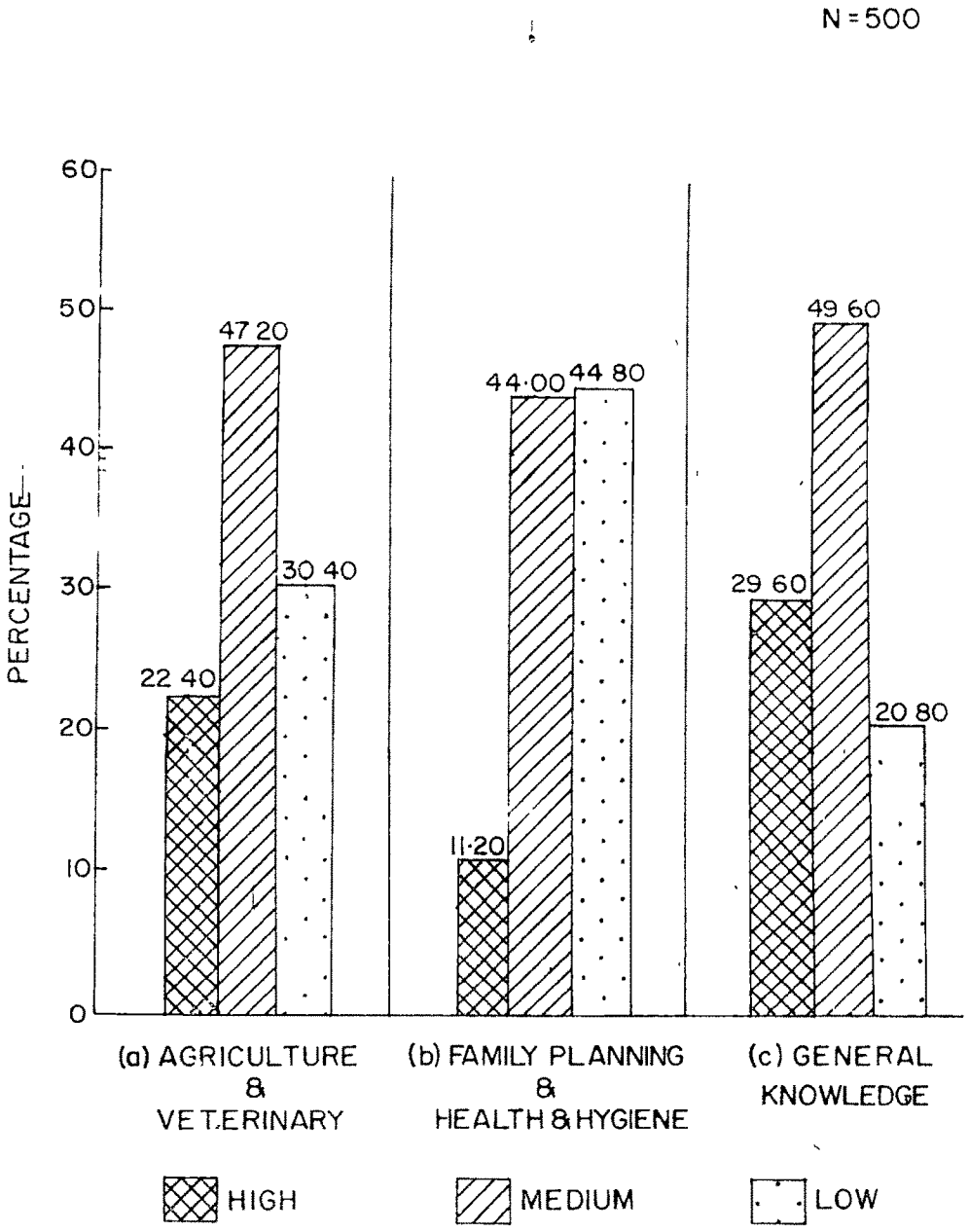


Table 4.23 Percentage Distribution of the Respondents According to their Level of Functionality

(a) Family Planning N = 261

Level of Functionality	Respondents (%)
High	54.02
Low	45.98

(b) Economics N = 500

Level of Functionality	Respondents (%)
High	31.80
Low	68.20

(c) Agriculture N = 414

(c) Level of Functionality	Respondents (%)
High	41.30
Low	58.70

(d) Education N = 500

Level of Functionality	Respondents (%)
High	35.20
Low	64.80

LEVEL OF FUNCTIONALITY OF THE RESPONDENTS

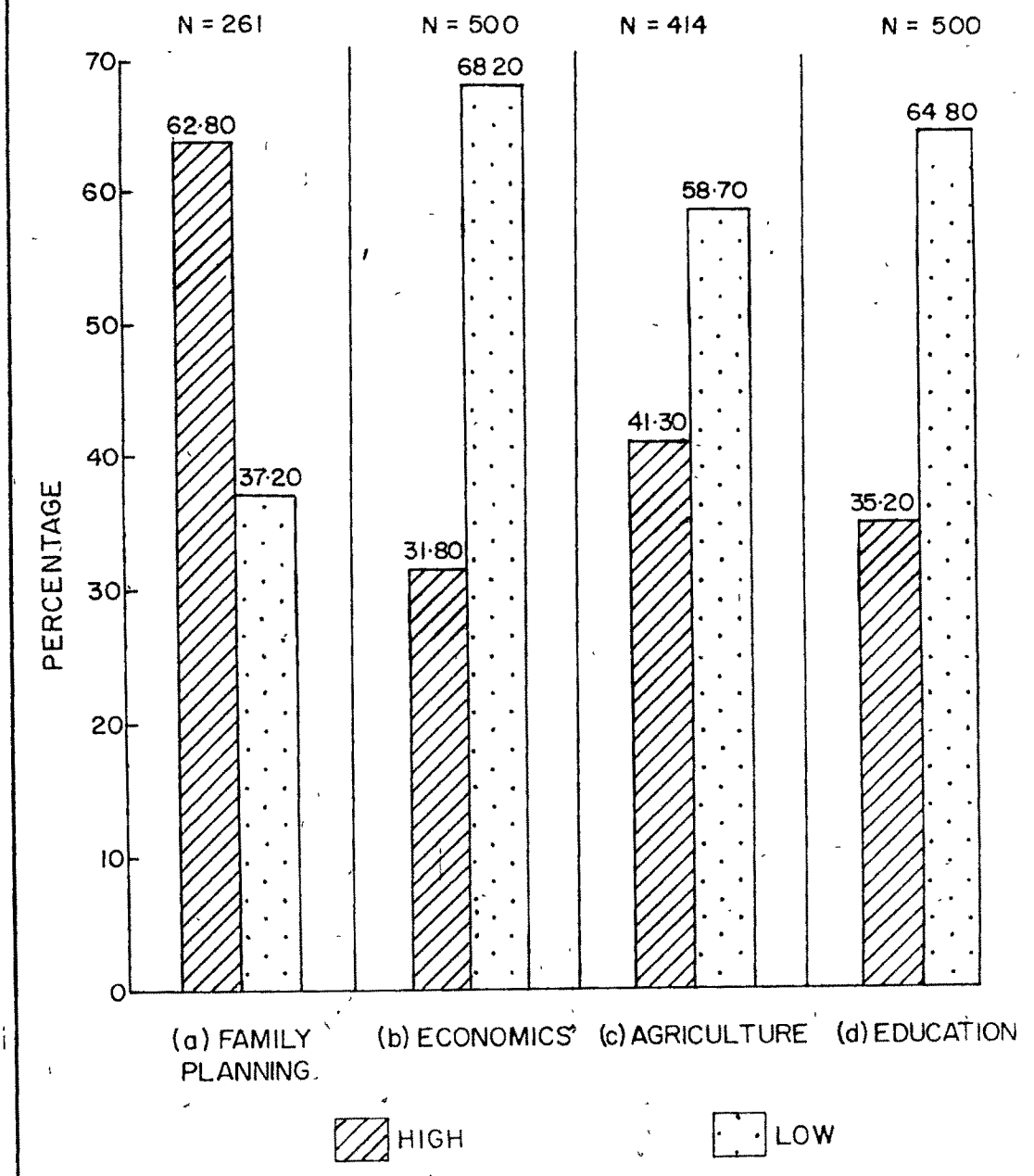


Table 4.24 Percentage Distribution of the Respondents According to their Development of Opinion Regarding Usefulness of RFLP

N = 500

Development of Opinion	Respondents (%)
Favourable	53.20
Unfavourable	46.80

Table 4.25 Percentage Distribution of the Respondents According to their Development of Opinion Regarding Women Development Through Education

N = 500

Development of Opinion	Respondents (%)
Favourable	50.20
Unfavourable	49.80

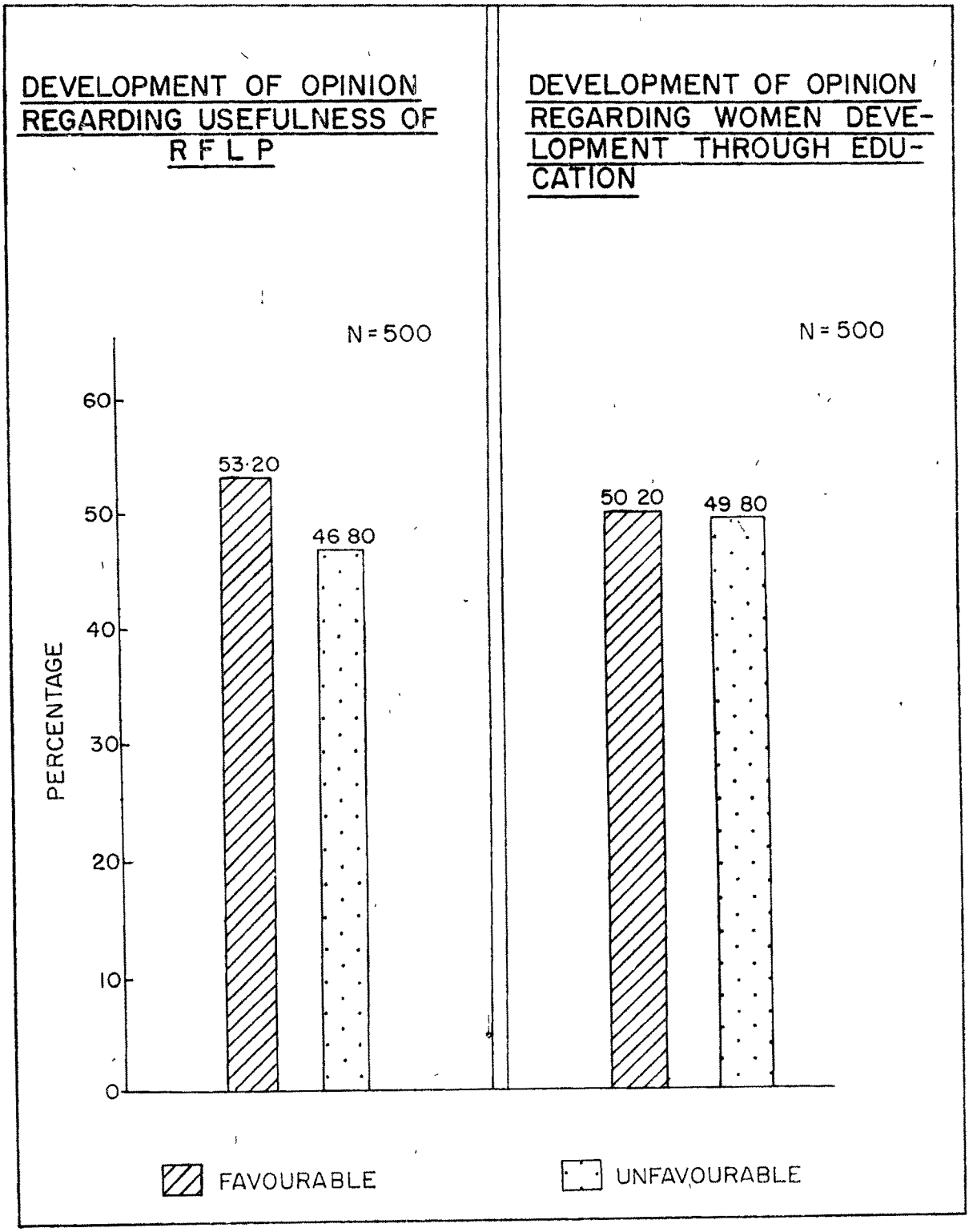

DEVELOPMENT OF OPINION REGARDING USEFULNESS OF R F L P
N = 500
PERCENTAGE
60
50
40
30
20
10
0
53·20
46 80
DEVELOPMENT OF OPINION REGARDING WOMEN DEVELOPMENT THROUGH EDUCATION
N = 500
50 20
49 80
FAVOURABLE
UNFAVOURABLE

