

**CHAPTER IV**

**PLAN AND  
PROCEDURE**

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### **PLAN AND PROCEDURE**

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## **CHAPTER IV**

### **PLAN AND PROCEDURE**

#### **4.0 INTRODUCTION**

The main objective of the study is to study the impact of Literacy Programme on educational development of slum women in Rourkela City. It is evident from the related literature presented in Chapter-II that this study is an attempt to know and understand the level of educational development and changing interests, attitudes, perceptions and behaviors as well as educational and social needs, which are highly essential to suggest for need-based and effective programmes for further development. The present chapter provides details of the plans and procedures adopted for the study, which include approach, data required, sources of data, sample, tools and techniques, procedure of data collection, and scheme of data analysis for the present study.

#### **4.1 APPROACH OF THE STUDY**

Once the variables are identified, defined operationally and the decision about the collection of data are taken, the question of using appropriate technique for the analysis of data comes. The collected data in the present study are in two forms- qualitative and quantitative. Both types of data are useful depending upon the context, nature and perspective of the study.

In the context of the impact of literacy programme on slum women, both qualitative and quantitative types of data were required. But the major category of data was of qualitative. Because as an empirical study; its approach is of phenomenological type which is 'the intellectual under current to qualitative research' (Alan, 1992). For this the nature and objectives of the study demanded to study and understand human behaviour, feelings, visions and realities, etc., from the actors' own experience frame or reference as it was without being influenced

by purposes, goals, pre-dispositions or already pre-existing theories of reality. Also the study needed to examine as to how the world is experienced, for his the reality is what people imagine it to be.

With regard to the behaviour, life style, social relationship, socio-economic status and background of the slum women, which were of typical and of heterogeneous type, only mere quantification of data may not be helpful to discern and understand them. It is also essential to understand their social and personal problems, realities, experiences and feelings in the societies that they are grounded. Rather, the experiences and understanding of their own situation when expressed uninterruptedly would unravel many facts and information which otherwise can not be obtained through the structured tools or any quantitative measures. So the investigator tried to know and understand the neo-literate slum women personally through frequent field visits. Participant observations in various natural life situations, in-depth discussions, un-structured interviews, and perceive them as they were developing their own definitions of the world. Such data are qualitative in nature. Data collected from official records for this study were also qualitative in nature.

However, data pertaining to reading, writing, numeracy and level of awareness developed among the neo-literate slum women were quantitative in nature. Hence, taking into consideration the context, nature, objectives and perspectives of the present study, phenomenological-cum-positivistic approaches have been followed by the investigators.

#### **4.2 DATA REQUIRED FOR THE STUDY**

On the basis of the objectives, data both of qualitative and quantitative type were required and they are presented below.

To know the efforts and activities made by Rourkela Saksharata Samiti for the educational development of slum-dwellers of Rourkela in general and women in particular, a comprehensive list of activities done by the Samiti was required.

Types of activities and various categories of people involved with those activities in different slums were also required. Opinions and observations of the people from different sectors of living, visitors and participants to the campaign on various occasions, and the volunteers and organisers of different types of activities were also required. Strategies adopted by Rourkela Saksharata Samiti to identify woman volunteers, activists and learners were also the data needed for the first objective of the study.

To know the problems and constraints faced by the organisers and functionaries in organising, mobilising, monitoring and in identifying the women activists and learners in different slums; information related to the problems, types of problems and constraints, methods and procedures of overcoming the problems and constraints were required.

To know the impact of literacy programmes on the slum women, their level of achievement in reading, writing, numeracy and awareness; and their application in their day to day life, changing attitudes towards their life and life style, development of self-confidence, self-image, and power of decision making in them, their participation in socio-cultural and economic activities were needed.

To find out the causes of under-development of slum women, their family history, nature of problem, opinion of the neighbours, family members, friends and employers (if working), etc., were required for study.

To make suggestions for future development and course of action of the campaign, findings and suggestions of the evaluation reports of different literacy campaign districts including the present one pertaining to the impact of the literacy programme on the women, suggestions of the experts, resource persons activists and volunteers learners and neo-literates organisers local people etc. were required.

### 4.3 SOURCES OF DATA

Data required for the present study mentioned above were available from various sources mentioned below.

