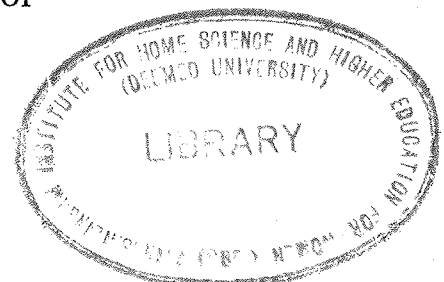


**EMPOWERING RURAL WOMEN THROUGH EXTENSION EDUCATION
AN ACTION RESEARCH IN A FISHING VILLAGE**

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**A THESIS SUBMITTED TO
AVINASHILINGAM INSTITUTE FOR HOME SCIENCE
AND HIGHER EDUCATION FOR WOMEN (Deemed University)
COIMBATORE
IN PARTIAL FULFILMENT OF REQUIREMENTS
FOR THE AWARD OF DEGREE OF
DOCTOR OF PHILOSOPHY**

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Dedicated to the memory of my beloved parents

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DECLARATION

I hereby declare that the matter embodied in this Thesis is the result of investigation carried out by me in the Department of Home Science Extension, Avinashilingam Institute For Home Science And Higher Education For Women (Deemed Univeristy), Coimbatore, under the supervision of Dr. (Mrs) K. Thangamani, M.Sc., Dip. Ed., M.Phil., Ph.D, Reader in Home Science Extension, Avinashilingam Institute For Home Science And Higher Education For Women (Deemed Univeristy), Coimbatore and it has not been submitted for the award of any Degree/Diploma/Associateship/Fellowship etc. of any other University or Institute.

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[Signature]
3.8.92
CANDIDATE

CERTIFICATE

This is to certify that this Thesis entitled **Empowering Rural Women through Extension Education - An Action Research in a Fishing Village** submitted to the Avinashilingam Institute For Home Science And Higher Education For Women (Deemed University), Coimbatore, for the award of Degree of Doctor of Philosophy in Home Science Extension is a record of original research work done by Krishna Srinath during the period of her study in the Department of Home Science Extension, Avinashilingam Institute For Home Science And Higher Education For Women (Deemed University), Coimbatore, under my supervision and guidance and the Thesis has not formed the basis for award of any Degree/Diploma/Associateship/Fellowship or similar title to any candidate of any University.

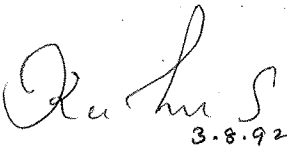
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SIGNATURE OF THE GUIDE

Chellanam Panchayat who formed the target group for this study, for making the Action Research a success.

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3.8.92
(KRISHNA SRINATH)

CONTENTS

	PAGE
List of Tables	i
List of Figures	iv
List of Plates	v
CHAPTER	
I Introduction	1
II Review of literature	14
III Methodology	52
IV Results and discussion	84
V Summary and conclusions	159
References	168
Appendices	191

LIST OF TABLES

TABLE		PAGE
I	Details of sample selected	63
II	Distribution of sample by age	89
III	Distribution of sample by age and education in Chellanam	90
IV	Distribution of sample by age and education in Saudi-Manassery	91
V	Distribution of sample by age and education in Vypeen	91
VI	Distribution of women by work participation	92
VII	Household time use pattern of women	93
VIII	Distribution of sample households by ownership of assets	94
IX	Distribution of sample households by indebtedness and sources of debt	95
X	Food consumption pattern in sample households in Chellanam	96
XI	Food consumption pattern in sample households in Saudi-Manassery	97
XII	Food consumption pattern in sample households in Vypeen	97
XIII	Decision making behaviour of women in Chellanam	100
XIV	Decision making behaviour of women in Saudi-Manassery	101
XV	Decision making behaviour of women in Vypeen	101
XVI	Social, political and extension participation of women	102
XVII	Caste, tradition and work orientation of women in selected villages	103

XVIII	Aspirations of women in Chellanam	105
XIX	Aspirations of women in Saudi-Manassery	105
XX	Aspirations of women in Vypeen	106
XXI	Facility satisfaction of women	107
XXII	Problem hindering progress of women and their families	108
XXIII	Needs identified through situational analysis	110
XXIV	Needs, wants and aspirations of the target group	111
XXV	Plan of action	115
XXVI	Activities carried out and physical achievements	118
XXVII	Distribution of programme participants and non-participants by age	123
XXVIII	Distribution of programme participants and non-participants by education	124
XXIX	Distribution of programme participants and non-participants by household status	124
XXX	Distribution of programme participants and non-participants by number of children	125
XXXI	Distribution of programme participants and non-participants by periodicity of income generation	126
XXXII	Distribution of programme participants by level of participation	126
XXXIII	Comparison of features of empowerment and index of empowerment of programme participants before and after the programme	127
XXXIV	Comparison of features of empowerment and index of empowerment of programme participants and non-participants	128
XXXV	Average values of features of empowerment and index of empowerment at different levels of participation	131

XXXVI	Mean comparison of variables of empowerment	132
XXXVII	Results of D-square analysis	134
XXXVIII	Coreelation matrix for programme participants	145
XXXIX	Multiple regression analysis	146

LIST OF FIGURES

FIGURE		PAGE
1	Women's share of our world	2
2	Elements of women's development	23
3	Integrated approach for development of women	49
4	Locale of the study	68
5	Factors contributing to low nutrient intake	99
6	Growth of membership of the Society	130
7	Comparative mean scores for features of empowerment	130
8	Change in self-perception with level of participation	135
9	Change in perception in role of women with level of participation	135
10	Change in decision making ability with level of participation	136
11	Change in economic independence with level of participation	136
12	Change in innovativeness with level of participation	137
13	Change in desire for improvement with level of participation	137
14	Change in communication with level of participation	138
15	Change in attitude towards group action with level of participation	138
16	Change in empowerment index with level of participation	139
17	Empowerment paradigm	147

LIST OF PLATES

PLATE		PAGE
1	Inauguration of Theerapradesha Vanitha Vikasana Yatnam, the Society founded under the Action Research	140
2	A section of the members of the Society participating in a seminar	140
3	Braiding of fishing net under the income-generation programme	141
4	Demonstration of hygeinic drying of fish	141
5	Training in collection of prawn seed from canals	142
6	A member of the Society giving tips on using smokeless chula	142
7	Demonstration of low cost recipes under the nutrition education programme	143
8	Clinical examination of members of the Society during a medical camp	143

INTRODUCTION

I I N T R O D U C T I O N

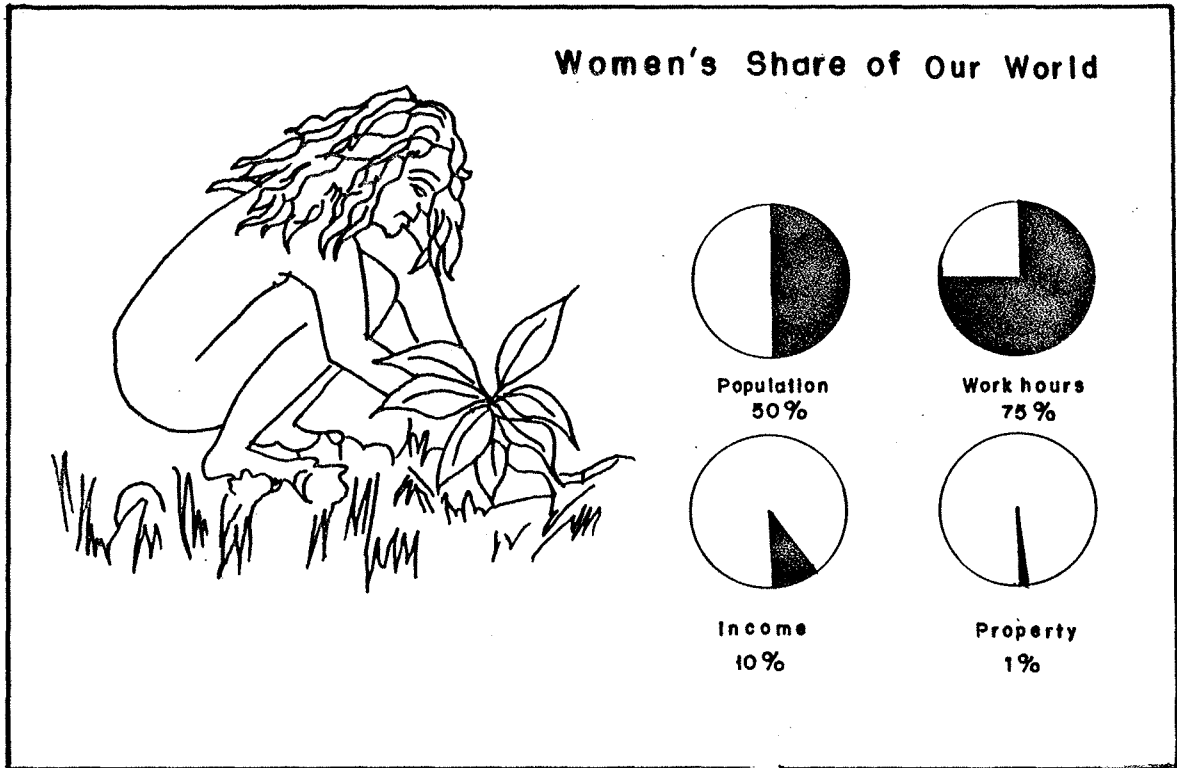
There is no chance for welfare of world unless the condition of women is improved. It is not possible for a bird to fly on only one wing.