Table 4.26 Statementwise Development of Opinion of the Respondents Regarding Usefulness of RFLP

N = 500

Statements	Respondents Agreeing to the Statements (%)
Positive statements	
- Women should attend the classes of RFLP as they impart knowledge which is useful in everyday life.	81.00
- Women learn to use their leisure time more profitably through knowledge given by the classes of RFLP.	72.60
- The classes of RFLP teach women about cleanliness which is most important for good health.	71.40
- The classes of RFLP teach women the ways and means of making their work more profitable.	69.80
- The classes of RFLP can help women to raise their standard of living.	68.40
- Women can learn through the classes of Rural Functional Literacy Programme (RFLP) to take proper care of the pregnant women.	63.40
- The knowledge of family planning gained through the classes of RFLP help women to have a happy family.	63.00

Table 4.26 continued

Statements	Respondents Agreeing to the Statements (%)
- Through the classes of RFLP women learn to be disciplined.	62.80
- The classes of RFLP enable women to read.	62.40
- Women can lean ways of attaining financial securities through the classes of RFLP.	62.00
- Through the classess of RFLP women gain knowledge of income generating activities such as poultry farming, bee-keeping, duckery, dairy farming etc.	61.40
- Women can learn through the classes of RFLP the time, energy and money saving methods of agriculture.	57.60
- Women can get good knowledge about numeracy through the classes of RFLP.	45.20
Negative statements	
- The classes of RFLP do not make women expert in writing.	67.60
- Without attending the classes of RFLP women can manage their families with limited resources.	67.00

Table 4.26 continued

Statements	Respondents Agreeing to the Statement (%)
- The knowledge about veterinary and animal husbandry given in the classes of RFLP is useless for women.	61.60
- Women cannot learn to prepare foods containing all the important nutrients needed to maintain good health, through the classes of RFLP.	61.20
- The classes of RFLP are lack in giving knowledge to take proper care of the children and family members.	59.80
- The classes of RFLP are lack in teaching budgetting and account keeping which are necessary for everyday life.	59.80
- The classes of RFLP cannot give such knowledge that help women to increase their income.	54.60
- It is useless to spent time and energy in attending the classes of RFLP.	53.20
- The classes of RFLP are lack in giving information of sources of loans and other privileges offered by the government.	52.20

Table 4.27 Statementwise Development of Opinion of the Respondents Regarding Women Development Through Education

N = 500

Statements	Respondents agreeing to the statement (%)
Positive statements	
- Education should be given to women and girls as that of men to gain knowledge.	76.00
- Educated women may get more respect in the society than uneducateds.	74.60
- Educated women can manage their families with limited resources.	71.80
- Education help women to have more understanding and sense of responsibilities.	71.80
- Educated women can earn livelihood and can stand on their own if situation compelled.	71.20
- Educated women can take active part in social/political activities of the society.	69.60
- Educated women can take the benefits of the new scientific products household goods/ appliances which come to the market time to time.	68.40
- Education may make women bold to say the truth and fight for justice.	66.00
- Educated women may not remain as burden on her husbands, relatives and the community.	65.40
- Education will enable women to take decision and act independantly.	63.40
- An educated woman cannot be harrased by her husband/relatives for 'dowry' or 'dahej'.	60.60
Negative statements	
- Uneducated women may be more obedient to their husbands/elders.	67.80

Table 4.27 continued

Statements	Respondents agreeing to the statement (%)
- Education may make women more luxurious and comfort seeker.	65.60
- Educated women may be extravagant	63.00
- Education has no use to the women as they stay at home.	57.40
- Educated women may become proudy and may not be able to mix with illiterate family members/relatives.	56.00
- Educated women may not work hard for her family.	55.00

SECTION III

4.3 Differences in the Levels of Literacy Achievement, Awareness, Functionality, Development of Opinion of the Respondents Regarding Usefulness of RFLP, and Development of Opinion of the Respondents Regarding Women Development Through Education in relation to the Selected Variables

The investigator had grouped the variables into 3 categories namely, (I) personal; (II) family; and (III) institutional factors according to the nature of the variables.

In this section, the significant differences among rural women of Jorhat district of Assam regarding impact of Rural Functional Literacy Programme (RFLP) with respect to the selected variables are presented.

I Personal Factors

4.3.1 Age

The null hypothesis 1 was that according to age, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

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

No significant differences were found among the rural women of varying age regarding all the aspects of impact of RFLP except for the aspect of functionality in the sub-aspects of (a) family planning and (d) education and the aspect of development of opinion of the respondents regarding usefulness of RFLP.

So, the null hypothesis 1 was accepted, except for the above mentioned aspects.

Higher percentage of the respondents belonging to the young age group had higher level of functionality regarding the sub-aspect of (d) education compared to the respondents belonging to the older age group (Table 4.28).

Higher percentage of the respondents belonging to the older age group than the respondents of young age group had higher level of functionality regarding the sub-aspect of (a) family planning and also reported of having developed 'favourable' opinion regarding usefulness of RFLP.

4.3.2 Religion

The null hypothesis 2 was that according to religion, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

No significant differences were found among the rural women belonging to different religions regarding all the aspects of impact of RFLP except for the following :

Aspects	Sub-aspects
- Under literacy achievement	(c) numeracy
- Under awareness	(a) agriculture and veterinary
- Under Functionality	(a) family planning
- Development of opinion regarding usefulness of RFLP	
- Development of opinion regarding women development through education	

So, the null hypothesis 2 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of the Hindu respondents achieved both the 'good' and 'average' levels of impact regarding sub-aspect of (c) numeracy under the literacy achievement compared to the Muslim and Christian respondents. Higher percentage of Hindu and Christian respondents fell in the categories of 'high' and 'medium' levels of awareness in the (a) agriculture and veterinary sub-aspect, compared to the Muslim respondents.

Higher percentage of Hindu respondents had 'high' level of functionality in the sub-aspect of (a) family planning

compared to the Christian and Muslim respondents. High percentage of Muslim respondents had low level in functionality in the sub-aspect of (a) family planning compared to the respondents belonging to other religions.

However, higher percentage of the Christian and Muslim respondents reported of having 'favourable' opinion regarding usefulness of RFLP, compared to the Hindu respondents.

High percentage of the Hindu respondents reported of having developed 'favourable' opinion regarding women development through education.

4.3.3 Caste/Sect

The null hypothesis 3 was that according to caste/sect, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

Significant differences were found among the rural women belonging to different castes/sects regarding all the aspects of

impact of RFLP except for the following aspects and sub-aspects:

Aspects	Sub-aspects
- Under literacy achievement	(a) reading and (b) writing
- Development of opinion regarding women development through education	

So, the null hypothesis 3 was not accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of the respondents belonging to the caste/sect of SC/ST had higher level of impact compared to the caste/sect groups of general and OBC/MOBC regarding the following:

Aspects	Sub-aspects
- Under literacy achievement	(c) numeracy
- Under awareness	(a) agriculture and veterinary
- Under functionality	(b) economics and (c) agriculture
- Development of opinion regarding usefulness of RFLP.	

On the other hand, higher percentage of the respondent belonging to OBC/MOBC had high level of achievement compared to other 2 categories of caste/sect group regarding the following:

Aspects	Sub-aspects
- Under awareness aspect	(b) family planning and health and hygiene (c) general knowledge
- Under functionality	(a) family planning (d) education

4.3.4 Marital Status

The null hypothesis 4 was that according to marital status, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

No significant differences were found among the married and unmarried rural women regarding all the aspects of impact of RFLP except the following aspects and sub-aspects :

Aspects	Sub-aspects
- Under awareness	(c) general knowledge
- Under functionality	(d) education
- Development of opinion regarding usefulness of RFLP.	

So, the null hypothesis 4 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of unmarried respondents achieved high level of awareness regarding the sub-aspect of (c) general knowledge and high level of functionality regarding

the sub-aspect of (d) education compared to the married respondents.

However, higher percentage of married respondents reported of having developed 'favourable' opinion regarding usefulness of RFLP, compared to the unmarried respondents.

4.3.5 Education

The null hypothesis 5 was that according to level of education, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

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

No significant differences were found among the rural women having different levels of education regarding all the aspects of impact of RFLP except the following :

Aspects	Sub-aspects
- Under awareness	(b) family planning and health and hygiene
- Under functionality	(b) economics

- Development of opinion regarding usefulness of RFLP.

So, the null hypothesis 5 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of respondents from the illiterate group had high and medium levels of awareness regarding (b) family planning and health and hygiene and high level of functionality regarding (b) economics, compared to the semi-literate respondents who had low levels of awareness and functionality.

On the other hand, higher percentage of respondents belonging to the group of semi-literate had developed favourable opinion regarding usefulness of RFLP campared to the illiterate group of respondents.

4.3.6 Occupation

The null hypothesis 6 was that according to involvement in occupation, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

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

No significant differences were found among the rural women regarding all the aspects of impact of RFLP in relation to their occupation except the following aspects:

Aspects	Sub-aspects
- Under literacy achievement	(a) reading and (c) numeracy
- Under functionality	(c) agriculture
- Development of opinion regarding women development through education.	

So, the null hypothesis 6 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of the respondents from non-working group achieved better levels of impact compared to the respondents of working group regarding sub-aspects of (a) reading and (c) numeracy under literacy achievement and (c) agriculture under functionality aspect.

However, higher percentage of respondents belonging to the working group reported of having developed favourable opinion regarding women development through education in comparision with the non-working group of the respondents.

4.3.7 Type of Work

The null hypothesis 7 was that according to the type of work, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

No significant differences were found among the rural women regarding all the aspects of impact of RFLP in relation to the type of work, except the following aspects :

Aspects	Sub-aspects
- Under literacy achievement	(c) numeracy
- Under awareness	(a) agriculture and veterinary (b) family planning and health and hygiene
- Under functionality	(a) family planning (b) economics (c) agriculture

- Development of opinion regarding women development through education.