#### **For Objective 1: Activities and Efforts made by RSS.**

For this objective, data were mainly available in the documents and records dealing with the efforts and activities of Rourkela Saksharata Samiti for the development of education especially among the slum women in Rourkela. These data were in the form of Government and non Government records like status reports day-to-day activities, and progress reports of Rourkela Saksharata Samiti, zone level progress and activities report of the Samiti, activities report of the Basti Chetana, Samities, Status reports of Rourkela submitted to State Literacy Mission, Government of Orissa, NLM and State Resource Centre, reports of the medical camps organised by Rourkela Government Hospital, Subdivisional Hospital, Panposh, Ispat General Hospital in collaboration with Rourkela Saksharata Samiti report of Shramik Vidyapeeth. Community Welfare Centre i.e. "Sevasadan". survey report of the Rourkela Municipality monthly reports of the field workers and supervisors of Urban Basic Services and ICDS, involved with the activities of Rourkela Saksharata Samiti, reports of the involved high schools, colleges and cultural organisations and troops, records and reports of BGVS state as well as local units, District Inspector of schools, enrolment register of the Bustee Chetana Samiti and the primary schools near by different slums and various organizations, narrative/ descriptions documented by eminent personalities, visitors, evaluations, government officers, leaders and journalists participated in the activities of the programme at various point of time.

Grass-root workers, volunteers, senior activities, working group members, controller, secretary and president of Rourkela Saksharata Samiti, members of different government and non government organisations involved with these activities, (including cultural artists, basti people etc.) were also the sources of data. Saksharata samachar, video cassettes, photo albums, audio cassettes

recording of All India Radio, Doordarshan programmes dealing with efforts and activities of the Samiti were also the sources of information.

**For Objective 2: Problems & Constraints faced by the Organisers of RSS.**

Sources of data mentioned above under objective-1 constituted some of the sources of data for objective-2 also. Other sources of data were :

- Minutes, proceedings of the meetings conducted in the bastis, zones and central level to overcome the problems of mobilisation, monitoring etc. available in the literacy control room, records of Bastis, Chetana Samities, and other concerned organisations like Shramik Vidhyapeeth etc.
- Volunteers, organisers and members of monitoring team, trainers of Shramik Vidhyapeeth, leaders and volunteers of the concerned centres, were also the sources of data to deal with the problems and constraints faced by them for mobilization monitoring and identification of women learners and activists and the procedure of overcoming those problems.

**For Objectives 3: Impact of Literacy Programme on Slum Women.**

Regarding the impact of literacy programme, the level of achievement in reading, writing, numeracy and awareness of the neo-literate, the slum women, and dropout learners were the sources of data. Their way of living, pattern of behaviour, observance of small family norms, cleanliness of their own houses and the environment, their participation in different types of socio-cultural and developmental activities and in decision making activities of the families and the basti, taking interest for enrolment of their children by sending them to formal school or to NFE centers, etc., were also the sources of data available with the slum women.

The slum leaders, social workers, family members, neighbours, local public, shop keepers, contractors of the wage earners, middlemen of the dumping

yards, supervisors and field workers of UBS and ICDS, volunteers, programme coordinators were sources of data regarding the changes and development found in the slum women through the literacy programme.

#### **For Objective 4**

Regarding the causes for under development of the women in slums, their history, family history, opinion of their family members, neighbours and friends, the slum women themselves, volunteers, programme coordinators were the sources of data available for the study.

#### **For Objective 5**

Findings and suggestions of the external evaluation reports of the different literacy programme including the present one; suggestions and opinion of the dedicated volunteers and activists involved deeply with the programme, visitors to the campaigns like, people of N.L.M., S.R.C., B.G.V.S., etc.; cultural troops, expert group, local people, learners and neo-literates, organisers, were the sources of data available for this study.

#### **4.4 SAMPLE**

The slum areas of Rourkela city having twelve literacy zones as decided by the Rourkela Saksharata Samiti were the Population or Universe for the study. Out of the total one hundred ninety six slums under twelve literacy zones predominantly inhabited by disadvantaged people of different caste, culture, religion and socio-economic background sixteen slum areas in Rourkela City were selected for collecting the data. Considering the convenience of access and feasibility for conducting investigation, the investigator selected the following sixteen slum areas of different literacy zones.

MAP 4: Key Map of Rourkela.