Swami Vivekananda

Mahatma Gandhi believed that women's productive abilities and attitudes were essential forces that need to be allowed full and free play for human and social development with justice and dignity. The central vision of Gandhiji was to relate external freedom to inner freedom and social and political revolution to inner revolution wherein man conquers himself.

The issue of women in development has been much debated and their role in different fields of production proved, accepted and appreciated. Standing at the threshold of the 21st century, the nation aims to correct the blames, wrong orientations and misperceptions regarding women's capabilities and potentials, in order to bring women into the main stream of development. Figure 1 illustrates women's share of our world as conceived by Grover and Kapoor (1988).

The United Nation's Commission on the Status of Women, 1962 followed by the World Congress of Rural Sociology, 1976 and 1988, began to focus on women in development and question the success of development efforts without full involvement of women. Following the pioneering work in 1970 by a Danish Scholar,



Poor, powerless and pregnant, women made lasting contributions to our civilization. Their curiosity and powers of observation of the laws of Nature made them tend the world's first crops. Their maternal instincts and affection helped us domesticate animals. Had women been at the helm of our affairs, we would not have been discussing star-wars, or the need to keep one part or another of our globe as zone of peace.

Figure 1 Women's share of our world

Ester Boserup, 'Role of women in Economic Development' drawing the attention of development community to the harsh realities of rural women's lives and characteristics, there has been an explosion of research on women's role in various spheres of agriculture and rural development (Darque and Gasson, 1991).

Since the beginning of International Women's decade various international conferences have deliberated on women's issues and policies have been formulated with a view to integrating the 'dispensable' objects into the helm of affairs, shifting them from welfare, beneficiary and token approach to total participation in development. The disadvantages experienced by women in rural areas and the constraints in becoming equal partners in development have emerged as critical issues in all the countries of the world. The subject of women's development is multisectoral and multidisciplinary. Therefore, it is essential to evolve a pragmatic and realistic approach to women's development (ICAR, 1988).

The most recent approach to women in development has been empowerment which relies on empowerment of women at the grass-root with an emphasis on self-reliance. It does not identify power of women in terms of domination over others but in terms of the capacity of women to increase their ability to gain control over the crucial material and nonmaterial resources and thus minimise their risks, particularly, in the case of women with low income. This approach recognises the triple role of women which manifests itself through the formation and organization of groups (FAO, 1990). The Global Conference on Women's Empowerment held

during the year 1988 highlighted empowerment as the surest way of making women, 'partners in development'. The term empowerment broadly indicates equipping one to improve his/her living condition.

While empowerment is a slippery concept to define and measure, proponents point out evidences such as collective action undertaken by groups of programme participants, women's entry into non traditional activities and their exercise of leadership as some of the indicators of empowerment (Mc Kee, 1989).

The National Perspective Plan for Women 1988-2000 AD (NPP) has pointed out the need for holistic approach towards development of women based on a comprehensive, sectoral situational analysis and made recommendations on productive sector, health, education, legislation, political participation and communication. The NPP recognised the need for empowering women to attain the objectives. Rustomfram (1991) emphasises that community education should envisage social development as an empowering and problem solving process.

The Programme of Action for National Policy on Education (1986) has spelt out empowerment thus: "Women become empowered through collective reflections and decision-making. The parameters of empowerment are positive self image, critical thinking, group cohesion, decision making, equal participation and economic development".

Progress in any sector implies change- change in predetermined desirable directions. In order that women accept

the change and contribute fully to development, it is essential to develop first their potentiality by improving their knowledge, attitudes and skills with as much concern for long-range consequences as for short-term gains. The nation's most precious resource is its people. However, it is not the number but capabilities of people which are crucial to the strength of human resource. In the present context, the capabilities must be developed in terms of equipping people to put best use of their resources. To achieve the projections for 1988-2000 A.D. of infant mortality rate from 90 to 60 per thousand births, fertility rate from 132 to 99 per thousand and life expectancy of women from 59.7 years to 64.7 years and to bring down percentage of people living below the poverty line from 26 to 5 (Bancil, 1990) much effort needs to be taken, particularly to reach the rural masses. The neglect of women in economic policies concerning peasant agriculture has tended to exacerbate the subordination of women and diminish the impact of policies designed to raise peasant output and income. The male bias in most agriculture policy is well documented. Extension workers are often male and relate exclusively to male peasants. Many studies have concluded that status of women can only effectively improved by creating conditions in which the productivity gain accrue to them (Frank, 1988).

The issue now in the Indian context is one of methodology, the integration of women into development by a participatory delivery programme on one side and strengthening women's

organizations and development of their capacity to absorb the inputs and become partners in development. The future of the country therefore lies in the growth and development of all its people without gender bias. To achieve this we need strategies to reach women through nonformal education based on systematic research to analyse their behaviour in relation to all development concepts. (Prasad *et.al.*, 1988). Extension education with a sound footing on science and technology can help in attaining this objective; for extension programmes can serve a variety of client groups each having its own characteristics and needs.

Education both formal and nonformal are the means of empowering people to assure greater control over the course of their lives. Education makes people conscious of their problems, rights and potentials.

Development is a never ending process. Ignorance, poverty, disease and civic inertia are often intertwined. Several programmes of community development such as nonformal education, literacy, self-government, vocational training or agricultural production are needed to help rural people solve their complex problems. But the simple multiplication and provision of a wide range of government services may cause more problems by themselves, without the intergration of people, than they solve. Failure to coordinate the delivery of such services to rural clientele would result in waste and confusion, lowering service effectiveness. Extension education should help to co-ordinate all

developmental activities by utilising a variety of educational and communicational methods and people's participation (Compton, 1984). Today legislation grants immense power to woman. But what is lacking is her will, on her own part, to claim equality and overcome the superstitions and ignorance which have kept her as the shadow of man (Buxi, 1989).

The last two decades have witnessed an increasing impetus on enabling the majority of rural farm families. One index of this emphasis is the rising number of rural households headed by women. The stress is mainly reflected in the rural energy field, mortality and morbidity data and change in rural labour process (Jiggins, 1988).

The National Commission on Self Employed Women in the Informal Sector (1988) has estimated that 94 per cent of the women labour force in India work in the unorganised sector, 83 per cent participate in agriculture and allied activities like dairying, animal husbandry, fisheries, sericulture, handlooms, handicrafts and forests. The Committee regrets that women in this sector do not have the necessary visibility and do not get the focus of attention of the policy makers and planners. The section of the report on fisherwomen states that women are traditionally indispensable members of the community involved in fishery-related activities such as processing, curing, drying, unloading and marketing. The basic problem arises from the perishable nature of fish and poor and costly transport facilities which do not allow them to buy fish directly from the centres and competition from large scale modernized fishing

units. The recommendations of the Commission in this regard include, among others, recognition of the status of women and assuring protective legislation and social security.

Although a number of studies on the role and status of women and action programmes for their improvement have been carried out, studies on women in fisheries have captured the attention of research and development agencies only around 1980. The International Labour Organization (Gulati, 1979) and the Bay of Bengal programme of the Food and Agriculture Organisation have been the most important agencies to focus attention on fisherwomen, with a view to improving their living conditions.