So, the null hypothesis 7 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of respondents belonging to the group of other workers achieved high level of impact, compared to the respondents belonging to the groups of farm labourer and tea-garden labourer for the following aspects :

Aspects	Sub-aspect
- Under literacy achievement	(c) numeracy
- Under awareness	(a) agriculture and veterinary
- Under functionality	(c) agriculture
- Development of opinion regarding women development through education.	

However, higher percentage of the respondents who were the farm labourers had achieved high level of awareness regarding the sub-aspect of (b) family planning and health and hygiene and under the functionality regarding (a) family planning and (b) economics, compared to the respondents doing other type of works.

4.3.8 Number of Hours of Work

The null hypothesis 8 was that according to the number of hours of work, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

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

No significant differences were found among the rural women regarding all the aspects of impact of RFLP in relation to the number of hours of work except for the following aspects:

Aspects	Sub-aspects
- Under awareness	(a) agriculture and veterinary (b) family planning and health and hygiene
- Under functionality	(b) economics and (c) agriculture
- Development of opinion regarding women development through education.	

So, the null hypothesis 8 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of the respondents who worked for less number of hours per day had achieved high levels of impact, compared to the group that worked for more number of hours regarding the following aspects:

Aspects	Sub-aspects
- Under awareness	(a) agriculture and veterinary (b) family planning and health and hygiene
- Under functionality	(b) economics and (c) agriculture
- Development of opinion regarding women development through education.	

4.3.9 Ethnic Group

The null hypothesis 9 was that according to ethnic group

there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

No significant differences were found among the rural women belonging to different ethnic groups regarding all the aspects of impact of RFLP except the following aspects :

Aspects	Sub-aspects
- Under literacy achievement	(b) writing
- Under awareness	(b) family planning and health and hygiene
- Under functionality	(a) family planning and (d) education

So, the null hypothesis 9 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of respondents from the ethnic group of Assamese had achieved 'good' level regarding the sub-aspects of (b) writing under the aspect of literacy achievement and high functionality regarding the sub-aspect of (a) family

planning, compared to the ethnic group of non-Assamese.

However, higher percentage of the respondents from the non-Assamese ethnic group had achieved high level of awareness regarding the sub-aspect of (b) family planning and health and hygiene and high functionality regarding the sub-aspect of (d) education, compared to the ethnic group of Assamese.

4.3.10 Value for Literacy Education

The null hypothesis 10 was that according to the value for literacy education, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

No significant differences were found among the rural women in relation to value for literacy education regarding all the aspects of impact of RFLP except the following aspects:

Aspects	Sub-aspects
- Under awareness	(b) family planning and health and hygiene (c) general knowledge

- Development of opinion regarding usefulness of RFLP.

So, the null hypothesis 10 was accepted except for the above aspects.

Higher percentage of the respondents who 'highly valued' the literacy education had developed high level of awareness for the sub-aspects of (b) family planning and health and hygiene and (c) general knowledge, compared to the group of respondents who 'poorly valued' the literacy education.

However, higher percentage of respondents who 'poorly valued' the literacy education, developed favourable opinion regarding usefulness of RFLP than the respondents who 'highly valued' the literacy education.

II Family Factors

4.3.11 Type of Family

The null hypothesis 11 was that according to the type of family, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

No significant differences were found among the rural women regarding all the aspects of impact of RFLP in relation to their type of family except for the sub-aspect of (b) writing under the aspect of literacy achievement.

So, the null hypothesis 11 was accepted except for the above mentioned aspect.

Higher percentage of respondents belonging to the nuclear family had achieved either 'good' or 'average' levels for (b) writing of the aspect of literacy achievement compared to the respondents belonging to the joint family who had low level of achievement.

4.3.12 Size of Family

The null hypothesis 12 was that according to the number of family members, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

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

No significant differences were found among the rural women

regarding all the aspects of impact of RFLP in relation to the size of the family except for the following aspects:

Aspects	Sub-aspects
- Under awareness	(a) agriculture and veterinary
- Under functionality	(a) family planning (b) economics (d) education
- Development of opinion regarding women development through education.	

So, the null hypothesis 12 was accepted except for the above mentioned aspects and sub-aspects.

Higher percentage of the respondents belonging to the small families achieved high level of impact compared to the respondents belonging to the medium and large sized families regarding all the above aspects.

4.3.13 Number of Children in the Family

The null hypothesis 13 was that according to the number of children in the family, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

Significant differences were found among rural women regarding all the aspects of impact of RFLP in relation to the number of children in the family except for the aspect of literacy achievement regarding the sub-aspects of (b) writing and (c) numeracy.

So, the null hypothesis 13 is partially accepted for the above mentioned sub-aspects.

Higher percentage of the respondents belonging to the families having few children compared to the families having more children, achieved high level of impact in the following aspects and sub-aspects:

Aspects	Sub-aspects
- Under literacy achievement	(a) reading
- Under awareness	(a) Agriculture and veterinary (b) family planning and health and hygiene (c) general knowledge
- Under functionality	(a) family planning (b) economics (d) education
- Development of opinion regarding women development through education.	

On the other hand, higher percentage of the respondents belonging to the families who had 'more children' achieved high level of impact regarding the sub-aspect of (c) agriculture

under the aspect of functionality and development of opinion regarding usefulness of RFLP.

4.3.14 Family Encouragement

The null hypothesis 14 was that according to the family encouragement, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

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

No significant differences were found among the rural women regarding all the aspects of impact of RFLP in relation to family encouragement for literacy education except the following aspects:

Aspects	Sub-aspects
- Under literacy achievement	(a) reading and (c) numeracy
- Under awareness	(a) agriculture and veterinary
- Development of opinion regarding usefulness of RFLP.	

So, the null hypothesis 14 was accepted except for the above mentioned aspects.

Higher percentage of the respondents who were 'less encouraged' by their family members for literacy education had achieved high level of impact compared to the respondents who were 'more encouraged' by their family members regarding the following aspects:

Aspects	Sub-aspects
- Under literacy achievement	(a) reading and (c) numeracy
- Under awareness	(a) agriculture and veterinary
- Development of opinion regarding usefulness of RFLP.	

III Institutional Factors

4.3.15 Teacher Effectiveness

The null hypothesis 15 was that according to the concept of teacher effectiveness, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of RFLP during the year 1986-87 regarding :

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

No significant differences were found among the rural women regarding all the aspects of impact of RFLP in relation to the teacher effectiveness except for the following aspects :

Aspects	Sub-aspects
- Under literacy achievement	(b) writing
- Under functionality	(c) agriculture
- Development of opinion regarding women development through education.	

So, the null hypothesis 15 was accepted except for the above mentioned aspects.

Higher percentage of the respondents belonging to the group who considered their teacher 'effective', achieved high level of impact regarding the sub-aspect of (b) writing under the aspect of literacy achievement and for the sub-aspect of (c) agriculture under functionality, compared to the group whose concept about their teacher was 'non-effective'.

However, higher percentage of the respondents who considered their teacher 'non-effective', developed favourable opinion regarding women development through education, compared to the other group of respondents.

4.3.16 Classroom Facilities

The null hypothesis 16 was that according to the classroom facilities, there will be no significant differences among the rural women of Jorhat district of Assam who have attended the classes of Rural Functional Literacy Programme (RFLP) during the year 1986-87 regarding :

a. Level of literacy achievement

b. Level of awareness

c. Level of functionality

d. Development of opinion of the respondents regarding usefulness of RFLP

e. Development of opinion of the respondents regarding women development through education.

No significant differences were found among the rural women regarding all the aspects of impact of RFLP in relation to the classroom facilities except the following aspects :

Aspects	Sub-aspects
- Under awareness	(a) general knowledge
- Under functionality	(c) agriculture (d) education
- Development of opinion regarding women development through education.	

So, the null hypothesis 16 was accepted except for the above mentioned aspects.

Higher percentage of the respondents who considered their classroom facilities as 'adequate', achieved high level of impact regarding the following aspects, compared to the group of the respondents who considered their classroom facilities as 'inadequate' :

Aspects	Sub-aspects
- Under awareness	(c) general knowledge
- Under functionality	(c) agriculture and (d) education

However, higher percentage of respondents belonging to the group who considered their classroom facilities as 'inadequate' had developed favourable opinion regarding women development through education, compared to the respondents who considered their classroom facilities as 'adequate'.

4.4 Conclusion

4.4.1 Section I

It can be concluded that percentage distribution of the respondents of the present study showed that majority of the respondents were from -

- young age group
- Hindu religion
- Scheduled Castes/Scheduled Tribes
- married group
- illiterate group
- working group
- farm labourer group
- the group of workers who worked for more hours a day
- non-Assamese group
- the group who poorly valued literacy education
- nuclear families
- the families who had few children in the family
- the medium sized families
- the group of women who were less encouraged by their family members
- the group who considered their classroom facilities were adequate.

Percentage of respondents was equal in case of teacher effectiveness. There were 250 respondents who considered their teacher effective and 250 respondents who considered their teacher ineffective.

4.4.2 Section II

It can be concluded from the findings of the present study that as a whole the impact of Rural Functional Literacy Programme on the rural women of Jorhat district of Assam was poor.

Among all the aspects of RFLP, namely, literacy achievement, awareness, functionality, development of opinion of the respondents regarding usefulness of RFLP and development of opinion of the respondents regarding women development through education, poorest impact was found regarding the aspect of literacy achievement.

Among all the sub-aspects of RFLP, lowest impact was found regarding numeracy under literacy achievement, family planning and health and hygiene, under awareness and economics, under functionality.

4.4.3 Section III

On the whole, wherever a significant difference in the impact of RFLP was found, the respondents who achieved better impact than their counterparts were those who belonged to the group of respondents who -

- were older than the other group
- were Hindu by religion
- belonged to Scheduled Castes/Scheduled Tribes
- were unmarried
- were illiterate
- were non-working

- were working as other than farm or tea-garden labourer
- were working for less hours a day
- highly valued literacy education
- belonged to nuclear families
- belonged to small sized families
- were from the families having few children in the family
- were less encouraged by their family members for literacy education
- considered their teachers effective
- considered their classroom facilities adequate.

Equal level of impact was found in the case of ethnic groups, namely, Assamese and non-Assamese respondents.

On the whole, wherever a significant difference in the impact of RFLP was found, the respondents who achieved lower impact than their counterparts were those who belonged to the group of respondents who -

- were young
- were Muslim and Christian by religion
- belonged to general and Other Backward Class/More Other Backward Class (OBC/MOBC) by caste/sect
- were married
- were semi-literate
- were working
- were farm and tea-garden labourers
- poorly valued literacy education

- were working for more hours a day
- belonged to joint families
- belonged to large and medium sized families
- having more children in the family
- were more encouraged by their family members for literacy education
- considered their teachers were non-effective
- considered their classroom facilities inadequate.

The sub-aspect of family planning under the aspect of functionality was associated with highest number of factors, namely, age, religion, caste/sect, occupation, type of work, ethnic group, size of the family, number of children in the family, and family encouragement, than the other aspects/sub-aspects of the study.

The factor number of children in the family was the factor associated with highest number of aspects/sub-aspects of the study.

Table 4.28 Differences in the Level of Literacy Achievement of the Respondents According to their Age

(a) Reading N = 500

Age	Level of literacy achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Young N=279	17	6.10	122	43.72	140	50.18
b. Older N=221	20	9.05	92	41.63	109	49.32

X^2 Cal. = 1.95 with df 2 is not significant at .05 level.