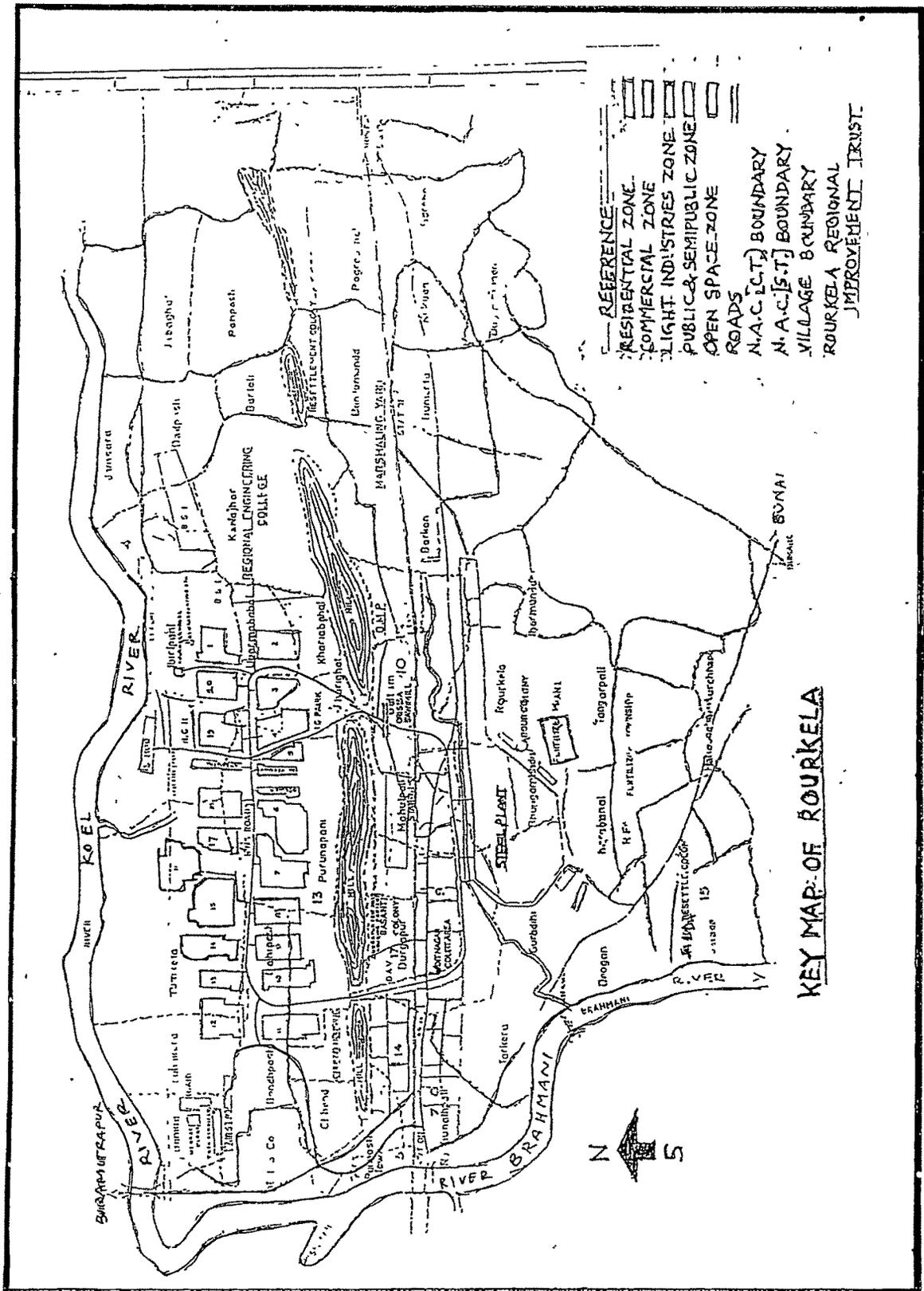


TABLE 5: Sample Selection from Different Slum Areas of Literacy Zones.

Sl. No.	Name of the Slum Area	Zone No.	No. of Slum Women
1	Gangadhar Palli	I	9
2	Rajeev Basti	I	8
3	Narayani Palli	II	6
4	Gudia Tola	III	4
5	Oram Para	III	6
6	Haripur Basti	III	5
7	Laltanki	IV	6
8	Khariabahal	V	6
9	Ruputola	VI	6
10	Shanti Nagar (Sec-14)	VII	9
11	Tilkanagar	VIII	6
12	Jhariabahal-Uttambasti	IX	5
13	Gopabandhu Palli	IX	5
14	Domapada	X	7
15	Pump House Colony	XI	7
16	Narla Road- Hasanpur	XII	8
Total	16 Slum areas	12	103

*Note: Total illiterate population: 93,867*

*Male: 32,619*

*Female: 61,248 (According to the re-survey*

*Report of RSS, 1992)*

*Total illiterate made literate: 65,782*

*Male : 23,024*

*Female : 42,758*

*Still in the campaign : 5444 (during re-survey)*

The units of the samples were selected on the basis of the following criteria.

#### 4.4.1 ACHIEVEMENT LEVEL OF THE NEO-LITERATE AND SEMI-LITERATE SLUM WOMEN

To know their level of achievement in literacy and awareness, a number of 103 neo-literate slum women participated in literacy programme of Rourkela Saksharata Samiti from the above stated slums, and were selected in the field as representatives of the literacy zones.

#### 4.4.2 VOLUNTEERS, MOTIVATORS AND GRASS ROOT WORKERS

In order to make the study broad based, 23 samples from different slums under the literacy zones were selected from the grass-root level volunteers i.e. the teaching volunteers, motivators programme organisers at the grass root level purposively.