Many constraints have been faced in organising women in fishing communities. Their heavy indebtedness, low fishing technology, absence of infrastructural facilities and lack of information, research, development support and lack of organisational strength and dedicated leadership for formulation and implementation of programmes (Krishna Kumar, 1983). Much of these can be solved if women members of the community who are often the victims of social and economic oppressions are empowered to raise their voices and take initiative in availing help from various agencies concerned with the programmes. In order to promote such initiative there is a need to conscientize woman about their potentials, rights, dues and opportunities and sensitize the institutions towards new thoughts and actions to eliminate the constraints.

A major concern in small-scale fisheries development is the

role of extension services. The conditions of fisherfolk call for multifaceted assistance, covering general education specific training, motivation, demonstrations, facilities, legislation and perhaps most important, mobilization of the fisherfolk to actively participate in the development efforts. Fisheries administration finds it easy to support hardware such as boats, harbours, iceplants and houses. Extension work on the other hand, must act as software which does not yield quick and tangible results in a short time (Engwall, 1989). Development of software demands the expertise of qualified extension personnel.

Although the importance of the empowerment of women approach in development has been acknowledged, efforts taken at operational level have been minimal. Several authors have defined empowerment and suggested approaches for achieving it but so far no attempt to test these approaches has been reported. Devadas *et.al.* (1988) conducted a study to assess the role of Home Science education in the empowerment of women using a mailed questionnaire.

These considerations led to this study on empowering rural women through extension education. Recognizing the significant role of women in fishing communities and their importance in human resources development a fishing village was selected for conducting this action research.

Research in extension, has by and large concentrated on the diffusion-adoption process and communication and programme planning methods. The present study aims at demonstrating the

usefulness of extension education as an intervention strategy and suggesting ways and means for women's empowerment and development. The role of extension education in developing the personality of an individual will remain unchallenged. Extension education will serve as a central strategy to integrate women into development and empower them as human beings (Rivera and Corning, 1990). Extension no more remains a pedagogy of agriculture (Verma, 1987).

Objectives of the study

The specific objectives of the study were:

- 1 Development of a model for empowerment consisting of definition of the concept of empowerment, its features, factors and related activities
- 2 Target group application of the model using extension education process
- 3 Evaluating the effectiveness of the model in developing empowerment features among women and
- 4 Suggesting workable strategies for the development of rural women based on the results of the study.

Participatory approach was followed throughout the study, beginning with the definition of the concept of empowerment to the evaluation of the effectiveness of the programme. By organizing such a programme the Investigator could also demonstrate the role of universities in implementing the third dimension in its curriculum, the extension education. University system has been acknowledged for its unique role in generating

new knowledge and playing important role in continuing education (Leirman and Jindra, 1987 and UGC, 1988).

Scope of the study

The study aimed at defining the concept of empowerment as allied to development of women in rural areas. It is assumed that there is no 'zero level' of empowerment, and raising the level of empowerment will help women fulfil their needs more effectively. The study envisages to test and confirm how the identified activities relating to empowerment implemented through the process of extension education can raise the level of empowerment in rural women by measuring the attributes using suitable tools.

While assessing the impact of the activities on empowerment, this study has also attempted to evaluate the interrelationship between different variables relating to empowerment.

Limitations of the study

The study is a pioneering attempt on the lines of action-oriented research to build and test the concept of empowerment in practical terms aiming at women in fishing villages. Hence the study has suffered from following limitations.

The software for empowerment developed in the study contained a wide range of field-oriented actions. The Investigator's single-handed effort with constraints in finance was a major limiting factor in demonstrating the model with all its details at field level. What has been attempted is only a

skelton of activities. This was coupled with the distance of the fishing village (40 km) from the Investigator's place resulting in much time spent on travelling.

The programmes, especially the economic activities could only be initiated and it is often not possible within the time frame of Ph.D work to complete the programme and then evaluate it. The results are symbolic; yet they do necessarily indicate the usefulness of the model.

The heavy indebtedness among the households covered under the study and the past experience of the financing institutions in recovery of loans were serious impediments in availing government's assistance by way of credit.

Dearth of literature on the studies on empowerment of rural women also posed limitations.

In spite of operational difficulties, the Matsyamahilavedi (fisherwomen's forum) which was built up during the course of action research stands as the only organization of its kind in Kerala and perhaps among very few in the country, where fisherwomen themselves actively take part in decision-making and implementation. The organization has started attracting the attention of various agencies interested in rural development.

It is hoped that this emerging model for empowerment will help to create the atmosphere for realizing the need for innovations and their adoption for problem solving in day to day life. Sensitizing the clientele to their needs is bound to lead

to self realisation and better understanding of the environment,
making it ideal for the extension systems to operate
successfully.

REVIEW OF LITERATURE

II REVIEW OF LITERATURE

For this study on **Empowering Rural Women through Extension Education - An Action Research in a Fishing Village**, the literature under the following areas was reviewed.

A Rural women's development and empowerment and

B Role of extension education in development

A Rural women's development and empowerment

The literature review in this area has been classified into the following headings.

- 1 Importance of rural women in development and
- 2 Women's empowerment - concepts and approaches

1 Importance of rural women in development

Development is one of the most compelling concepts of our time. It provokes searching questions about values, techniques and choices. Development is a normative concept; it implies choices about goals for achieving what Gandhi called the "realisation of the human potential".

From the human and ethical dimensions development is defined as liberation from poverty and stunted view of self. Development means enhancing self-esteem and a sense of efficiency or ability to make choices about the future. It implies different core values namely life sustenance, self-esteem,

freedom from servitude, equity, capacity to influence the future and empowerment. Development is not a cluster of benefits given to people in need, but rather a process by which populace acquires a greater mastery over its own destiny (Shrivasthava, 1989). These objectives form the main stay of National Adult Education Programme (Singh, 1988).

Development includes acquiring leverage for exercising power. However, events have shown that benefits tend to go to those in power. The fact that those who are poor are also the powerless has a great deal to do with the amount of inequity that continues to exist. Powerlessness reduces demands and pressures on political leaders and without such demands leaders are unlikely to focus on distributional issues. Powerlessness has implications in people's capacity to make choices. Without a sense of personal efficacy, without any experience in expressing their needs, without awareness of where to go with their demands, individuals can hardly develop their capacity (Brayant and White, 1982).

The meaning of development has major practical consequences for women, according to Charlton(1984). The movement of women to organize themselves from the village to the transitional level, the integration of women to political and administrative bodies both public and private, the equalization of political power at every stage and level of organization, and the formal legal recognition of women's rights are all issues in women-and-development as much as the question of maternal and child

nutrition or credit for farm women are.

Charlton (1984) also feels that successful participation of women in social activities as legally dependent agents, contributes to further recognition in practice for their right to equality. Development also requires moral dimensions to ensure that it is responsive to the needs and rights of the individual and that science and technology are applied within a social and economic frame work that ensures environmental safety for all live forms of our planet.

One of the main obstacles in the effective integration of women in the process of development is the aggravation of the international situation, resulting in a continuing arms race which may now spread to the outer space. As a result, immense material and human resources needed for development, are wasted. The reasons for the continuation of the unfavourable and unequal position of women, especially in developing countries, is mainly the lack of political will to eliminate obstacles to the realization of fundamental requirements. Traditional attitudes persist and contribute to the increased burden of work placed on women. Insufficient awareness and understanding of the complex and multifaceted relationships between development and the advancement of women have made policy, programme and project formulation difficult. Earlier, the belief that economic growth would automatically benefit women was widely shared, and evaluation of experience had cast doubt on this premise. Thus, the need for more research, analysis and dissemination of information has become greater (Fraser, 1987). The forward-

looking strategies for the advancement of women to the year 2000 at the Nairobi Conference, 1985 (FAO, 1988) suggested that development of women should rely on the international development strategies and the principle of the new international economic order. These principles include self-reliance, and the activation of indigenous human and material resources.

Collective action, enterprenuership development and integration of social inputs are by and large the missing links in the implementation of development programmes, for example, DWCRA for women (Janmathi, 1987)

Improvement of the status of women requires a change in the attitudes and roles of both men and women. Women's development should not be viewed as an issue in social development, but as an essential component in every dimension of development. Research and policy analysis should focus greater attention on the economic role of women in society including access to economic resources. Additionally such research should be action-oriented and generate adequate gender specific data (Krishnaraj, 1988 and Bhatt, 1989).

Family welfare strategies in development have targeted women in their roles as mothers and housewives. Women's roles are often reinforced by development programmes that address nutrition, income generating endeavours, family planning and maternal and child health care. Welfare-oriented projects are politically safe and may be easier to implement than projects focused on women's activities in agriculture and work outside the

home. Income-generating projects are neither inherently good nor poor. The design and implementation of the project is all important- a design with a concern for long-range impact (Firebaugh, 1988). The increased need for cash income of women and continuing male dominance and unequal household responsibilities force women to work under increasing stress (Jiggins, 1989). Women are hit by fluctuations in international markets and new technologies (Ahmed, 1985 and Noeleen, 1989).