(b) Writing N = 500

Age	Level of literacy achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Young N=279	20	7.17	151	54.12	108	38.71
b. Older N=221	22	9.95	118	53.40	81	36.65

X^2 Cal = 1.07 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Age	Level of literacy achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Young N=279	21	7.53	113	40.50	145	51.97
b. Older N=221	13	5.88	83	37.56	125	56.56

X^2 Cal. = 2.07 with df 2 is not significant at .05 level.

Table 4.29 Differences in the Level of Awareness of the Respondents According to their Age

(a) Agriculture and Veterinary N = 500

Age		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Young	N=279	68	24.37	126	45.16	85	30.47
b. Older	N=221	44	19.91	110	49.77	67	30.32

X^2 Cal = 1.74 with df 2 is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Age		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Young	N=279	36	12.90	122	43.73	121	43.37
b. Older	N=221	20	9.05	98	44.34	103	46.61

X^2 Cal = 2.11 with df 2 is not significant at .05 level.

(c) General Knowledge N = 500

Age		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Young	N=279	87	31.18	137	49.10	55	19.71
b. Older	N=221	61	27.60	111	50.23	49	22.17

X^2 Cal=0.63 with df 2 is not significant at .05 level.

Table 4.30 Differences in the Level of Functionality of the Respondents According to their Age

(a) Family Planning N = 261

Age	Level of Functionality			
	High		Low	
	f	%	f	%
a. Young N= 95	43	45.26	52	54.74
b. Older N=166	98	59.04	68	40.96

X^2 Cal = 4.11 with df 1 is significant at .05 level.

(b) Economics N = 500

Age	Level of Functionality			
	High		Low	
	f	%	f	%
a. Young N= 279	90	32.26	189	67.74
b. Older N= 221	69	31.22	152	68.78

X^2 Cal = .04 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Age	Level of Functionality			
	High		Low	
	f	%	f	%
a. Young N=238	100	42.02	138	57.98
b. Older N=176	71	40.34	105	59.66

X^2 Cal = .16 with df 1 is not significant at .05 level.

(d) Education N = 500

Age	Level of Functionality			
	High		Low	
	f	%	f	%
a. Young N= 279	114	40.86	165	59.14
b. Older N= 221	62	29.41	159	71.94

X^2 Cal = 9.10 with df 1 is significant at .05 level.

Table 4.31 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Age

N = 500

Age	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. Young N=279	137	49.10	142	50.90
b. Older N=221	129	58.37	92	41.63

X^2 Cal = 3.94 with df 1 is significant at .05 level.

Table 4.32 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Age

N = 500

Age	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. Young N=279	133	47.67	146	52.33
b. Older N=221	118	53.39	103	46.61

X^2 Cal = 1.59 with df 1 is not significant at .05 level.

Table 4.33 Differences in the Level of Literacy Achievement of the Respondents According to their Religion

(a) Reading N = 500

Religion	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Hindu N = 384	32	8.33	158	41.15	194	50.52
b. Muslim N = 73	3	4.11	37	50.68	33	45.21
c. Christian N = 43	2	4.65	19	44.19	22	51.16

X^2 Cal = 3.50 with df 4 is not significant at .05 level

(b) Writing N = 500

Religion	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Hindu N = 384	34	8.85	214	55.73	136	35.42
b. Muslim N = 73	7	9.59	33	45.21	33	45.21
c. Christian N = 43	2	4.65	21	48.84	20	46.51

X^2 Cal = 5.06 with df 4 is not significant at .05 level.

(c) Numeracy N = 500

Religion	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Hindu N = 384	29	7.55	172	44.79	183	47.66
b. Muslim N = 73	3	4.11	19	26.03	51	69.86
c. Christian N = 43	1	2.33	14	32.56	28	65.12

X^2 Cal = 16.27 with df 4 is significant at .05 level.

Table 4.34 Differences in the Level of Awareness of the Respondents According to their Religion

(a) Agriculture and Veterinary N = 500

Religion		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Hindu	N=384	101	26.30	177	46.10	106	27.60
b. Muslim	N= 73	8	10.96	33	45.20	32	43.84
c. Christian	N= 43	3	6.98	26	60.46	14	32.56

X^2 Cal = 19.34 with df 4 is significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Religion		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Hindu	N=384	45	11.72	171	44.53	168	43.75
b. Muslim	N= 73	3	4.11	31	42.47	39	53.42
c. Christian	N= 43	8	18.60	18	41.86	17	39.54

X^2 Cal = 6.52 with df 4 is not significant at .05 level.

(c) General Knowledge N = 500

Religion		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Hindu	N=384	123	32.03	183	47.66	78	20.31
b. Muslim	N= 15	15	20.55	43	58.90	15	20.55
c. Christian	N= 43	10	23.26	22	51.16	11	25.58

X^2 Cal = 5.80 with df 4 is not significant at .05 level.

Table 4.35 Differences in the Level of Functionality of the Respondents According to their Religion

(a) Family Planning N = 261

Religion		Level of Functionality			
		High		Low	
		f	%	f	%
a. Hindu	N=197	115	58.38	82	41.62
b. Muslim	N= 46	18	39.13	28	60.89
c. Christian	N= 18	8	44.44	10	55.56

X^2 Cal = 6.85 with df 2 is significant at .05 level.

(b) Economics N = 500

Religion		Level of Functionality			
		High		Low	
		f	%	f	%
a. Hindu	N=384	128	33.33	256	66.67
b. Muslim	N= 73	20	27.40	53	72.60
c. Christian	N= 43	11	25.58	32	74.42

X^2 Cal = 1.92 with df 2 is not significant at .05 level.

(c) Agriculture N = 414

Religion		Level of Functionality			
		High		Low	
		f	%	f	%
a. Hindu	N=312	134	42.95	178	57.05
b. Muslim	N= 61	21	34.43	40	65.57
c. Christian	N= 41	16	39.02	25	60.98

X^2 Cal = 1.10 with df 2 is not significant at .05 level.

(d) Education N = 500

Religion		Level of Functionality			
		High		Low	
		f	%	f	%
a. Hindu	N=384	140	36.46	244	63.54
b. Muslim	N= 73	20	27.40	53	72.60
c. Christian	N= 43	16	37.21	27	62.79

X^2 Cal = 2.50 with df 2 is not significant at .05 level.

Table 4.36 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Religion

N = 500

Religion		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Hindu	N=384	190	49.48	194	50.52
b. Muslim	N= 73	46	63.01	27	36.99
c. Christian	N= 43	30	69.77	13	30.23

X^2 Cal = 9.33 with df 2 is significant at .05 level.

Table 4.37 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Religion

N = 500

Religion		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Hindu	N=384	203	52.86	181	47.14
b. Muslim	N= 73	34	46.58	39	53.42
c. Christian	N= 43	14	32.56	29	67.44

X^2 Cal = 7.50 with df 2 is significant at .05 level.

Table 4.38 Differences in the Level of Literacy Achievement of the Respondents According to their Caste/Sect

(a) Reading N = 500

Caste/Sect		Level of Literacy Achievement					
		Good		Average		Poor	
		f	%	f	%	f	%
a. General	N=190	15	7.90	86	45.26	89	46.84
b. SC/ST	N=201	19	9.45	75	37.31	107	53.23
c. OBC/MOBC	N=109	3	2.75	52	47.71	54	49.54

X^2 Cal = 7.52 with df 4 is not significant at .05 level.

(b) Writing N = 500

Caste/Sect		Level of Literacy Achievement					
		Good		Average		Poor	
		f	%	f	%	f	%
a. General	N=190	19	10.00	100	52.63	71	37.37
b. SC/ST	N=201	18	8.96	109	54.23	74	36.82
c. OBC/MOBC	N=109	5	4.59	59	54.13	45	41.28

X^2 Cal = 2.92 with df 4 is not significant at .05 level.

(c) Numeracy N = 500

Caste/Sect		Level of Literacy Achievement					
		Good		Average		Poor	
		f	%	f	%	f	%
a. General	N=190	9	4.74	65	34.21	116	61.05
b. SC/ST	N=201	21	10.45	86	42.79	94	46.77
c. OBC/MOBC	N=109	4	3.67	43	39.45	62	56.88

X^2 Cal = 11.81 with df 4 is significant at .05 level.

Table 4.39 Differences in the Level of Awareness of the Respondents According to their Caste/Sect

(a) Agriculture and Veterinary N = 500

Caste/Sect		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. General	N=190	32	16.84	99	52.11	59	31.05
b. SC/ST	N=201	53	26.37	96	47.76	52	25.87
c. OBC/MOBC	N=109	27	24.77	41	37.62	41	37.61

X^2 Cal = 10.80 with df 4 is significant at .05 level

(b) Family Planning and Health and Hygiene N = 500

Caste/Sect		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. General	N=190	13	6.84	81	42.63	96	50.53
b. SC/ST	N=201	16	7.96	92	45.77	93	46.27
c. OBC/MOBC	N=109	27	24.77	47	43.12	35	32.11

X^2 Cal = 13.10 with df 4 is significant at .05 level.

(c) General Knowledge N = 500

Caste/Sect		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. General	N=190	42	22.10	98	51.58	50	26.32
B. SC/ST	N=201	62	30.85	97	42.26	42	20.89
c. OBC/MOBC	N=109	44	40.37	53	48.62	12	11.01

X^2 Cal = 16.20 with df 4 is significant at .05 level.

Table 4.40 Differences in the Level of Functionality of the Respondents According to their Caste/Sect

(a) Family Planning N = 261

Caste/Sect		Level of Functionality High f	High %	Low f	Low %
a. General	N=113	52	46.00	61	54.00
b. SC/ST	N=101	57	56.44	44	43.56
c. OBC/MOBC	N= 47	32	68.09	15	31.91

X^2 Cal = 7.23 with df 2 is significant at .05 level.

(b) Economics N = 500

Caste/Sect		Level of Functionality High f	High %	Low f	Low %
a. General	N=190	63	33.16	127	66.84
b. SC/ST	N=201	73	36.32	128	63.68
c. OMC/MOBC	N=109	23	21.10	86	78.90

X^2 Cal = 7.00 with df 2 is significant at .05 level.

(c) Agriculture N = 414

Caste/Sect		Level of Functionality High f	High %	Low f	Low %
a. General	N=312	67	45.27	81	54.73
b. SC/ST	N= 61	91	53.22	80	46.78
c. OBC/MOBC	N= 41	13	13.68	82	86.32

X^2 Cal = 40.04 with df 2 is significant at .05 level.

(d) Education N = 500

Caste/Sect		Level of Functionality High f	High %	Low f	Low %
a. General	N=190	55	28.95	135	71.05
b. SC/ST	N=201	65	32.34	136	67.66
c. OBC/MOBC	N=109	56	51.38	53	48.62

X^2 Cal = 17.20 with df 2 is significant at .05 level.

Table 4.41 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Caste/Sect

N = 500

Caste/Sect		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. General	N=190	81	42.63	109	57.37
b. SC/ST	N=201	125	62.19	76	37.81
c. OBC/MOBC	N=109	60	55.05	49	44.95

X^2 Cal = 15.10 with df 2 is significant at .05 level.

Table 4.42 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Caste/Sect

N = 500

Caste/Sect		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. General	N=190	98	51.58	92	48.42
b. SC/ST	N=201	107	53.23	94	46.77
c. OBC/MOBC	N=109	46	42.20	63	57.80

X^2 Cal = 3.90 with df 2 is not significant at .05 level.