#### 4.4.3 SENIOR ACTIVISTS AND RESOURCE PERSONS

Sixteen senior activists, resource persons, programme coordinators, mobiliser and members of central monitoring team were selected purposively to know their opinions about the activities and efforts of the Samiti; impact of the literacy programme experience and observed among the slum women; strategies and methods adopted for resource mobilisation and monitoring; and, problems in mobilisation of the resources, and their remarks and suggestions for further activities of the literacy programme.

#### 4.4.4 GOVERNMENT AND NON-GOVERNMENT FUNCTIONARIES

Thirty one samples of different types of people like cultural artists, organisers, medical officers, employers of the slum women (those who are working), shop- keepers social activists, government officials concerned with literacy activities, neighbours and family members of the neo-literate women, political leaders, governing-body members of the Samiti, advocates,

representatives of the concerned NGOs and women organizations, etc., were selected purposively for interviews and in-depth discussions to know their views regarding the literacy activities and efforts made by the samiti and their impact on the slum women in changing their attitudes, behaviour and life style and also to know their suggestion for future course of action.

Two under-developed slum women, who, despite their participation in the literacy programme, have not achieved either the NLM expected proficiency level in learning skills or even developed the desired level of awareness, were purposively selected from two different slums for case studies to know and find out their causes of under development.

The Chairman and Secretary of Rourkela Saksharata Samiti, Secretary, Bharat Gyan Vigyan Samiti, Controller of Rourkela Literacy Control Room, the Ex-Chairman and Controller of Rourkela Saksharata Samiti, National Executive Body member of Samata (Women wing of BGVS) were taken purposively as sample to know their opinion on the impact of the programme and suggestions for future course of action.

The number of sample units mentioned above was decided in the field at the time of data collection after a thorough study and observation of the field situation at the initial state of the study.

#### **4.5 TOOLS AND TECHNIQUES**

Based on the types of information required for the nature and objectives of the study the investigator has made use of different tools and techniques, which are presented below:

1. Interview schedule (Semi- structured)
2. Achievement Test
3. Open-ended Questionnaires
4. Participant and Non-Participant Observation

5. Un-Structured Interview Schedule

6. In-Depth Discussion

7. Case Study

#### 4.5.1 PROCEDURE OF TOOL CONSTRUCTION

These tools were constructed keeping in view the several aspects of literacy programme and its impact on slum women to be covered. Before constructing the tools the investigator had gone through the literature pertaining to literacy programme, evaluation of literacy programme, research journals and dissertations on tool construction and NLM guidelines in details. Further, she had thoroughly studied the literacy primers, post-literacy primer, supplementary literature, and Saksharata Samachar meant for the learners along with the records and documents related to the literacy activities of Rourkela Saksharata Samiti. She had gone to the field, established rapport and discussed with the neo-literates informally about their development through literacy programmes. She had also met some of the organizers, resource persons and volunteers of various types and had conducted informal interviews related to the activities of RSS and impact of the literacy programmes on slum women. After thorough study of the documents and the required literature; discussions with the organisers, activists and neo-literates, and minutes observation of the field situation, the investigator selected the necessary tools for collection of relevant data. While constructing different types of tools for data collection, the investigator tried her level best to concentrate on finding out authentic information and facts that are relevant to the study and the research questions through the statement of items in different types of tools. While preparing the tools she had consulted two experts in this field for their guidance. After construction of the draft tools covering the various aspects of literacy programme, they were given to the experts to examine the relevance, clarity, adequacy and objectivity of the items of the tools. On the basis of the assessment, tools were appropriately revised and the approved items of each tool were finalised and final forms of the revised tools were ready for administration. The details about each tool that was developed are given category-wise as under:

#### 4.5.2 INTERVIEW SCHEDULE

Two separate sets of semi-structured interview schedules for neo-literate slum women were used:

The first set of interview schedule consisting of 30 items was used to know about their background data, date of joining in the programme, cause for joining the programme, about the environment building activities of the programme, regularities of the volunteers/ coordinators, timing and functioning of the programme, distribution and availability of teaching learning materials, problems in utilising the teaching learning materials, benefits derived from the programme, utilising the benefits in day-to-day life and the types of co-operations rendered from the family members, co-operation rendered by the basti people to the volunteers and activities of the monitoring team.

For developing this interview schedule the investigator had gone through different types of semi-structured interview schedules, which had already been prepared by different researchers for their studies. Taking ideas from the previous research literature and interview schedules, and after having based them on the background data of different aspects of literacy programme, the draft interview schedule was prepared and given to the experts for scrutiny. On the basis of their suggestions the interview schedule was modified, finalised and administered. In the interview schedule, the respondents were asked to express their opinion on each of the items separately and their responses recorded in schedules through its multiple choice type answers.