According to Korten and Alfonso (1985), social development is a term that has come to be used as synonym for social service investments. The term should be reserved for more powerful idea that people are the central purpose of development and that human will and capacity are its most critical resource. Development programming continues to be dominated by methodologies which take economic output and the allocation of financial resources rather than people as their central focus. The authors observed that in the typical five-year national development plans, the diagnostic sections review economic growth performance, balance of payments, inflation and other familiar economic indicators. In the treatment of social sectors such as health and education, a few indicators of school enrolments and mortality rates may be cited to support the proposed investments in new schools and health facilities, but the people whom they are to serve, remain a highly aggravated abstraction.

It is observed by Heredero (1978) that poor, to a much greater extent than rich, are dependent on their immediate

environmental setting for their livelihoods. One of the concerns of new planning methodologies is to disaggregate poor households into groupings which recognise their differential control over resources and their dependence on the resources available from different segments of the ecosystem. One of the advanced applications of new planning methodology at micro-level is found in a planning document developed by USAID Mission in Manila. The plan identifies five primary categories for grouping poor Philippine households; upland farmers, paddy rice farmers, landless agricultural workers, artisanal fishermen and urban informal sector workers. The landless agricultural workers, upland farmers and artisanal fishermen are identified as the most disadvantaged and numerous among the rural poverty groups. The promotion of employment opportunities consistent with the needs of these groups guides the action strategies. It is significant that the USAID planning document does not move directly to the specification of a range of national programmes to address the needs identified. Rather it argues the need for location-specific programmes based on similar types of diagnoses disaggregated to appropriate sub-national levels.

The regional planning exercise undertaken by the Indian Institute of Management, Ahmedabad using simple surveying methods highlights the extent to which the lives of tribals of Dharmapuram were dominated by the area's ecology and the extreme vulnerability of the poorest among them to seasonality in production.

Commending the The World Bank which, founded Eastern Senegal Live Stock Development Project the author observes that the Project has followed a careful human ecological diagnosis in plan formulation. The development objectives of above-mentioned projects emphasised permanent changes in the relationship between social and psychological systems.

Development takes place when there is personal growth which leads to a more efficient manner of dealing with one's own feelings, imaginations and intelligence.

Understanding of human ecology by planning technician alone may not be sufficient. People themselves must have some voice in making the final choices that will bear most directly on their lives and planning systems must be designed to be responsive to their voice, not only because their involvement is essential to gaining their commitment, but also because they have relevant information which otherwise may be unavailable to the planner (Corton and Alphonso, 1988). According to Tinker (non dated) the studies carried out by scholars world around during the international women's decade challenge strongly held myths about women's economic roles and socio-economic levels. The misconceptions are often arrived at by drawing parallels with middle class families in developed countries which include: (1) women are men's dependents (2) women do not work (3) women are not farmers (4) work with animals is men's domain (5) women's income is only pin-money and (6) women do not understand business.

Reviewing the findings of various studies conducted on rural households, Geervani (1991) observed that family size in rural areas was more than five. Weight for age was lower in rural pre-school children. Age at marriage of women was below 17 years. Stunting growth is higher in rural pre-school children. Except where universal immunization programme was implemented, more than 70 per cent of rural children were not immunized. Children below two years of age were ill for nearly 200-250 days in a year. Quantity, quality and frequency of supply of weaning foods were far from satisfactory. In the rural areas 80 per cent of children were not provided supplementary foods till one year of age. Mothers did not have access to purchase convenience food for pre-school children in most rural areas. Less than five per cent of rural households had latrine facilities and sanitary means of garbage disposal. Less than two per cent of rural households had access to safe drinking water. As a consequence of commercialization of vegetable and fruit production and also transport to the urban sector, rural areas were left with poor quality foods. The employment opportunities for women were limited. Women spent more time in farm activities and fetching water and fuel. Language development was less in rural children due to inadequate interaction of the mothers with children. Most villages had no creches which prevented girl child attending school as she was need for sibling care. Most women in rural areas were ignorant of the food needs of the family. Household food distribution in rural areas left women as the last person to eat. Anaemia and B-Complex deficiencies occurred in 30 to 40 per

cent of women. Rural women did not see education as an asset as they see educated youth without employment. The awareness about development programmes are limited. Though in policy making level the concern for women has increased, the women in rural areas still follow their foremothers in their orientation towards family farm and family welfare, education and unity issues (Haney and Miller, 1991).

Recognising the realities of poor women's lives in the developing countries is the first step in designing project that can both reach these women and help them to increase their control over the return from their work. Breaking the cycle of drudgery is the place to start. Successful projects have taken this factor into account in a number of creative ways. Sen (1989) argued that this improved systematically the positions of women inside and outside the households in many societies and found out the necessity of treating gender as a force of its own in development analysis.

Women constitute half the human resources of the nation, and yet they remain as backward citizens and weaker sections of the population. The fruits of development have not reached them to the desired extent. This affects adversely all our efforts and preparation for entry into 21st century, as a strong nation. To accelerate development, it is necessary that the rural women participate in, and contribute effectively to developmental efforts (Devadas, 1989).

The cardinal aim of rural development is balanced social and economic development including generation of new employment, equitable distribution of incomes, widespread improvement in health, nutrition and housing, greatly broadened opportunities for all individuals to realize their potentials through education and a strong voice for the rural people in influencing the decisions and actions that affect their lives.

The NPP recommends increasing women's access to productive resources such as land for cultivation, credit inputs and other assets like trees, animals, house, family wealth, shops or any other income generating establishments or assets must be ensured. For maximising impact, wherever possible the group approach must be adopted to mobilize and organize women (Paralikar, 1989).

Sithalakshmi and Thangamani(1987) recognised different elements of women's development as given in Figure 2.

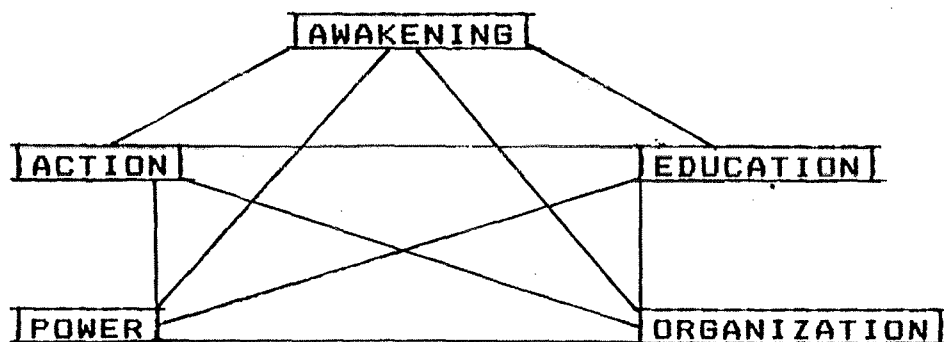


Figure 2 Elements of women's development

The Government of India has emphasised from time to time the need for development of women (human development and human resources development). Accordingly, the Government provided policy guidelines on women in the successive Five Year Plans. In addition, special working groups, committees and commissions were constituted from time to time to make indepth study on various issues of women and to provide necessary guidelines for action by government departments.

2 Women's Empowerment:- concepts and approaches

The word empower is taken from Power. The English word Power is derived from Latin and means to be able. Power involves one's ability to realize one's potential and to achieve one's goals. Steiner (1968), Bunch (1980), Jenkins and Hoyman (1984), Pearson (1985), Allen (1986), Morales and Shiefer (1986), Solaman (1986), Lum (1986) and Germaine and Gotterman (1987) quoted by Goodluck and Schact (1988) viewed the concept of empowerment as reflection of change of mind set which implies positive perception of each person's intrinsic and extrinsic value.

The meaning of the term Empower as given in the Webster's New Dictionary (1974) is to give power to, 'authorize, to enable and to permit'. Hornby(1974) explains empower' as give a power or authority to act. The synonyms of empowerment as given by Roget (1972) are, confer a privilege , licence, authorize, obligate and accredit.

Devadas *et.al.* (1989) have documented the concepts of empowerment as perceived by their colleagues as follows.

" Empowerment is a state of mind or attitude of a person. An empowered woman has a positive self image and takes an active part in decision-making related to herself and her household. She is conscious about herself and has knowledge about self. She helps empowering her children regardless of their sex.....