Table 4.43 Differences in the Level of Literacy Achievement of the Respondents According to their Marital Status

(a) Reading N = 500

Marital Status	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Unmarried N=239	15	6.28	101	42.26	123	51.46
b. Married N=261	22	8.43	113	43.29	126	48.28

X^2 Cal = 1.20 with df 2 is not significant at .05 level.

(b) Writing N = 500

Marital Status	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Unmarried N=239	13	5.44	91	38.08	135	56.48
b. Married N=261	27	10.34	133	50.96	101	38.70

X^2 Cal = 4.30 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Marital Status	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Unmarried N=239	17	7.11	95	39.75	127	53.14
b. Married N=261	19	7.28	98	37.55	144	55.17

X^2 Cal = .32 with df 2 is not significant at .05 level.

Table 4.44 Differences in the Level of Awareness of the Respondents According to their Marital Status

(a) Agriculture and Veterinary N = 500

Marital Status	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Unmarried N=239	60	25.10	101	42.26	78	32.64
b. Married N=261	52	19.92	135	51.72	74	28.35

X^2 Cal = 4.40 with df 2 is not significant at .05 level.

(b) Family Planning and Health and Hygine N = 500

Marital Status	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Unmarried N=239	32	13.39	98	41.00	109	45.61
b. Married N=261	24	9.20	122	46.74	115	44.06

X^2 Cal = 2.80 with df 2 is not significant at .05 level.

(c) General Knowledge N = 500

Marital Status	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Unmarried N=239	81	33.89	116	48.54	42	17.57
b. Married N=261	67	25.67	132	50.58	62	23.75

X^2 Cal = 14.43 with df is significant at .05 level.

Table 4.45 Differences in the Level of Functionality of the Respondents According to their Marital Status

(a) Family Planning N = 261

Marital Status	Level of Functionality			
	High		Low	
	f	%	f	%
a. Married * N=261	141	54.02	120	45.98

* X^2 test is not applicable

(b) Economics N = 500

Marital Status	Level of Functionality			
	High		Low	
	f	%	f	%
a. Unmarried N=239	84	35.15	155	64.85
b. Married N=261	75	28.74	186	71.26

X^2 Cal = 2.40 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Marital Status	Level of Functionality			
	High		Low	
	f	%	f	%
a. Unmarried N=201	89	44.28	112	55.72
b. Married N=213	82	38.50	131	61.50

X^2 Cal = 1.43 with df 1 is not significant at .05 level.

(d) Education N = 500

Marital Status	Level of Functionality			
	High		Low	
	f	%	f	%
a. Unmarried N=239	95	39.75	144	60.25
b. Married N=261	81	31.03	180	86.97

X^2 Cal = 4.30 with df 1 is significant at .05 level.

Table 4.46 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Marital Status

N = 500

Marital Status		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Unmarried	N=239	112	46.86	127	53.14
b. Married	N=261	154	59.00	107	41.00

X^2 Cal = 7.24 with df 1 is significant at .05 level.

Table 4.47 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education Accotding to their Marital Status

N = 500

Marital Status		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Unmarried	N=239	118	49.37	121	50.63
b. Married	N=261	133	50.96	128	49.04

X^2 Cal = 0.13 with df 1 is not significant at .05 level.

Table 4.48 Differences in the Level of Literacy Achievement of the Respondents According to their Education

(a) Reading N = 500

Education	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Illiterate N=383	29	7.57	163	42.56	191	49.87
b. Semi-literate N=117	8	6.84	52	44.44	57	48.72

X^2 Cal = 0.31 with df 2 is not significant at .05 level.

(b) Writing N = 500

Education	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Illiterate N=383	31	8.09	200	52.22	152	39.69
b. Semi-literate N=117	11	9.40	68	58.12	38	32.48

X^2 Cal = 1.71 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Education	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Illiterate N=383	29	7.57	148	38.64	206	53.79
b. Semi-literate N=117	5	4.27	38	32.48	74	63.25

X^2 Cal = 3.81 with df 2 is not significant at .05 level.

Table 4.49 Differences in the Level of Awareness of the Respondents According to their Education

(a) Agriculture and Veterinary N = 500

Education	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Illiterate N=383	91	23.76	184	48.04	108	28.20
b. Semi-literate N=117	21	17.95	52	44.44	44	37.61

X^2 Cal = 3.80 with df2is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Education	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Illiterate N=383	47	12.27	176	45.95	160	41.78
b. Semi-literate N=117	9	7.69	44	37.61	64	54.70

X^2 Cal = 6.50 with df 2 is significant at .05 level.

(c) General Knowledge N = 500

Education	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Illiterate N=383	121	31.59	187	48.83	75	19.58
b. Semi-literate N=117	27	23.08	61	52.14	29	24.79

X^2 Cal = 3.95 with df 2 is not significant at .05 level.

Table 4.50 Differences in the Level of Functionality of the Respondents According to their Education

(a) Family Planning N = 261

Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Illiterate N= 188	100	53.19	88	46.81
b. Semi-literate N=73	41	56.16	32	43.84

X^2 Cal = 0.31 with df 1 is not significant at .05 level.

(b) Economics N = 500

Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Illiterate N=383	133	34.73	250	65.27
b. Semi-literate N=117	26	22.22	91	77.78

X^2 Cal = 6.24 with df 1 is significant at .05 level.

(c) Agriculture N = 414

Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Illiterate N=324	141	43.52	183	56.48
b. Semi-literate N= 90	30	33.33	60	66.67

X^2 Cal = 2.90 with df 1 is not significant at .05 level.

(d) Education N = 500

Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Illiterate N= 383	141	36.81	242	63.19
b. Semi-literate N=117	35	29.91	82	70.09

X^2 Cal = 1.80 with df 1 is not significant at .05 level.

Table 4.51 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Education

N = 500

Education		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Illiterate	N=383	190	49.61	193	50.39
b. Semi-literate	N=117	76	64.96	41	35.04

X^2 Cal = 8.80 with df 1 is significant at .05 level.

Table 4.52 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Education

N = 500

Education		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Illiterate	N=383	197	51.44	186	48.56
b. Semi-literate	N=117	54	46.15	63	53.85

X^2 Cal = 1.12 with df 1 is not significant at .05 level.

Table 4.53 Differences in the Level of Literacy Achievement of the Respondents According to their Occupation.

(a) Reading N = 500

Occupation	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Non-working N=109	14	12.85	50	45.87	45	41.28
b. Working N=391	24	6.14	162	41.43	205	52.43

X^2 Cal = 8.40 with df 2 is significant at .05 level.

(b) Writing N = 500

Occupation	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Non-working N=109	11	10.09	62	56.88	36	33.03
b. Working N=391	30	7.67	207	52.94	154	39.39

X^2 Cal = 1.54 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Occupation	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Non-working N=109	12	11.01	56	51.38	41	37.61
b. Working N=391	22	5.63	138	35.29	231	59.08

X^2 Cal = 17.50 with df 2 is significant at .05 level.

Table 4.54 Differences in the Level of Awareness of the Respondents According to their Occupation

(a) Agriculture and Veterinary N = 500

Occupation		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Non-working	N=109	24	22.02	44	40.37	41	37.62
b. Working	N=391	88	22.51	192	49.10	111	28.39

X^2 Cal = 3.70 with df 2 is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Occupation		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Non-working	N=109	8	7.34	55	50.46	46	42.20
b. Working	N=391	48	12.28	165	42.20	178	45.52

X^2 Cal = 3.24 with df 2 is not significant at .05 level.

(c) General Knowledge N = 500

Occupation		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Non-working	N=109	35	32.11	52	47.71	22	20.18
b. Working	N=391	113	28.90	196	50.13	82	20.97

X^2 Cal = 0.51 with df 2 is not significant at .05 level.

Table 4.55 Differences in the Level of Functionality of the Respondents According to their Occupation

(a) Family Planning N = 261

Occupation	Level of Functionality			
	High		Low	
	f	%	f	%
a. Non-working N=57	35	61.40	22	38.60
b. Working N=204	106	51.96	98	48.04

X^2 Cal = 1.44 with df 1 is not significant at .05 level.

(b) Economics N = 500

Occupation	Level of Functionality			
	High		Low	
	f	%	f	%
a. Non-working N=109	28	25.69	81	74.31
b. Working N=391	131	33.50	260	66.50

X^2 Cal = 2.64 with df 1 is not significant at 0.05 level.

(c) Agriculture N = 414

Occupation	Level of Functionality			
	High		Low	
	f	%	f	%
a. Non-Working N=84	48	57.14	36	42.86
b. Working N=330	123	37.27	207	62.73

X^2 Cal = 10.40 with df 1 is significant at .05 level.

(d) Education N = 500

Occupation	Level of Functionality			
	High		Low	
	f	%	f	%
a. Non-working N=109	40	36.70	69	63.30
b. Working N=391	136	34.78	255	65.22

X^2 Cal = 0.21 with df 1 is not significant at .05 level.

Table 4.56 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Occupation

N = 500

Occupation		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Non-working	N=109	62	56.88	47	43.12
b. Working	N=391	204	52.17	187	47.83

X^2 Cal = 0.80 with df 1 is not significant at .05 level.

Table 4.57 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Occupation

N = 500

Occupation		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Non-working	N=109	43	39.45	66	60.55
b. Working	N=391	208	53.20	183	46.80

X^2 Cal = 6.76 with df 1 is significant at .05 level.

Table 4.58 Differences in the Level of Literacy Achievement of the Respondents According to their Type of Work

(a) Reading N = 391

Type of Work	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Farm labourer N=221	18	8.14	93	42.08	110	49.77
b. Tea-garden labourer N=132	6	4.54	51	38.64	75	56.82
c. Other worker N= 38	-	-	18	47.37	20	52.63

X^2 Cal = 5.03 with df 4 is not significant at .05 level.

(b) Writing N = 391

Type of work	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Farm labourer N=221	16	7.24	121	54.75	84	38.01
b. Tea-garden labourer N=132	10	7.58	66	50.00	56	42.42
c. Other worker N= 38	5	13.16	20	52.63	13	34.21

X^2 Cal = 2.74 with df 4 is not significant at .05 level

(c) Numeracy N = 391

Type of Work	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Farm labourer N=221	17	7.69	83	37.56	121	54.75
b. Tea-garden labourer N=132	2	1.52	39	29.54	91	68.94
c. Other worker N= 38	3	7.89	16	42.10	19	50.00

X^2 Cal = 9.90 with df 4 is significant at .05 level.

Table 4.59 Differences in the Level of Awareness of the Respondents According to their Type of Work

(a) Agriculture and Veterinary N = 391

Type of Work		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Farm labourer	N=221	60	27.15	98	44.34	63	28.51
b. Tea-garden labourer	N=132	16	12.12	74	56.06	42	31.82
c. Other worker	N= 38	12	31.58	20	52.63	6	15.79

X^2 Cal = 14.90 with df 4 is significant at .05 level.

(b) Family Planning and Health and Hygiene N = 391

Type of Work		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Farm labourer	N=221	14	6.33	98	44.34	109	49.32
b. Tea-garden labourer	N=132	29	21.97	47	35.61	56	42.42
c. Other Worker	N= 38	5	13.16	20	52.63	13	34.21

X^2 Cal = 11.40 with df 4 is significant at .05 level.

(c) General Knowledge N = 391

Type of Work		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Farm labourer	N=221	65	29.41	108	48.87	48	21.72
b. Tea-garden labourer	N=132	35	26.52	68	51.51	29	21.97
c. Other Worker	N= 38	13	34.21	20	52.63	5	13.16

X^2 Cal = 2.06 with df 4 is not significant at .05 level.