The second set of semi-structured interview schedule, consisting of 50 items, was used to know the impact of literacy programme in developing the level of awareness among slum women. This was prepared on the basis of the course content in the primers and supplementary literature of the neo-literate slum women. This includes family welfare, small family norms and various issues related to health concerns and sanitation, child and maternity care, environmental protection, etc., changing attitude towards evils of dowry, early marriage, drugs

and alcohol, superstitions etc.(Refer Appendix 1 and 3 for a copy of both the sets). Based on the content of the primers, ideas of the previous researches and her own ideas and experiences, the investigator prepared the draft interview schedule and given to two experts for scrutiny. On the basis of their suggestions, the items of the interview schedule were revised and selected for the final form and redied for administration. While using this second set interview schedule each neo-literate slum woman was told to express her opinion separately on each of the 50 items given in the form of questions with multiple answers. The correct responses were taken into the consideration to judge the level of awareness.

#### 4.5.3 ACHIEVEMENT TEST

An achievement test in Oriya Language consisting 11 questions was specially designed and developed by the investigator following the norms of National Literacy Mission, was administered to know the performance of the neo-literate slum women in terms of reading skill, writing and numeracy skills. The test schedule was designed on the basis of the course content of the Primers of Literacy Programmes ( A copy of the achievement test can be seen from Appendix 2.).

Based on the content of the Primers, NLM guidelines, ideas of the previous researches and own experiences, the investigator prepared the draft achievement test and gave it to the experts to examine its clarity and suitability for the respondents. After getting suggestions from them, the test was modified and finalised for final construction and administration in the field. It took more than six months to construct the achievement test. The test was administered on 103 neo-literates of 16 slums of Rourkela city by the investigator personally. Before conducting the test, the investigator has viewed from the about the questions to know their opinion and made them understand about the instructions of the questions thoroughly (See the instructions of the test paper) as to how they had to be answered. The test comprises three aspects of literacy i.e. (i) Reading (ii) Writing and (iii) Numeracy.

**(i) Reading** . For the reading aspect, the respondents were asked to (i) read a passage of six sentences of small length loudly with normal accent, (ii) read silently a small paragraph with understanding the messages there in relating to their working and living environment and answer four oral questions based on what they have read, and (iii) read with understanding the given “road signs” and “instructions” and asked to answer two oral questions related to the “road sign and instructions”.

**(ii) Writing** : For writing aspect, they were instructed to (i) Write down their complete address (ii) copying the given stanza of poem from their primer (iii) write down dictation of five familiar words or objects by the investigator, and (iv) write down independently (a) about their experiences as literates in learning some thing new and implementing that knowledge in their family, or (b) write down a letter to the friend narrating the activities of them as neo-literate women being done through the Basti Chetana Samiti for the development of their slum. This last question on writing skill was given to the respondent for their self-evaluation which requires courage and capacity along with the development of writing skill.

**(iii) Numeracy** : For this aspect the respondents were asked to do (i) Simple calculation without fraction involving addition. (ii) Subtraction up to three digits (iii) Multiplication and (iv) division while preparing the test items on numeracy, working knowledge of metric units of weights, measures, currency and distance, were taken into the consideration in the questions as content. The rating of the achievement was made in five descriptive categories of excellent, very good, good, poor and very poor.

#### 4.5.4 OPEN-ENDED QUESTIONNAIRE

Two separate sets of open-ended questionnaires were used to collect information from (i) the grass-root level volunteers, programme coordinators and organisers and (ii) Senior activists, resource persons, organisers and members of monitoring team to know their field experiences related to the efforts and activities

of the Saksharata Samiti, impact of Literacy Programme on the slum women, strategy of resource mobilisation, monitoring and their suggestions and remarks.

The questionnaire meant for the grass-root level volunteers has 76 items respectively. The items of both sets of questionnaires were mostly of open-ended type with a view to allow a free response from the grass-root level volunteers, senior activists resource persons etc. (A copy of the questionnaire can be seen from Appendix-5.)

The items of questionnaires were developed by the investigator on the basis of the outcome of the informal discussions and interviews conducted with different types of people directly or indirectly involved with the literacy programme, interaction with the neo-literate slum women, rich experiences in the intensive field visit, information gathered from the slum-dwellers, records of the RSS with regards to activities of literacy programme and the ideas and knowledge acquired from the previous researches and literature in this regard. While developing the items of the questionnaires the following criteria were kept in mind to formulate the statements of each item:

- (i) Statements were to be expression of desired behaviour and opinion and not statement of facts.
- (ii) Statements were to be expressed in clear, concise, straightforward language. Confusing statements with double meaning or vague wording were to be avoided.
- (iii) Each statement was to contain a single meaning.

After preparing the items of the draft questionnaires, they were given to the experts for scrutiny on the bases of their suggestions regarding the clarity of the statements in language suitability, validity of the questionnaire: they were modified and finalised for final form of item development and administration for collecting relevant data.