Empowerment means building up one's own potentials for improving one's own welfare and bringing about constructive changes in the lives of other people.....

Empowerment implies self- confidence and understanding of the importance of human values, desire for better tomorrow and knowledge of the methods of achieving the same. It also implies that women can be responsible for their own lives and decisions.....

Empowerment means that women have equal opportunities, rights and privileges as men in all aspects such as education, employment and possession of property. They have an equal, if not major role in decision-making and their decisions are accepted by others. Society shows concern and recognition for their contributions."

These statements highlight the fact that the empowered woman is a wholesome personality and she does not run away from familial responsibilities, rather discharges them with a greater conviction and larger perspective.

According to Devadas *et.al.* (1989) the concept of empowerment is related also to the concept of freedom. Freedom refers to the absence of constraint in choice and action. Empowerment is a multidimensional process which enables individuals to realize their full identity and powers in all spheres of life. Empowerment may be presumed to consist of greater access to knowledge and resources, greater autonomy in decision making, greater ability to plan one's life, greater control over circumstances that influence one's life and ability to overcome the restrictions and constraints imposed by customs, beliefs and practices if they constrain the action.

These concepts imply that the empowered woman possesses the following attributes.

- Positive self image and self-esteem
- Self-confidence
- Competence
- Economic security
- Responsibility for decisions
- Awareness of their needs and rights
- Reaching one's potentials
- Taking active part in decision making in the household
- Freedom to express oneself
- Holding responsible positions
- Realizing that women are in no way inferior to men in creative abilities and capacities
- Not discriminating in providing education and job

opportunities to girl children

- Being effective leaders in positions
- Being efficient in all activities from kitchen to the top chair of an organization

John (1990) defined power as the capacity to ensure the outcome one wishes and to prevent those one does not wish. Power in the social connotation is the capacity to bring about certain intended consequences in the behaviour of others. Part of the story of power in any society is the reality that many are powerless. Another part of the story is the efforts towards empowerment such as struggles for racial justice and women's rights. Strictly speaking there should be no citizen who is utterly powerless in the society. Every one should have a stake in the system (Bhasin, 1983).

Hersey and Blanchard (1988) viewed power as a concept which is closely related to the concept of leadership. For power is one of the means by which a leader influences the behaviour of the followers. Russel (1938) quoted by Blanchard defined power as production of intended benefits. Beirstedt (1950) defined power as the ability to employ force. French (1956) defined power that a person A has over person B minus the maximum force which A can induce on B minus the maximum force which B can mobilise in opposing direction. Power is a resource which may or may not be used. The use of power resulting in a change, is the probability that a person or group will adopt the desired behavioural change. That process is defined as, 'influence'.

The difference between power and authority is that authority is legitimized by virtue of an individual formal role in the social organization. Power is ethically neutral and can be used for good purposes or bad. Strength, customs, organizations, beliefs, public opinion, symbols, information and economic strength constitute the major forms of power. A familiar feature of economic power is that it is readily translated into other forms of power.

The authors also suggest ways to achieve empowerment. The various strategies can be divided mainly into three levels; micro-level which includes the individual, the family and the extended family, the meso-level which includes the ethnic groups, the local community and support network or clan systems and macro-level which includes complex organizations and larger populations.

There are several roles which one can adopt to empower people. First, the resource consultant's role which involves linking persons with resources, enhancing their self-esteem and increasing their problem solving capacities. Second, the sensitiser's role, which involves helping a person to gain self-knowledge. Third, the 'teacher-trainer's' role in which one facilitates the learning process.

Moser (1989) and Moser (1989) quoted by Sandbergen (1991) are of view that empowerment of women can be reached only bottom up by means of women's organizations which have the capacity to mobilize and organize women at grassroots levels. Women's

empowerment can be realized only through meeting strategic gender needs and interests.

The effectiveness of a programme for women's empowerment through education, development of economic skills and creating of alternative power structure with a totally feminist perspective of the Social Life Animation Movement under Solai Women's Emancipatory Education-cum-Action Programme has been reported by Mathew (1991).

Empowerment is not a new concept. What is new is the surfacing of the power of one's own strength among her own women and sharing ideas, knowledge and positive self-image with others. Empowerment becomes a way of enabling others to achieve their fullest development.

B Role of extension education in development

1 Extension education - concepts and approaches

2 Women and extension education

1. Extension education - concepts and approaches

The term extension education was first coined and used in the year 1873 by the Cambridge University in England to mean an educational innovation and its purpose was to take the educational advantages of the university to the people at large, where they lived and worked. The American extension movement was started in Chicago in 1892. The terms Agricultural extension and Co-operative extension education were officially adopted first by

the U.S.A. by passing the Federal Smith Liver Act of 1914 (Singh, 1982). The Act provides that:

" In order to aid in diffusing among people of United States useful and practical information on all subjects relating to agriculture and home economics and to encourage the applications of the same there may be agricultural extension. Agricultural extension work shall consist of giving instructions and practical demonstration in agriculture and home economics and related subjects thereto persons not attending regular colleges and imparting information on these subjects through demonstrations and publications" (Kelsey and Hearne, 1963).

The splendid purpose of the Smith Lever Act was to improve man, enlarge his mental horizons and give intelligent directions to his efforts. The efforts will also aim to add comforts to the country homes, lighten the burdens of women, afford greater opportunities to boys and girls upon whose shoulders must fall the responsibility of home and the burdens of government (Varman quoted by ^{Kelsey and} Hearne, 1963). The Land Grant tradition demands that co-operative extension work be useful at the highest level of public need with challenging educational dimensions. The aim is to help the families use their own resources and resources of science, education, government and society to develop useful and satisfactory lives. The importance of extension of knowledge through educational process is being increasingly recognised by scientists, planners and political leaders. The emphasis is on the development of democratic institutions and use of democratic methods to attain the national objectives. Emerging from the

acceptance of this idea is the concept of ways to help rural people learn to improve their levels of living by aided self-help through extension education. According to Swanson and Claar (1984) rural extension can cover one or all aspects of rural development. Based on a review of 40 definitions, Misra (1990) identified the dimensions of extension as articulative, educational, communication intervention, behavioural, technological, research, inputs, income generation and professional management. Rural development in democratic societies is neither a matter only of plans and statistics nor targets and budgets. It is not technology and method, material aid and professional staff, or agencies and organizations to administer them. Rather, it is an effective use of these mechanisms as educational means for changing the mind and action of people in such ways that they 'help themselves' to attain economic and social improvements. Hence the process is one of working with people, and not for them; of helping people become self-reliant and not dependant on others; of making people central actors in the drama, and not stage hands or spectators. In short, it is helping people by means of education to put useful knowledge to work for them. This process is the essence of extension education. If Community Development is conceived as an objective, extension education is the means for achieving it (Leagans, 1961 and Bradfield, 1966) . Extension education regards man as the crown of creation, with infinite capacity to gain knowledge, skill and abilities for overall development through education (Singh and Vijayaraghavan, 1986).

Rural development in the ultimate analysis evolves provision of opportunities for the optimum utilization of human resources in rural areas (Desai, 1988).

Empowerment of women is an integral part of the rural development process, which can be achieved through extension education. "Extension education process is the most promising and possibly the only vehicle for involving rural masses in programme development and in teaching them how to help themselves with a minimum of government aid." Without central emphasis on change through extension education, rural development programmes could easily drift into a condition of having their major focus on physical and quantitative achievement, thus overlooking qualitative gains. The power is motivated human ability and the method is extension education (Leagans, 1961 and Odell, 1986). Extension work - the education of people to help themselves is a means of guiding the necessary changes in the right direction. The villager is not equipped with the knowledge needed to make proper choice. She needs to be taught true values. She may not know how to get benefits out of the services provided. Much patient and concerted effort will be required to show her that the resources can be utilized to everybody's advantage. The villager must have the confidence that one agency atleast, mainly extension has interest at heart and is equipped with expertise, experience and understanding to lead her along the path of productive endeavour (Butt, 1961).

In most of the earlier attempts to improve the conditions of the rural families, the emphasis was on the improvement of cultivation methods and increased food production. The present concept of extension has combined the concern, the philosopher and philanthropist have for the development of the whole man with the methodology and efficiency of organized programmes. It recognises the need for scientific knowledge and the large scale development of the whole man, for total involvement, total participation and total conviction. It is this change of emphasis that most clearly distinguishes the present day extension educational work in India, from the earlier efforts in this direction. The primary aim of extension education is thus to influence attitudes, modes of thinking and ways of doing things (Christenson and Rebinson, 1989).