Table 4. 60 Differences in the Level of Functionality of the Respondents According to their Type of Work

(a) Family Planning N = 204

Type of Work		Level of Functionality High f	%	Low f	%
a. Farm Labourer	N=123	73	59.35	50	40.65
b. Tea-garden Labourer	N= 66	25	37.88	41	62.12
c. Other worker	N= 15	8	53.33	7	46.67

X^2 Cal = 7.53 with df 2 is significant at .05 level.

(b) Economics N = 391

Type of Work		Level of Functionality High f	%	Low f	%
a. Farm labourer	N=221	97	43.89	124	56.11
b. Tea-garden labourer	N=132	18	13.64	114	86.36
c. Other worker	N= 38	16	42.11	22	57.89

X^2 Cal = 34.85 with df 2 is significant at .05 level.

(c) Agriculture N = 330

Type of Work		Level of Functionality High f	%	Low f	%
a. Farm labourer	N=178	81	45.51	97	54.49
b. Tea-garden labourer	N=121	25	20.66	96	79.34
c. Other worker	N= 31	17	54.84	14	45.16

X^2 Cal = 22.97 with df 2 is significant at .05 level.

(d) Education N = 391

Type of Work		Level of Functionality High f	%	Low f	%
a. Farm labourer	N=221	76	34.39	145	65.61
b. Tea-garden labourer	N=132	45	34.09	87	65.91
c. Other worker	N= 38	15	39.47	23	60.53

X^2 Cal = 0.52 with df 2 is not significant at .05 level.

Table 4.61 Differences in the Development of the Opinion of the Respondents Regarding Usefulness of RHLP According to their Type of Work

N = 391

Type of Work		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Farm labourer	N=221	108	48.87	113	51.13
b. Tea-garden labour	N=132	76	57.58	56	42.42
c. Other worker	N= 38	20	52.63	18	47.37

X^2 Cal = 2.40 with df 2 is not significant at .05 level.

Table 4.62 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Type of Work

N= 391

Type of Work		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Farm labourer	N=221	136	61.54	85	38.46
b. Tea-garden labourer	N=132	48	36.36	84	63.64
c. Other worker	N= 38	24	63.16	14	36.84

X^2 Cal = 22.30 with df 2 is significant at .05 level.

Table 4.63 Differences in the Level of Literacy Achievement of the Respondents According to their Number of Hours of Work

(a) Reading N = 391

Number of Hours of Work	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Less hours N=120	8	6.67	49	40.83	63	52.50
b. More hours N=271	16	5.90	113	41.70	142	52.40

X^2 Cal = 0.23 with df 2 is not significant at .05 level.

(b) Writing N = 391

Number of Hours of Work	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Less hours N=120	10	8.33	63	52.50	47	39.17
b. More hours N=271	21	7.75	144	53.14	106	39.11

X^2 Cal = 0.04 with df 2 is not significant at .05 level.

(c) Numeracy N = 391

Number of Hours of Work	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Less hours N=120	10	8.33	49	40.83	61	50.83
b. More hours N=271	12	4.43	89	32.84	170	62.73

X^2 Cal = 5.60 with df 2 is not significant at .05 level.

Table 4.64 Differences in the Level of Awareness of the Respondents According to their Numer of Hours of Work

(a) Agriculture and Veterinary N = 391

Number of Hours of Work		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Less hours	N=120	42	35.00	49	40.83	29	24.17
b. More hours	N=271	46	16.97	143	52.77	82	30.26

X^2 Cal = 15.52 with df 2 is significant at .05 level.

(b) Family Planning and Health and Hygiene N = 391

Number of Hours of Work		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Less hours	N=120	10	8.33	67	55.83	43	35.83
b. More hours	N=271	38	14.02	98	36.16	135	49.82

X^2 Cal = 13.48 with df 2 is significant at .05 level.

(c) General Knowledge N = 391

Number of Hours of Work		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Less hours	N=120	37	30.83	61	50.83	22	18.33
b. More hours	N=271	76	28.04	135	49.82	60	22.14

X^2 Cal = 0.71 with df 2 is not significant at .05 level.

Table 4.65 Differences in the Level of Functionality of the Respondents According to their Number of Hours of Work

(a) Family Planning N = 204

Number of Hours of Work		Level of Functionality: High f	High %	Low f	Low %
a. Less hours	N= 61	36	59.00	25	41.00
b. More hours	N=143	70	48.95	73	51.05

X^2 Cal = 1.50 with df 1 is not significant at .05 level.

(b) Economics N = 391

Number of Hours of Work		Level of Functionality: High f	High %	Low f	Low %
a. Less hours	N=120	55	45.83	65	54.17
b. More hours	N=271	76	28.04	195	71.96

X^2 Cal = 12.16 with df 1 is significant at .05 level.

(c) Agriculture N = 330

Number of Hours of Work		Level of Functionality: High f	High %	Low f	Low %
a. Less hours	N=103	51	49.51	52	50.48
b. More hours	N=227	72	31.72	155	68.28

X^2 Cal = 10.23 with df 1 is significant at .05 level.

(d) Education N = 391

Number of Hours of Work		Level of Functionality: High f	High %	Low f	Low %
a. Less hours	N=120	37	30.83	83	69.17
b. More hours	N=271	99	36.53	172	63.47

X^2 Cal = 1.32 with df 1 is not significant at .05 level.

Table 4. 66 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Number of Hours of Work

N = 391

Number of Hours of Work		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Less hours	N=120	55	45.83	65	54.17
b. More hours	N=271	149	54.98	122	45.02

X^2 Cal = 3.10 with df 1 is not significant at .05 level.

Table 4.67 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Number of Hours of Work

N = 391

Number of Hours of Work		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Less hours	N=120	78	65.00	42	35.00
b. More hours	N=271	130	47.97	141	52.03

X^2 Cal = 9.50 with df 1 is significant at .05 level.

Table 4.68 Differences in the Level of Literacy Achievement of the Respondents According to their Ethnic Group

(a) Reading N = 500

Ethnic group	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Assamese N=248	23	9.27	109	43.95	116	46.77
b. Non-Assamese N=252	14	5.55	105	41.67	133	52.78

X^2 Cal = 3.90 with df 2 is not significant at .05 level.

(b) Writing N = 500

Ethnic group	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Assamese N=248	25	10.08	90	36.29	133	53.63
b. Non-Assamese N=252	16	6.35	137	54.36	99	39.29

X^2 Cal = 17.35 with df 2 is significant at .05 level.

(c) Numeracy N = 500

Ethnic group	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Assamese N=248	18	7.26	97	39.11	133	53.63
b. Non-Assamese N=252	16	6.35	97	38.49	139	55.16

X^2 Cal = 0.20 with df 2 is not significant at .05 level.

Table 4.69 Differences in the Level of Awareness of the Respondents According to their Ethnic Group

(a) Agriculture and Veterinary N = 500

Ethnic group		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Assamese	N=248	48	19.36	120	48.39	80	19.35
b. Non-Assamese	N=252	64	25.40	116	46.03	72	28.57

X^2 Cal = 3.80 with df2is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Ethnic Group		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Assamese	N=248	16	6.45	112	45.16	120	48.39
b. Non-Assámese	N=252	40	15.87	108	42.86	104	41.27

X^2 Cal = 11.90 with df 2 is significant at .05 level.

(c) General Knowledge N = 500

Ethnic Group		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Assamese	N=248	63	25.40	130	52.42	55	22.18
b. Non-Assamese	N=252	85	33.73	118	46.83	49	19.44

X^2 Cal = 3.53 with df 2 is not significant at .05 level.

Table 4.70 Differences in the Level of Functionality of the Respondents According to their Ethnic Group

(a) Family Planning N = 261

Ethnic Group		Level of Functionality			
		High		Low	
		f	%	f	%
a. Assamese	N=175	106	60.57	69	39.43
b. Non-Assamese	N= 86	35	40.70	51	59.30

X^2 Cal = 8.44 with df 1 is significant at .05 level.

(b) Economics N = 500

Ethnic Group		Level of Functionality			
		High		Low	
		f	%	f	%
a. Assamese	N=248	82	33.06	166	66.93
b. Non-Assamese	N=252	77	30.56	175	69.44

X^2 Cal = 0.33 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Ethnic Group		Level of Functionality			
		High		Low	
		f	%	f	%
a. Assamese	N=192	88	45.83	104	54.17
b. Non-Assamese	N=222	83	37.39	139	62.61

X^2 Cal = 3.25 with df 1 is not significant at .05 level.

(d) Education N = 500

Ethnic Group		Level of Functionality			
		High		Low	
		f	%	f	%
a. Assamese	N=248	73	29.44	175	70.56
b. Non-Assamese	N=252	103	40.87	149	59.13

X^2 Cal = 6.90 with df 1 is significant at .05 level.

Table 4.71 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Ethnic Group

N = 500

Ethnic Group		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Assamese	N=248	135	54.44	113	45.56
b. Non-Assamese	N=252	131	51.98	121	48.02

X^2 Cal = 0.30 with df 1 is not significant at .05 level.

Table 4.72 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Ethnic Group

N = 500

Ethnic Group		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Assamese	N=248	124	50.00	124	50.00
b. Non-Assamese	N=252	127	50.40	125	49.60

X^2 Cal = 0.0 with df 1 is not significant at .05 level.

Table 4.73 Differences in the Level of Literacy Achievement of the Respondents According to their Value for Literacy Education

(a) Reading N = 500

Value for Literacy Education	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Highly valued N=240	22	9.17	121	50.42	97	40.41
b. Poorly valued N=260	15	5.77	117	45.00	128	49.23

X^2 Cal = 4.71 with df 2 is not significant at .05 level.

(b) Writing N = 500

Value for Literacy Education	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Highly valued N=240	24	10.00	124	51.67	92	38.33
b. Poorly valued N=260	18	6.92	140	53.85	102	39.23

X^2 Cal = 1.70 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Value for Literacy Education	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Highly valued N=240	20	8.33	92	38.33	128	53.33
b. Poorly valued N=260	14	5.39	102	39.23	144	55.38

X^2 Cal = 2.04 with df 2 is not significant at .05 level.

Table 4.74 Differences in the Level of Awareness of the Respondents According to their Value for Literacy Education

(a) Agriculture and Veterinary N = 500

Value for Literacy Education	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Highly valued N=240	64	26.67	111	46.25	65	27.08
b. Poorly valued N=260	48	18.46	125	48.08	87	33.46

X^2 Cal = 5.33 with df 2 is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Value for Literacy Education	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Highly valued N=240	33	13.75	112	46.67	95	39.58
b. Poorly valued N=260	23	8.85	108	41.54	129	49.61

X^2 Cal = 6.25 with df 2 is significant at .05 level.

(c) General Knowledge N = 500

Value for Literacy Education	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a.Highly valued N=240	80	33.33	120	50.00	40	16.17
b.Poorly valued N=260	68	26.15	128	49.23	64	24.62

X^2 Cal = 6.10 with df 2 is significant at .05 level.

Tabl2 4.75 Differences in the Level of Functionality of the Respondents According to their Value for Literacy Education

(a) Family Planning N = 261

Value for Literacy Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Highly valued N=122	65	53.28	57	46.72
b. Poorly valued N=139	76	54.68	63	45.32

X^2 Cal = 0.06 with df 1 is not significant at .05 level.