#### 4.5.5 PARTICIPANT AND NON-PARTICIPANT OBSERVATION

The nature of the study demanded to know about the application of literacy and awareness developed among the neo-literate slum women in their day-to-day as well as social life under close scrutiny. To study their literacy and awareness in operation in their daily life, the investigator adopted participant and non participant observation technique, so as to get an idea of interaction and the personal relationship of social relations of them in the group and society and a sense of process which cannot get in any other way or technique.

As a participant observer the investigator gathered information by participating in the daily life of the neo-literate slum women and the activities of the Chetana Kendras where they were involved. She watched them carefully to know what situation they ordinarily meet and how they behave in them. She entered into conversations with some of the participants in these natural situations and discovered their interpretations of the events she has observed. Also, she tried to study the participant as cases for their causes of under development or high level of achievements.

As a non-participant observer, the investigator watched the behaviour/ actions of the neo-literate women without the latter knowing them that they were being watched in different situation by striving to make herself as invisible as possible. The feelings, opinions, experiences and working hypotheses of the investigator were also included with those events, participants and their activities and conversations in the setting during observation. Therefore, her interpretations of the observed occur from her perspective. The investigator tried to construct meaning for herself, which she supposed to direct the actions of the actors (slum women) in the way she perceived them. The kind of information sought through this observation without participation were more regarding participation and involvement in the activities of Government Hospital, near the Mobile Medical Van of Sevasadan, Immunization Camps, Pulse Polio Programme, Mahila Yagruti Talim Programme, Cultural Programme for awareness generation and environment building, Population Day celebration in the slums, Sakshar Holi, Sakshar

Deepabali, celebration of Independence Day and Republic Day, Dumping yard, Grocery Shop, Quarry sides, Election meetings, Demonstration against anti drugs, Alcohol, Rights for ration card and other amenities before the office of the additional district magistrate etc.

Further, she has observed their typical behaviour both directly and indirectly during the celebration of death ceremony, marriage ceremony, traditional festival like Saharul, Tusu, Karma, Tizz, Nuakhai, Raja & Raspurima etc. While observing their natural activities and behaviour pattern in various situations the investigator in their own community concentrated more and more on aspects that are relevant to the research questions. Each set of field observations were recorded in a systematic method of analyzing the actions and behaviour and even conversations of some setting of the subjects in the field diary as field notes in order to collect relevant evidence for the study.

#### 4.5.6 UNSTRUCTURED INTERVIEW

A number of unstructured interviews were conducted by the investigator to study and understand the specific details of the participant's perspectives and experiences regarding the efforts and activities made by RSS, and the impact of Literacy programme on slum women under study without being influenced by the investigator. While conducting interviews of the respondent like volunteers, coordinators, resource persons, cultural artists, social workers, advisers to the governing body, Government officials, health personnel, shop keepers, family members of the neo-literate women etc., the investigator tried her level best to make the interview pleasing to the interviewees and an agreeable form of social interaction. To collect rich data from the investigator provided minimal guidance and allowed considerable latitude to the interviewees and to derive greater part of her information the investigator used her own witness, induced them to talk and express their views, and feelings about the activities of the literacy programme and its impact on the slum women and having done so she embodied the gist of the oral testimony on her sheets of note in the field diary.

#### 4.5.7 IN-DEPTH DISCUSSION

The investigator felt the need of an in depth discussion among the subjects individually as well as in small groups to understand the deeper meaning of their life experiences, their views on their own world, and how they articulate their feelings and thoughts vis-à-vis the essence of women education and development, problems related to the women and their solution etc. Through personal discussion she tried to find out the causes for the under- development of the slum women although they attended the literacy programme. The investigator had also gone for an in-depthdiscussion with the high level officials to know their opinion regarding the impact of the programme on the slum women. The investigator preferred such in-depthdiscussion through casual conversation with a purpose that the group/individual became a tool for reconstructing individual opinions more appropriately. It is pertinent to mention here that the in-depthgroup discussions meant for the neo-literate slum women were of “focus-group” type based on specific topics related to their daily life. Those discussions were based on the principle of brain-storming techniques and intro-conversational method so as to know and study their creative and collective thinking about a particular problem in different dimensions. The informal conversations during in-depth discussion in the individual sitting as well as in the group were recorded by the investigator in her field notes as a part of the on going flow of social life.

#### 4.5.8 CASE STUDY

The objectives of the study demanded an intensive investigation of the factors that contributed to the characteristics of under-development of slum women, who despite their participation in the literacy programme are not developed. Therefore, two educationally under-developed slum women from two different slum areas under literacy zones of Rourkela city were selected for case studies by the investigator. These were conducted by her to get an actual picture of their life situation, activities, past-experiences and problems in domestic, social and centre (Literacy) context, so that the situations or factors leading to their underdevelopment could be understood and analysed properly.