The future role of extension in partnership may be substantially different from the present norms. The very idea of partnership is deeply entrenched as a fundamental commitment. As a partnership broker extension will need to be perceived by potential partners as operating in the interest of those partners and not in the interest of extension for all. This neutrality may reduce extension's direct participation in partnership and increase the importance of facilitating the partnership process among others. Full partnership participation requires leadership, commitment to common goals, a willingness to share resources and capacity to engage in a shared process. Extension has excelled in all these directions (Patton, 1986).

The author further emphasises the unique position of extension in facilitating collective action through partnership creation. No government agency could be fully trusted to take on this role because government agencies inevitably become involved in support of whichever group is in power at a point of time. No business entity could be completely trusted to fulfill this function because they operate to support their own financial interests.

Extension, more than any other organization in the modern and future society, sits at the centre between the government sector, the public non-profit sector, the private non-profit sector and the private business sector. With its institutional base and its roots in local communities, extension is uniquely poised to play the role of partnership creator, mediator, broker and facilitator. New communication and problem solving technologies will be part of extensions partnership building methods (Meirer, 1989). Extension education is the only process known which reaches out to the individual and teaches her to manage her resources effectively. Historically extension has derived programme agenda from the people it served (Adelaine and Foster, 1990).

This is an information age. Mankind has moved from a "community control era", when co-operative extension was established in 1914, to a "mass society era" which has now peaked to an "information age". With increase in relative importance of information, Dilman (1986) and De Shler (1990) point out several needs for extension : (1) extension education is learning with

the clientele rather than being their teacher (2) overcoming information overload by getting information to clientele, when they need it (3) adapting information to local conditions (4) helping both economically productive sector that has access to technology as well as helping those without resources to acquire and use new technology. Meeting these challenges of the information age will require attention to the values and beliefs that guide us as we work to provide the clients with information and help them solve their problems.

According to Patton (1985) extension is in danger of ignoring the core elements that have made it what it is recognized to be throughout the world namely, the most effective informal adult education in history. The danger lurks in the current fascination with innovation and change. Certainly extension must be aware of, and responsive to, changed conditions and emergent needs. But that awareness and responsiveness should be firmly rooted in the traditional strength and core values of extension.

Extension implies missionary zeal and commitment to developing and empowering the human system through education. This role is unparalleled throughout the globe (Boone, 1990 and Boyle, et al., 1990).

Educators need to understand that economic considerations are most likely to motivate people to change issues. Therefore programmes need to be conceptualized and marketed in ways that address directly personal monetary incentives and economic

interests (Jenson, 1989 and Locker et. al.,1990). Rural development activities are directed at multiple objectives of income generation and non-economic goals and future of extension in the area of rural development is promising as it has unique relationship with the government (Wayne, 1991).

Rivera (1990) has identified three major developments which confront extension internationally. They are: (1) attack on extension as institution (2) controversy about models of extension (3) learning lessons about effective extension. Each of these developments has its own strenghts and weaknesses. While extension is flexible to adjust to any model, procedures are needed to ensure that its organization evolves along with desirable changes in its target audiences and technologies. The procedures should operate within the principles of situation specificity, economic sustainability, system flexibility and system wide participations.

Astroth and Robbins (1986) state that local control of programme is the heart of extension. In order that extension continues to be strong and viable organization, it is important to influence public perception and generate grass root support by helping people to help themselves.

Roling (1979) observed that compared to the attention given to extension methods, the work done on extension content has been rather limited. Extension is a tool to reach objectives . It is purposive. It seeks systematically to achieve the objectives set. The objectives may include increasing agricultural

productivity or improving the quality of rural life by teaching people make the best use of resources or helping people to improve their social positions by organizing associations or co-operatives. Extension objectives can be reached only by changing people's behaviour.

The author further viewed that extension was the policy instrument to achieve change which can only come about as a result of people's voluntary decision to change. To be effective, extension must focus on and try to remove the actual bottlenecks which keep people from making the desired decisions. Extension must be target group specific. It can only solve problems for people who are homogeneous in the bottlenecks they face.

In this context the author identified two objectives of extension namely 'do for' and 'do with'. While in the 'do for' objective, the content is determined by the change agent, the do with organisation involves decision of the community. The author feels that great strides could be made by combining both the objectives.

Extension education has become the largest problem-solving educational system of the world. It has introduced a new philosophy of education and has brought about a peaceful revolution, particularly, in the agricultural sector. It has also made the rural community aware of their importance, rights and values and has created in them a feeling of self-confidence and self-respect (Singh, 1982).

Jalihal (1986) has emphasised that one of the specific roles of extension is educating people to enable them identify problems, get them motivated to apply scientific knowledge, develop desirable changes in behaviour, get acquainted with various kinds of services available from different agencies, providing inputs and educate rural youth and women.

Reddy (1986) sketched the future role of extension in creating human resource to absorb high-tech solution in rural areas and creating human resource for scientific management of rural extension. More thinking is needed to organise people and making them improve upon their performance besides focusing on technical innovations. More attention should be paid to organize women for rural development.

One of the instruments that is widely used in attempts to bring about economic development in low income countries is, extension education. By providing agricultural or rural extension, agencies and organizations seek to influence development - related knowledge and information process among the rural communities. The five major approaches to rural extension identified by Huizinga *et.al.* (1982) include (1) the commodity approach where the farming decision are taken by the scheme management and not by those who work in the field (2) the technical change approach where the research workers and

scientists attempt to find solution to what they perceive to be farmer's major technological problems. Once the solution is in hand, the next step is to develop it into a package of practices and diffuse the new knowledge. This sequence of Research, Development and Diffusion is known as R.D.& D model. (3) the target group approach . The extension approach that takes cognizance of the fact that there are different categories of rural population is 'the target Group approach'. The target group approach implies that detailed knowledge is available about the actual situation of these groups or people. The role of extension in this approach is communication. Communication stimulates and motivates people to organize themselves. Target groups are not really groups in the sociological sense of the word. They are : the functional group which aims to work with particular groups of people. The functional group approach is mixture of five elements - the approach requires that groups of rural people through participatory and action - oriented research are first mobilized for action. Then those groups need to be organized under income - generating activity with the intent to accept a joint responsibility for each other's behaviour. Training component for extension workers as well as group members, funds to support the programme, technology for income-generation, organisational net work of services and micro level planning from below form part of the approach.

The Institution building approach aims at creating the institutional framework that would enable the clientele to get hold of what they need and to market what they have produced.

The institutions can be geared towards the needs and problems of the group. In the case of poverty-oriented thinking in rural development the development efforts are almost by definitions directed to those who are in fact powerless in their societies. Providing them with technical knowledge along with institutional framework that allows them to obtain inputs and infrastructure is satisfied through institutional approach.

Extension systems

The systems of agricultural extension are many. A survey by Swanson and Rassi (1981) showed that throughout the world over 2,90,000 men and women are working in agricultural extension. The scope of their effort is enormous. It includes indigenous learning systems, which are everywhere and carry the main burden of agricultural education for many rural people.

Axinn (1987) divided agricultural extension education system into delivery and acquisition systems. The main idea of a delivery type of organization is that there is a body of information which farmers need. The organization either has information or can get it and the purpose of the organization is to deliver the information. Besides information there may be other inputs such as a fertilizer, seed or credit as in Government extension in India, Pakistan, Bangladesh and Thailand. Programme targets, goals and objectives tend to be fixed by government and strategies, tactics and other aspects of implementation are decided centrally. In the 'acquisition' system group of farmers organized in one way or other can reach out

beyond their villages and acquire the information they need. In countries like Malaysia and Nepal, these are found operating along side of Ministry of Agriculture Extension System. Indonesia has experimented with several types. At their best, the Communes and Brigades of the Republic of China are acquisition system. In acquisition system, programme targets, goals, and objectives are fixed by members of the group themselves and strategies, tactics and other aspects of implementation are different from one village to the next and from region to region within a country.

There are many new and increasing number of agricultural extension efforts, but these tend to be small, scattered, sometimes combining research and extension activities. The World conference on Agrarian Reforms and Rural Development (WCARRD) organised by the FAO in Rome in 1979, suggested clear advantages of the 'acquisition' system.

The analysis of country experiences in the implementation of the WCARRD programme of Action published by FAO concludes that an increasing number of countries are showing interest and are trying the participatory approach in extension as a way of reaching large numbers of people more effectively. Women are specified as the main target clientele of such extension activities.