(b) Economics N = 500

Value for Literacy Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Highly valued N=240	73	30.42	167	69.58
b. Non-Assamese N=260	86	33.08	174	66.92

X^2 Cal = 0.33 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Value for Literacy Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Highly valued N=193	72	37.31	121	62.69
b. Poorly valued N=221	99	44.80	122	55.20

X^2 Cal = 2.36 with df 1 is not significant at .05 level.

(d) Education N = 500

Value for Literacy Education	Level of Functionality			
	High		Low	
	f	%	f	%
a. Highly valued N=240	84	35.00	156	65.00
b. Poorly valued N=260	92	35.38	168	64.62

X^2 Cal = 0.0 with df 1 is not significant at .05 level.

Table 4.76 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Value for Literacy Education

N = 500

Value for Literacy Education	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. Highly valued N=240	116	48.33	124	51.67
b. Poorly valued N=260	150	57.69	110	42.31

X^2 Cal = 4.63 with df 1 is significant at .05 level.

Table 4.77 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Value for Literacy Education

N = 500

Value for Literacy Education	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. Highly valued N= 240	123	51.25	117	48.75
b. Poorly valued N= 260	128	49.23	132	50.77

X^2 Cal = 0.29 with df 1 is not significant at .05 level.

Table 4.78 Differences in the level of Literacy Achievement of the Respondents According to their Type of Family

(a) Reading N = 500

Type of family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Nuclear family N=253	19	7.51	119	47.04	115	45.45
b. Joint family N=247	18	7.29	104	42.10	125	50.61

X^2 Cal = 1.65 with df 2 is not significant at .05 level.

(b) Writing N = 500

Type of family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Nuclear family N=253	24	9.49	139	54.94	90	35.57
b. Joint family N=247	18	7.29	99	40.08	130	52.63

X^2 Cal = 14.94 with df 2 is significant at .05 level.

(c) Numeracy N = 500

Type of family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Nuclear family N=253	20	7.90	96	32.95	137	54.15
b. Joint family N=247	14	5.67	97	39.27	136	55.06

X^2 Cal = 1.16 with df 2 is not significant at .05 level.

Table 4.79 Differences in the Level of Awareness of the Respondents According to their Type of Family

(a) Agriculture and Veterinary N = 500

Type of Family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Nuclear family N=253	54	21.34	120	47.43	79	31.23
b. Joint family N=247	58	23.48	116	46.96	73	29.56

X^2 Cal = 0.44 with df 2 is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Type of family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Nuclear family N=253	26	10.28	118	46.64	109	43.08
b. Joint family N=247	30	12.15	102	41.30	115	46.55

X^2 Cal = 1.50 with df 2 is not significant at .05 level.

(c) General Knowledge N = 500

Type of Family	Level of Awareness					
	f High	%	f Medium	%	f Low	%
a. Nuclear family N=253	71	28.06	120	47.43	62	24.51
b. Joint family N=247	77	31.17	128	51.82	42	17.00

X^2 Cal = 3.82 with df 2 is not significant at .05 level.

Table 4.80 Differences in the Level of Functionality of the Respondents According to their Type of Family

(a) Family Planning N = 261

Type of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Nuclear family N=145	78	53.80	67	46.20
b. Joint family N=116	63	54.31	53	45.69

X^2 Cal = 0.0 with df 1 is not significant at .05 level.

(b) Economics N = 500

Type of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Nuclear family N=253	77	30.43	176	69.57
b. Joint family N=247	82	33.20	165	66.80

X^2 Cal = 0.33 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Type of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Nuclear family N =200	83	41.50	117	58.50
b. Joint family N =214	87	40.65	127	59.35

X^2 Cal = 0.02 with df 1 is not significant at .05 level.

(d) Education N = 500

Type of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Nuclear family N=253	85	33.60	168	66.40
b. Joint family N =247	91	36.84	156	63.16

X^2 Cal = 0.56 with df 1 is not significant at .05 level.

Table 4.81 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Type of the Family

N = 500

Type of the Family	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. Nuclear family N=253	131	51.78	122	48.22
b. Joint family N=247	135	54.66	112	45.34

X^2 Cal = 0.52 with df 1 is not significant at .05 level.

Table 4.82 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Type of the Family

N = 500

Type of the Family	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. Nuclear family N=253	127	50.20	126	49.80
b. Joint family N=247	124	50.20	123	49.80

X^2 Cal = 0.0 with df 1 is not significant at .05 level.

Table 4.83 Differences in the Level of Literacy Achievement on the Respondents According to their size of the Family

(a) Reading N = 500

Size of the family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Small family N=121	7	5.78	57	47.11	57	47.11
b. Medium family N=322	27	8.38	142	44.10	153	47.52
c. Large family N= 57	6	10.52	15	26.32	36	63.16

X^2 Cal = 7.70 with df 4 is not significant at .05 level.

(b) Writing N = 500

Size of the family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Small family N=121	15	12.40	68	56.20	38	31.40
b. Medium family N=322	24	7.45	173	53.73	125	38.82
c. Large family N= 57	3	5.26	28	49.12	26	45.61

X^2 Cal = 6.50 with df 4 is not significant at .05

(c) Numeracy N = 500

Size of the family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Small family N=121	12	9.92	48	39.67	61	50.41
b. Medium family N=322	18	5.59	128	39.75	176	54.66
c. Large family N= 57	4	7.02	18	31.58	35	61.40

X^2 Cal = 8.61 with df 4 is not significant at .05 level.

Table 4.84 Differences in the Level of Awareness of the Respondents According to their size of the Family

(a) Agriculture and Veterinary N = 500

Size of the Family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Small family N=121	39	32.23	57	47.11	25	20.66
b. Medium family N=322	62	19.26	146	45.34	114	35.40
c. Large family N= 57	11	19.30	33	57.89	13	22.81

X^2 Cal = 16.05 with df 4 is significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Size of the Family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Small family N=121	18	14.88	62	51.24	41	33.88
b. Medium family N=322	32	9.94	134	41.61	156	48.45
c. Large family N= 57	6	10.53	24	42.10	27	43.37

X^2 Cal = 7.77 with df 4 is not significant at .05 level.

(c) General Knowledge N = 500

Size of the Family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Small family N=121	42	34.71	52	42.98	27	22.21
b. Medium family N=322	95	29.50	164	50.93	63	19.57
c. Large family N= 57	11	19.30	32	56.14	14	24.56

X^2 Cal = 5.60 with df 4 is not significant at .05 level.

Table 4.85 Differences in the Level of Functionality of the Respondents According to their Size of the Family

(a) Family Planning N = 261

Size of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Small family N=62	42	47.74	20	32.26
b. Medium family N=167	87	52.10	80	47.90
c. Large family N= 32	12	37.50	20	62.50

X^2 Cal = 8.60 with df 2 is significant at .05 level.

(b) Economics N = 500

Size of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Small family N=121	56	46.28	65	53.72
b. Medium family N=322	84	26.09	238	73.91
c. Large family N= 57	19	33.33	38	66.67

X^2 Cal = 17.16 with df 2 is significant at .05 level.

(c) Agriculture N = 414

Size of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Small family N=99	35	35.35	64	64.65
b. Medium family N=268	110	41.04	158	58.96
c. Large family N= 47	26	55.32	21	44.68

X^2 Cal = 5.84 with df 2 is not significant at .05 level.

(d) Education N = 500

Size of the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Small family N=121	51	42.15	70	57.85
b. Medium family N=322	115	35.71	207	64.29
c. Large family N= 57	10	17.54	47	82.46

X^2 Cal = 10.07 with df 2 is significant at .05 level.

Table 4.86 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their size of the Family

N = 500

Size of the Family		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Small family	N=121	53	43.80	68	56.20
b. Medium family	N=322	179	55.59	143	44.41
c. Large family	N= 57	34	59.65	23	40.35

X^2 Cal = 5.94 with df 2 is not significant at .05 level.

Table 4.87 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Size of the Family

N = 500

Size of the Family		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Small family	N=121	74	61.16	47	38.84
b. Medium family	N=322	154	47.83	168	52.17
c. Large family	N= 57	23	40.35	34	59.65

X^2 Cal = 8.90 with df 2 is significant at .05 level.

Table 4.38 Differences in the Level of Literacy Achievement on the Respondents According to the Number of Children in the Family

(a) Reading N = 500

Number of children in the family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Few children N=253	14	5.53	123	48.62	116	45.85
b. More children N=247	23	9.31	91	36.84	133	53.85

X^2 Cal = 8.52 with df 2 is significant at .05 level.

(b) Writing N = 500

Number of children in the family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Few children N=253	23	9.09	137	54.15	93	36.76
b. More children N=247	19	7.69	132	53.44	96	38.87

X^2 Cal = 0.06 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Number of children in the family	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Few children N=253	19	7.51	104	41.11	130	51.38
b. More children N=247	15	6.07	90	36.44	142	57.49

X^2 Cal = 2.15 with df 2 is not significant at .05 level.

Table 4.89 Differences in the Level of Awareness of the Respondents According to the Number of Children in the Family

(a) Agriculture and Veterinary N = 500

Number of Children in Family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Few children N=253	75	29.64	111	43.87	67	26.48
b. More children N=247	37	14.98	125	50.61	85	34.41

X^2 Cal = 15.29 with df 2 is significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Number of Children in Family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Few children N=253	40	15.81	116	45.85	97	38.34
b. More children N=247	16	6.48	104	42.11	127	51.41

X^2 Cal = 15.31 with df 2 is significant at .05 level.

(c) General Knowledge N = 500

Number of Children in Family	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. Few children N=253	91	35.97	117	46.24	45	17.79
b. More children N=247	57	23.08	131	53.03	59	23.89

X^2 Cal = 10.41 with df 2 is significant at .05 level.

Table 4.90 Differences in the Level of Functionality of the Respondents According to their Number of Children in the Family

(a) Family Planning N = 261

Number of children in the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Few children N=122	78	63.93	44	36.07
b. More children N=139	63	45.32	76	54.68

X^2 Cal = 8.92 with df 1 is signifint at .05 level.

(b) Economics N = 500

Number of Children in the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Few Children N=253	91	35.97	162	64.03
b. More Children N=247	68	27.53	179	72.47

X^2 Cal = 4.47 with df 1 is significant at .05 level.

(c) Agriculture N = 414

Number of Children in the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Few Children N=212	76	35.85	136	64.15
b. More Children N=202	95	47.03	107	52.97

X^2 Cal = 5.74 with df 1 is significant at .05 level.

(d) Education N = 500

Number of Children in the Family	Level of Functionality			
	High		Low	
	f	%	f	%
a. Few Children N=253	111	43.87	142	56.13
b. More Children N=247	65	26.32	182	73.68

X^2 Cal = 16.98 with df 1 is significant at .05 level.

Table 4.91 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Number of Children in the Family

N = 500

Number of Children in the Family		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Few Children	N=253	121	47.83	132	52.17
b. More Children	N=247	145	58.70	102	41.30

X^2 Cal = 6.30 with df 1 is significant at .05 level.

Table 4.92 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to the Number of Children in the Family

N = 500

Number of Children in the Family		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Few Children	N=253	139	54.94	114	45.06
b. More Children	N=247	112	45.34	135	54.66

X^2 Cal = 4.61 with df 1 is significant at .05 level.