These two cases were selected from among the 103 respondents administered for achievement test and were interviewed for awareness development. The test results of those slum women were the main criteria of selection for case studies who despite their participation in the literacy programme were unable to achieve either the NLM expected proficiency level in learning skills, nor developing the desired level of awareness.

To know their causes of under-development, the investigator collected relevant data from the grass-root level volunteers and coordinators of the concerned slums by conducting informal interviews and in-depth discussion. She gathered information from them with regard to their enrolment in the literacy centre, attendance in the centre, performance in mid-term evaluation, and participation in different types of activities of the Chetana Kendras. The investigator verified the information through the supportive records in their favour for the concerned Chetana Kendras.

Further, she collected information about their nature of problems, physical and mental conditions, environmental force or situation, their family history and their own history from their family members, neighbours, friends, and employer (for the working slum woman) by conducting unstructured interview and informal discussion. She followed the same technique i.e. informal discussion, unstructured interview and observation technique to collect pertinent data from the respondents with regard to their present status, mental and physical conditions, past experiences, attitudes and interests which contributed to their individuality and behaviour. Unless the cases are studied deeply from the view point of the respondents ways-of-living by personal views to them, the investigation may be shadowed by some subjectivity through structured techniques, because in structured interviews there is less scope for free expression of the respondents. Therefore, the investigator preferred to follow unstructured techniques to get a clear and comprehensive picture.

During discussions no direct questions were asked to the respondents or to their relatives and friends or the informants by the investigator and she had tried her level best to make the discussion interesting and pleasing to the interviews and it seemed to them an agreeable form of interaction

Two other slum women from two different slum areas of Rourkela city under literacy zones were also selected for case study due to their outstanding performances and active participation in the literacy programme. Despite poverty, family constraints, physical and other problems which run with them in their life, they have achieved the ratings of good, very good and excellent in reading, writing and numeracy skills and their general awareness about their surroundings, social issues and other aspects were found to be highly satisfactory. So these two slum women were selected for case studies on the basis of their performance in the literacy and level of their awareness. Their cases were studied and the factors responsible for their motivation and achievement were also investigated by the investigator systematically by following the same method and techniques which were adopted for the under-developed slum women.

#### **4.6 PROCEDURE OF DATA COLLECTION**

Data for the study were collected in three phases. These phases were spread over a long period from January 1997 to March 2000. Frequent field visits to various slums of Rourkela city were planned in these three phases. The investigator planned her study according to the requirements of certain aspects that needed participant and non-participant observation and in depth group discussion e.g. during parliamentary election, slum level meetings and different socio-cultural functions like Holi, Dussera, Karma, Cart Festival etc., pulse polio programme, legal-literacy camp, family welfare training programme and Mahila Jagruti Talim etc. These occasions were observed as they involved people of different levels in the slums and this is reflected in a natural way of certain heterogeneous characteristics such as interpersonal relationship between different groups of varied religions, culture, and economic background.

**Phase I:** During the first phase of data collection the investigator established rapport with the slum people of various literacy zones in general and neo literate slum women in particular and interacted with them wherever and whenever required. She also got introduced with the concerned officials and personnels of Rourkela Saksharata Samiti and other Government and non-government organizations. In this phase, data collection was primarily a document study at the slum, city, district and state level. In the entire process of document study, data of both qualitative and quantitative nature were collected and documents like survey reports, census reports, planning documents, list of activities, Annual status report of the concerned organisation, list of participants (both learners and volunteers) were studied. Records of the Chetana Kendras (teaching learning centres) of various slums were surveyed and data related to the environment activities, development activities, infrastructure facilities available for the learners etc. were collected. Identification of neo-literate slum women those who have completed the three primers of 1<sup>st</sup> phase of literacy programme and the grass-root volunteers as well as coordinators were made and enlisted for establishment of rapport to administer the test and questionnaire for data collection.

**Phase II:** During the second phase, data related to the impact of the programme, effort and activities of RSS and problems faced (objective 1,2 & 3) were collected from the slum women (Neo-literate), grass-root level workers, volunteers, coordinators, resource persons, organizers and members of monitoring team. Simultaneously participant and non-participant observations were made in different natural situations of the neo-literate slum women.

Two sets of semi-structured interview schedules for the neo-literate women were tried out and the achievement tests were administered during their leisure hours after fixing up a time with them. Open-ended questionnaire were administered to the grass-root workers, activists, senior activists, resource persons and members of monitoring team and their written responses were collected. In addition to this, people of different types like cultural artists involved with the environment building activities of the literacy programmes, visitors to the campaigns, contractors and employers of the working slum women; shop keepers

(grocery shop), family members of the slum women and Government Officials were located by the investigator, and a list of them was prepared accordingly.