In India, the general approach, organizational responsibility and delivery system of agricultural extension has evolved rapidly and radically. Most agencies concerned with the

agricultural development process are concerned with extending knowledge (Rivera, 1987). Following independence in 1947, the Government of India initiated single-line agriculture extension service which was discontinued with the introduction of Community Development Programme in the year 1952. In the Community Development Programme, village level workers (VLWs) were employed to provide a wide range of public services, although they were expected to devote 80 per cent of their time to agriculture. Consequently, the past experience demonstrates that extension has neglected other areas of development and failed to integrate non-agricultural population and women.

2. Women and extension education

The extension system does not have the mandate to reach farm women nor has been oriented to specific tasks performed largely or solely by women. Research has not focussed its attention with the objective of devising ways and means of skill improvement and task performance of women. Many practices carried out by women have no feed back mechanism to reach scientists and innovation procedures (Paralikar, 1989). Institution for training and research in agriculture could only think of Home Science as a subject suitable for women making it necessarily confined, leaving out to specifically mention a few areas -agriculture, forestry and livestock rearing as 'non-traditional' areas in which women could be trained (Mazumdar *et.al.*, 1988). Extension activities have generally bypassed women. Most local government staff, researchers and rural

visitors are men. Most rural people with whom they establish contact best are men. As a result female farmers are neglected by male extension workers leading to a widening of the gap between labour productivity of men and women (Boserup, 1970, Chambers, 1983 and Prasad, *et.al.*, 1988).

The launching of the Community Development Programme revealed the need for a number of Home Science trained workers, Gramsevikas. The main functions of these workers were to change the attitude and outlook of the people with major emphasis on home and family improvement coupled with agricultural productivity. The Community Development and extension services, with their emphasis or lack of emphasis, on agricultural training of women, is designed to obtain their participation in social welfare activities (Devadas, 1961). Lewis (1984) viewed home economist's role as that of a change agent who prepares females as well as males for the kind of environment in the context of changing gender roles. In this role there are three goals, achieving psychological androgyny, increasing life option and achieving equal opportunity.

It is often said that the mainstream services have not reached rural women, because they are not educated, and not organized. For this situation, women themselves are to be blamed. While it is true that women are not organized, where there are women's groups, extension workers make little or no effort to work with them (Jiggins, 1988).

Most information on women's activities in farming come from field studies of sample households in rural communities and not from national systems of economics and statistics. The latter do not collect any information on the non-farm work in the households. Even for farm production, they understate the contributions of women because the census and its surveys are based on the household (or the farm) as a unit where women tend to be assigned to the category of house wife (Beneria, 1981 quoted by Frank, 1988). The study on 'Subsistence Agriculture Versus Cash Cropping - The Social Repercussion'- conducted by Rennie (1991) points out that the recent shift to cash cropping almost invariably led to the deterioration of women's status as indicated by landownership and access, nutritional status, time allocation, credit available, cultural attitudes and literacy.

Fink (1991) noted that tensions generated by multiple changes in agriculture, manifest role confusion. In hilly regions of Uttar Pradesh, where migration of man is accepted as a way of life, women function as *de facto* heads of households besides their major role in farming. Extension programmes in these regions often suffer due to lack of motivation for the officials to stay in such regions. The study by Dubey (1988) and Singh and Sharma (1988) indicate that unless hill people with fair share of women committed to the cause of hill life are put on the job, no worth while development can take place .

In a study in Haryana, Kaur and Sharma (1988) found that in spite of the Equal Remuneration Act, differences in wages of men and women continued to be unprotected. Labour surplus and

lack of conscious organization of women have led to their poor bargaining power and forced them to work for modern agriculture. This was due to lack of training, indicating drawbacks in the extension programmes. The authors opined that complete mechanization was not desirable till adequate training was given, and the unskilled women adapted themselves to the changing systems.

According to Reddy and Prasad (1988), women in Meghalaya enjoyed privileges according to the customary laws of the tribals. Women also were more responsive than men to extension activities. The women scientists in this region considered technology as gender neutral. A woman took part in a majority of farm operations, influenced decisions, adopted improved practices and participated in extension programmes to a considerable extent. But the extension methods employed were male oriented, on the assumption that the husband communicates information to the wife, was seldom true. Tribals of Jhabua in Orissa were decision makers in the family but they never came forward for discussion, even on issues relating to their welfare. Personal media and exhibitions seemed to enthuse these in communication (Deshpande *et.al.*, 1988).

According to Bodade *et.al.* (1988) the trouble with tribal development is not the lack of appropriate technology but the time it takes to get translated into practice. Studies conducted under the ICAR-initiated coordinated programme for schedule castes operating at 19 centres revealed that women were major

earning members and played an important role in the financial management of the family. They are at a great disadvantage in terms of total assets, training, skills and Institutional credit.

Statistics and case studies indicate that the planners and technologists understand very little about the process of acceptance, utilization, and dissemination of improved technologies in the rural areas. As a result the technologies have limited effect on the improvement and well being of all the members of the community (Carr, 1985; Devadas *et.al.*, 1988 and Kaur and Sharma, 1991). The conceptual analysis of Bhandari (1985) suggests that the impact of technological change on rural women should consider the overall welfare implications in terms of quality of life rather than simply increase in income.

Having had little access to man dominated market network, women are compelled to operate within a framework where they are told what to do. Women are not to ask questions, and they often work in a state of subordination in which innovative ideas and freedom of expression get curtailed. In most plans of agrarian development, women are not treated as partners, but are only accommodated, often in activities like basket weaving, rope making, soap making, bidi rolling, sewing and embroidery. While the importance of such activities cannot be underestimated, enough thought has not been given to the idea of listening and learning through collaboration with poor peasant women.

Biological factors, illiteracy, low skill and limited occupational mobility are the major handicaps, which prevent

women from spreading to organized sector, but concentrate on low-paying jobs indicating that working women on the whole are relegated to the background. More than 70 per cent of the women are in this sector. Given the cheap availability of labour, there is a chance of more and more activities diverted to this sector (Rama Devi, 1991 and Sudhakumari, 1989). Isely (1988) citing Jordan, Bangladesh, Thailand and United States experiences opined that socially -rooted bias in disciplines which study or work with people affects data gathering, analysis policy and action. Beliefs keep important information away from women.

While women are interested in acquiring skills through training, their reluctance to take part in programmes even in Mahila Mandals and households because of the social barriers and no one to look after the children at home (Kashyap and Sharma, 1988). They also preferred stipend and free supply of working kit along with the provision of basic amenities, organized group action is required to reduce drudgery and to harness their skills.

An evaluation of the Training and Visit (T&V) system in selected states (Kapur, 1988) shows that participation of women contact farmers is negligible in the programme as can be seen in from the following data.

Women contact farmers in T & V in selected states

<u>State</u>	<u>Contact farmers (Number)</u>	
	Men	Women
Haryana	118,800	33
Gujarat	288,400	1,489
Karnataka	290,980	44,561
Rajasthan	330,000	Negligible
West Bengal	355,760	Nil
Uttar Pradesh	174,800	Nil

The presumption that any information given to men will be passed on to women proved incorrect since men seemed to consider women as mere co-labourers rather than partners in production. Most front-line workers are men and they seemed to be primarily concentrating on farm operation performed by men. The extension needs of women are often considered to be in the disciplines of house service, tailoring and similar domestic vocations. Even in Kerala state, where women form an important part of extension personnel, farm women are not generally contacted by extension workers and only extension messages are written in a note book, if menfolk are away (Menon and Bhaskaran, 1988). While communication can be established easily with men on the road side, in tea stalls and social gatherings, women have to be approached formally, either in the field or at home. With the responsibility of home and outside work women do not have much spare time. Therefore they send their daughters for training. Girls do not have much opportunity to put into practice what they have learnt. At best they can serve only as information source to the family (Srinath, 1986). However, Rajalakshmi (1989)

reported that women contact farmers were not only good in absorbing the new knowledge but also were useful in disseminating them.

A follow-up study of the Lab to Land Programme in Almora showed a reversion of females to their traditional practices in the very first year of withdrawal of the programme, and the major reason attributed for the reversal was illiteracy, overload and problems of women's invisibility, powerlessness and marginalization in the development process. Technology transfer must be considered against the backdrop of several factors such as literacy, access to resources, and socio-cultural matrix. Special components need to be incorporated to highlight women's issues with special reference to rural women's enterprenuerial development, management and organizational inputs, development programmes focusing on rural women, work simplification and drudgery relief and functional literacy (Kanwar and Korane, 1988).