Table 4.93 Differences in the Level of Literacy Achievement of the Respondents According to their Family Encouragement

(a) Reading N = 500

Family Encouragement	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. More encouraged N=240	10	4.17	109	45.42	121	50.51
b. Less encouraged N=260	27	10.38	105	40.38	128	49.23

X^2 Cal = 7.61 with df 2 is significant at .05 level.

(b) Writing N = 500

Family Encouragement	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. More encouraged N=240	16	6.67	128	53.33	96	40.00
b. Less encouraged N=260	26	10.00	142	54.62	92	35.38

X^2 Cal = 2.35 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Family Encouragement	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. More encouraged N=240	10	4.17	105	43.75	125	52.08
b. Less encouraged N=260	24	9.23	89	34.23	147	56.54

X^2 Cal = 6.60 with df 2 is significant at .05 level.

Table 4.94 Differences in the Level of Awareness of the Respondents According to their Family Encouragement

(a) Agriculture and Veterinary N = 500

Family Encouragement	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. More encouraged N=240	49	20.42	101	42.08	90	37.50
b. Less encouraged N=260	63	24.23	135	51.92	62	23.85

X^2 Cal = 10.96 with df 2 is significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Family Encouragement	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. More encouraged N=240	27	11.25	93	38.75	120	50.00
b. Less encouraged N=260	29	11.15	127	48.85	104	40.00

X^2 Cal = 5.65 with df 2 is not significant at .05 level.

(c) General Knowledge N = 500

Family Encouragement	Level of Awareness					
	High		Medium		Low	
	f	%	f	%	f	%
a. More encouraged N=240	81	33.75	110	45.83	49	20.42
b. Less encouraged N=260	67	25.77	138	53.08	55	21.15

X^2 Cal = 4.05 with df 2 is not significant at .05 level.

Table 4.95 Differences in the Level of Functionality of the Respondents According to their Family Encouragement

(a) Family Planning N = 261

Family Encouragement	Level of Functionality			
	High		Low	
	f	%	f	%
a. More encouraged N=118	65	55.08	53	44.92
b. Less encouraged N=143	76	53.15	67	46.85

X^2 Cal = 0.06 with df 1 is not significant at .05 level.

(b) Economics N = 500

Family Encouragement	Level of Functionality			
	High		Low	
	f	%	f	%
a. More encouraged N=240	79	32.92	161	67.08
b. Less encouraged N=260	80	30.77	180	69.23

X^2 Cal = 0.33 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Family Encouragement	Level of Functionality			
	High		Low	
	f	%	f	%
a. More encouraged N=198	86	43.43	112	56.57
b. Less encouraged N=216	85	39.35	131	60.65

X^2 Cal = 0.64 with df 1 is not significant at .05 level.

(d) Education N = 500

Family Encouragement	Level of Functionality			
	High		Low	
	f	%	f	%
a. More encouraged N=240	90	37.50	150	62.50
b. Less encouraged N=260	86	33.08	174	66.92

X^2 Cal = 1.26 with df 1 is not significant at .05 level.

Table 4.96 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Family Encouragement

N = 500

Family Encouragement	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. More encouraged N=240	117	48.75	123	51.25
b. Less encouraged N=260	149	57.31	111	42.69

X^2 Cal = 3.89 with df 1 is significant at .05 level.

Table 4.97 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Family Encouragement

N = 500

Family Encouragement	Development of Opinion			
	Favourable		Unfavourable	
	f	%	f	%
a. More encouraged N=240	112	46.67	128	53.33
b. Less encouraged N=260	139	53.46	121	46.54

X^2 Cal = 2.04 with df 1 is not significant at .05 level.

Taole 4.98 Differences in the Level of Literacy Achievement of the Respondents According to their Teacher Effectiveness

(a) Reading N = 500

Teacher Effectiveness	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Effective N=250	20	8.00	108	43.20	122	48.80
b. Non-effective N =250	17	6.80	105	42.00	128	51.20

X^2 Cal = 0.45 with df 2 is not significant at .05 level.

(b) Writing N = 500

Teacher Effectiveness	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Effective N=250	24	9.60	84	33.60	142	56.80
b. Non-effective N=250	18	7.20	127	50.80	105	42.00

X^2 Cal = 15.11 with df 2 is significant at .05 level.

(c) Numeracy N = 500

Teacher Effectiveness	Level of Literacy Achievement					
	Good		Average		Poor	
	f	%	f	%	f	%
a. Effecive N=250	19	7.60	98	39.20	133	53.20
b. Non-effective N=250	15	6.00	96	38.40	139	55.60

X^2 Cal = 0.62 with df 2 is not significant at .05 level.

Table 4.99 Differences in the Level of Awareness of the Respondents According to their Teacher Effectiveness

(a) Agriculture and Veterinary N = 500

Teacher Effectiveness		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Effective	N=250	49	19.60	118	47.20	83	33.20
b. Non-effective	N=250	63	25.20	118	47.20	69	27.60

X^2 Cal = 3.04 with df 2 is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Teacher Effectiveness		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Effective	N=250	30	12.00	112	44.80	108	43.20
b. Non-effective	N=250	26	10.40	108	43.20	116	46.40

X^2 Cal = 0.43 with df 2 is not significant at .05 level.

(c) General Knowledge N = 500

Teacher Effectiveness		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Effective	N=250	74	29.60	126	50.40	50	20.00
b. Non-effective	N=250	74	29.60	122	48.80	54	21.60

X^2 Cal = 0.22 with df 2 is not significant at .05 level.

Table 4.100 Differences in the Level of Functionality of the Respondents According to their Teacher Effectiveness

(a) Family Planning N = 261

Teacher Effectiveness		Level of Functionality			
		High		Low	
		f	%	f	%
a. Effective	N=133	79	59.40	54	40.60
b. Non-effective	N=128	62	48.44	66	51.56

X^2 Cal = 3.02 with df 1 is not significant at .05 level.

(b) Economics N = 500

Teacher Effectiveness		Level of Functionality			
		High		Low	
		f	%	f	%
a. Effective	N=250	74	29.60	176	70.40
b. Non-effective	N=250	85	34.00	165	66.00

X^2 Cal = 0.36 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Teacher Effectiveness		Level of Functionality			
		High		Low	
		f	%	f	%
a. Effective	N=190	90	47.37	100	52.63
b. Non-effective	N=224	81	36.16	143	63.84

X^2 Cal = 5.66 with df 1 is significant at .05 level.

(d) Education N = 500

Teacher Effectiveness		Level of Functionality			
		High		Low	
		f	%	f	%
a. Effective	N=250	87	34.80	163	65.20
b. Non-effective	N=250	89	35.60	161	64.40

X^2 Cal = 0.04 with df 1 is not significant at .05 level.

Table 4.101 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Teacher Effectiveness

N = 500

Teacher Effectiveness		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Effective	N=250	135	54.00	115	46.00
b. Non-effective	N=250	131	52.40	119	47.60

X^2 Cal = 0.13 with df 1 is not significant at .05 level.

Table 4.102 Differences in the Development of Opinion of the Respondents Regarding Women Development Through Education According to their Teacher Effectiveness

N = 500

Teacher Effectiveness		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Effective	N=250	105	42.00	145	58.00
b. Non-effective	N=250	146	58.40	104	41.60

X^2 Cal = 13.40 with df 1 is significant at .05 level.

Table 4.103 Differences in the Level of Literacy Achievement of the Respondents According to their Classroom Facilities

(a) Reading N = 500

Classroom Facilities		Level of Literacy Achievement					
		Good		Average		Poor	
		f	%	f	%	f	%
a. Adequate	N=271	19	7.01	123	45.39	129	47.60
b. Inadequate	N=229	18	7.86	90	39.30	121	52.84

X^2 Cal = 1.99 with df 2 is not significant at .05 level.

(b) Writing N = 500

Classroom Facilities		Level of Literacy Achievement					
		Good		Average		Poor	
		f	%	f	%	f	%
a. Adequate	N=271	20	7.38	154	56.83	97	35.79
b. Inadequate	N=229	22	9.61	115	50.22	92	40.17

X^2 Cal = 2.27 with df 2 is not significant at .05 level.

(c) Numeracy N = 500

Classroom Facilities		Level of Literacy Achievement					
		Good		Average		Poor	
		f	%	f	%	f	%
a. Adequate	N=271	21	7.75	115	42.43	135	49.82
b. Inadequate	N=229	13	5.68	79	34.50	137	59.82

X^2 Cal = 5.27 with df 2 is not significant at .05 level.

Table 4.104 Differences in the Level of Awareness of the Respondents According to their Classroom Facilities

(a) Agriculture and Veterinary N = 500

Classroom Facilities		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Adequate	N= 271	65	23.99	123	45.39	83	30.62
b. Inadequate	N=229	47	20.52	113	49.35	69	30.13

X^2 Cal = 1.18 with df 2 is not significant at .05 level.

(b) Family Planning and Health and Hygiene N = 500

Classroom Facilities		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Adequate	N=271	30	11.07	120	44.28	121	44.65
b. Inadequate	N=229	26	11.35	100	43.67	103	44.98

X^2 Cal = 0.02 with df 2 is not significant at .05 level.

(c) General Knowledge N = 500

Classroom Facilities		Level of Awareness					
		High		Medium		Low	
		f	%	f	%	f	%
a. Adequate	N=271	95	35.06	126	46.49	50	18.45
b. Inadequate	N=229	53	23.14	122	53.28	54	23.58

X^2 Cal = 8.55 with df 2 is significant at .05 level.

Table 4.105 Differences in the Level of Functionality of the Respondents According to their Classroom Facilities

(a) Family Planning N = 261

Classroom Facilities	Level of Functionality			
	High		Low	
	f	%	f	%
a. Adequate N=141	77	54.61	64	45.39
b. Inadequate N=120	64	53.33	56	46.67

X^2 Cal = 0.06 with df 1 is not significant at .05 level.

(b) Economics N = 500

Classroom Facilities	Level of Functionality			
	High		Low	
	f	%	f	%
a. Adequate N=271	85	31.37	186	68.63
b. Inadequate N=229	74	32.31	155	67.96

X^2 Cal. = 1.54 with df 1 is not significant at .05 level.

(c) Agriculture N = 414

Classroom Facilities	Level of Functionality			
	High		Low	
	f	%	f	%
a. Adequate N=225	103	45.78	122	54.22
b. Inadequate N=189	68	35.98	121	64.02

X^2 Cal = 3.92 with df 1 is significant at .05 level.

(d) Education N = 500

Classroom Facilities	Level of Functionality			
	High		Low	
	f	%	f	%
a. Adequate N=271	118	43.54	153	56.46
b. Inadequate N=229	58	25.33	171	74.67

X^2 Cal = 18.68 with df 1 is significant at .05 level.

Table 4.106 Differences in the Development of Opinion of the Respondents Regarding Usefulness of RFLP According to their Classroom Facilities

N = 500

Classroom Facilities		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Adequate	N=271	135	49.82	136	50.18
b. Inadequate	N=229	131	57.21	98	42.79

X^2 Cal = 2.62 with df 1 is not significant at .05 level.

Table 4.107 Differences in the Development of Opinion of the Respondents Regarding Women Development through Education According to their Classroom Facilities

N = 500

Classroom Facilities		Development of Opinion			
		Favourable		Unfavourable	
		f	%	f	%
a. Adequate	N=271	123	45.39	148	54.61
b. Inadequate	N=229	128	55.90	101	44.10

X^2 Cal = 4.45 with df 1 is significant at .05 level.