**Phase III:** During the third phase, the investigator contracted different types of people as mentioned earlier in both slum and city level personally at their residences, clubs, shops, offices and even in the dumping yards and fixed up time with them for conducting interviews. She conducted their interviews after making them understand the purpose of the study and need for their co-operation till the investigation was completed. The time of the interview was fixed up with each person at his convenience. Accordingly the investigator conducted the interview (un-structured), and having discussed formally with each person noted the responses systematically in the field diary. It took more than three hours to conduct the interview with each person. Although it was a hectic activity to make them sit for such a long time for interview purpose, their active co-operation and responses encouraged and enlightened the investigator to understand and realize more and more about the impact and outcome of the literacy programme. Data with regard to the impact of the programme was collected from the high level officials like the Additional District Magistrate cum Chairman of the Saksharata Samiti, Director of Shramik Vidyapeeth cum Secretary of the Samiti, Editor of the Saksharata Samachar, Political Leaders, town administer of Rourkela steel plant and other officials, Secretary of Bharat Gyan Vigyan Samiti, Secretary of "Sevasadan" the community development organisation and other organisations through in-depthdiscussion and unstructured interview on Sundays and other holidays at their respective residences and suitable places according to their own convenience. A few of them, who have transferred or migrated to different places were also contracted and who so ever written down in the field diary. In addition to this, the literacy data, reports of the evaluations team, proceedings of the high power committees and other meetings were also collected from the records of the Saksharata Samiti and other concerned departments.

About three months time was required for interviewing these people and to collect the required documents. Despite fixing up of the data and time in advance

some of the functionaries were not available on the communicated dates therefore, some of the interview could not be conducted at all.

In slum level, four grass-roots level volunteers were interviewed individually and their responses were noted along with the open ended questionnaires administered to them. The responses about the impact of the literacy programmes in practice were also noted in the diary. These four grass-root volunteers of different slums were contacted at frequent intervals for the clarity of many doubts. Since they were slum-based, they helped the investigator to develop contact and establish rapport in various slums, which in turn helped the investigator during her participant and non-participant observations over a period of time. Certain subtle aspects of the life style of the neo-literate women and the inter-relationship that exists have been observed. Detailed information, bio-data, personal and social history, family details, past experiences, nature of problems etc., were also collected carefully from the family, friends, neighbours and the teaching volunteers through in-depth discussion, general observation and interview for case study.

A number of social functions and festivals like marriages, training and developmental programmes related to literacy and awareness generation at the slum as well as samiti level, chit chat near municipality water pipes, grocery shop and congregation of slum meetings before and after discussion have been attended and the level and type of participation of the neo-literate women were minutely observed. In-depth individual and group discussion with them and other slum-dwellers were also made by the investigator over a period of time. The needed additional clarifications were sought by talking and discussing to people of different types like old and experienced people of the respective slums, social workers, government officers and others and field notes were recorded and maintained accordingly.

#### 4.7 SCHEME OF DATA ANALYSIS

Data gathered from various sources under different heads were thoroughly scrutinised and systematically classified to understand the realities constructed by humans at times. Data were further stored out in terms of themes to analyse objective wise.

Data collected have been subjected to both qualitative and quantitative analysis, to derive meaningful conclusion about the impact of literacy programme on women in urban slums. The major approach of data analysis was qualitative. However, quantitative analysis was attempted wherever possible by applying descriptive statistics.

Data collected through open-ended questionnaires about the efforts and activities of Rourkela Saksharata Samiti, problems and constrains faced by the volunteers, organizers and functionaries in organising and mobilising the programme and methods of overcoming the problems were coded according to the theme and contents were analysed thematically.

Data related to the level of achievement and performance of the neo-literate slum women in different aspects of literacy like reading, writing, numeracy and level of awareness were tabulated and percentage analysis was carried out. Self-confidence and development of the neo-literate slum women in various field of life were analysed qualitatively. Data obtained through observation (participant and non-participant), opinion and suggestions of different types of people and visitors about the activities and effort of RSS and also about the changes and development observed among the slum people, especially the women were analysed thematically. Information obtained through in-depth-discussion, unstructured interview, informal discussion, report of the case studies, report of the field visit were analysed qualitatively by the method of content analysis in descriptive form. Data about the activities and efforts made by RSS, collected from different office records and documents were analysed qualitatively and presented in descriptive form.

The above stated data collected from different sources and with techniques have been used to cross-check and to substantiate some of the facts and responses of the subjects.

The next three chapters will deal with three major aspects of the study. They are: (i) The activities and efforts made by RSS , and the problems and constraints faced by the organizers. (ii) Impact of Literacy Programme on slum women in developing the level of literacy and awareness. (iii) Suggestions for the suitable modification in the programme for its future course of action.