Figure 3 (Perumal, 1987) depicts the integrated approach for development of women engaged in economic production.

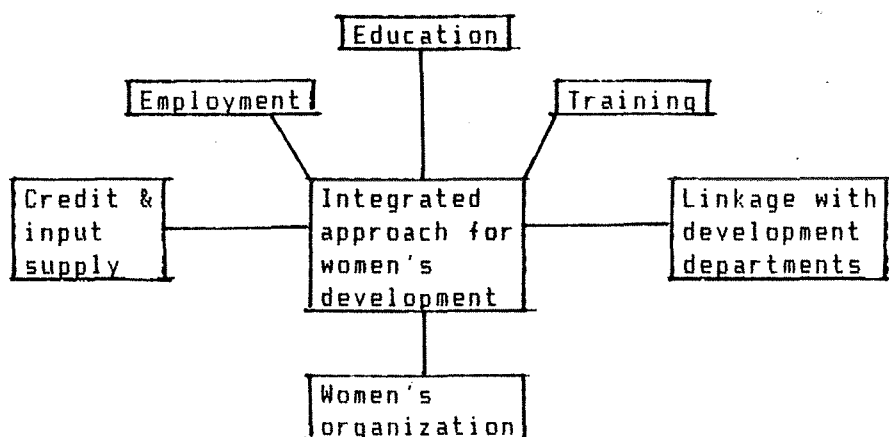


Figure 3 Integrated approach for development of women

The loan issuing nature of Integrated Rural Development Programme without proper educational component has resulted in certain paradoxical conditions such as milch animals spoiling the sanitation of the surroundings, beneficiaries not consuming milk, lack of ability to assess returns and compulsion of girls to discontinue school going, in order to take care of the animals. For the effective implementation of any development programme involvement of grass root organizations cannot be over emphasised. Mahila mandals and youth clubs envisaged as a part of the Community Development Programmes could not perform satisfactorily, mainly because of lack of clarity in objectives, inadequate finance, inability to reach all, absence of meaningful programmes, multiplicity of efforts, lack of inadequate staff, guidance and lack of support from men folk and noninvolvement of grass root workers in formulating programmes (Sithalakshmi, 1991).

Priority must be given to women in extension services by women extension agents. They should create awareness about possibilities for women. Extension services must be geared towards the needs of rural women. Many women now share responsibilities of production and they need to have information on improved practices which must be brought where women are, and women should be included in planning extension services (Nash *et.al.*, 1987).

The review of literature under the study mainly covered theoretical aspects of empowerment and extension. Though there

are number of experiments and programmes aimed rural women's development efforts to measure their impact on empowerment of women have been minimum. The authors in the field of extension perceived extension education as an useful interventology in bringing about behavioural change in the society.

The study by Devadas *et. al.* (1989) on concepts of empowerment and efforts by Mathew (1991) towards demonstrating the method of empowerment are noteworthy. However, in the latter study no data base was available to indicate the change in the level of empowerment. Similarly, action oriented research related to women in fishing villages was scanty. The present study thus is a pioneering effort towards a scientific approach for developing a methodological framework and propounding a suitable action plan following the principles of extension education.

METHODOLOGY

III METHODOLOGY

The methodology for the study **Empowering Rural Women through Extension Education - An Action Research in a Fishing Village** consisted of the following steps:

- A. **Development of a model for empowerment**
- B. **Target group application of the model and**
- C. **Evaluation of the model**

A. **Development of a model for empowerment**

Definition of the term model

A model is a strategy for functional analysis of complex processes. The basic purpose is to express a rationale in the form of functional framework within which one can integrate his knowledge, develop an ability to process information and expand the capacity for reasoned thought in analyzing complex value-laden problem solution (Smith, 1975 and Leagans, 1989).

Theory of changing requires the selection by theoretically minded practitioners of thought models appropriate to the purpose. While the researcher is concerned with the behaviour change brought about by new factor the practitioner is concerned with how to engage in changing (Chin, 1961). The term model in this study refers to a package of concepts, features, activities and factors related to empowerment.

Methodology for development of the model consisted of:

- a. Selection of the method
- b. Definition of the terms involved in the method and
- c. Application of the method

a. Selection of the method

Empowerment is an emerging concept in the context of rural development and evolving a model for the same demands thinking of several experts in the related fields. Hence a Delphi exercise (Martino, 1972 and Linstone and Turoff, 1975) was attempted to arrive at convergence or consensus on the conceptual frame work in this investigation.

Delphi is basically one of the forecasting methods applied in futurology. The aim of Delphi is to seek a reliable consensus among homogeneous group of experts on a technical topic. The method attempts to organize intuitive knowledge about expected or unexpected events. This is achieved by a series of questionnaires mailed to an expert group in such a way that the experts do not meet face to face to debate. Delphi reduces the distortions commonly associated with committed meetings viz. undue influence of dominant or eloquent personalities. Delphi method involves repeated addressing of the same questionnaire to the same experts so that replies to the questions converge on some specific opinions. From the second round onwards the panelists are informed of responses to the previous rounds. They can refer to the results of the group opinion when answering the questionnaire themselves and can justify major deviations

made by them from the group response. The Delphi procedure is characterized by three features which distinguish it from the usual method of group interaction i.e. anonymity, controlled feed-back and statistical group response (Jillson, 1975 and Ramani, 1988).

b. Definition of terms involved in the method

Round:- A Delphi sequence is carried out by interrogating a group of experts with a series of questionnaires. Each successive submission is referred to as a round.

Questionnaire:- The questionnaire not only asks questions but also provides information to the group about the degree of group consensus and also arguments presented by members.

Panel:- The collectivity of experts responding to the questionnaire is referred to as panel.

Expert:- Expert is a person who has knowledge and experience in the fields related to the study.

Director:- The agency (in this study the Investigator) responsible for collecting panel responses and preparing the questionnaires.

c. Application of the method

The following procedure suggested by Linstone and Turoff (1975) was adopted for conducting the Delphi sequence.

Selection of panel :-

Experts in the field of rural development extension education, sociology, psychology, home science and women studies who had relevance to womens' empowerment and those who had direct impact on the field were considered for the Delphi panel. A list of such experts was drawn from documented sources such as the list of participants in recent seminars and conferences in related fields, consultation with local experts and the Investigator's personal knowledge. From this list a panel of 100 experts was drawn. These experts were spread all over the country.

Development and administration of the questionnaire:-

The questionnaire consisted of the two sections, the introductory and interrogation. The introductory section consisted of a letter from the Dean, Faculty of Home Science from the University giving (i) a brief introduction to the programmes of the University and its contributions to rural development in general and women's development in particular and the Investigator's competence to carry out research in the topic of empowerment (ii) the overall objectives and need for the study in the present context of rural/women's development and (iii) a brief profile of women in fishing villages of India, from whom a sample will be drawn to test the model. It was felt that this information would help the experts to judge the level of their participation and value of their response to the research. In the interrogation section of the questionnaire four questions were asked. The first question was open-ended one asking the

experts to state what the concept of empowerment meant to them.

The second and third questions asked the experts to identify the features^{and factors} of empowerment based on examples given in consultation with local experts.

The fourth question was to get suggestions on activities which the expert thought should be carried out to actualize the concept of empowerment stated by her/him.

First Round:- The objectives of the first round were to

- Invite the experts to participate in Delphi sequence and to obtain their concurrence to serve in the panel through all the rounds.
- Brief the experts on the objectives and needs of the study and expert's role and contribution in achieving results in the investigation.
- Develop a conceptual model of empowerment consisting of definitions of the concept, its attributes, activities and factors for actualizing the concept. Concept is a classification by definition of some phenomenon which may or may not be variable. It refers to a set of observable phenomena (Forrester, 1971).
- Provide details of Delphi method and tell them how to participate in the sequence.

In the first stage the questionnaire was mailed to 100 experts. Forty of them responded, four expressed their inability to serve in the panel and others did not make any response.

The responses were examined from the point of view of their relevance to the concept and those responses which did not give any meaningful suggestion were eliminated. Thus at the end of the first round 36 responses were available. Under features and factors together, 120 items were suggested with number of variables overlapping.

Delphi second panel

In the second stage it was aimed to select the best six concepts and the major features, factors and activities related to it. Shortlisting the the features and delineating factors and activities were also expected to be useful in developing instruments for measuring the effectiveness of the model. The process of collecting and editing the statements and large number of features, factors and activities recieved through the first round was the largest single task in the exercise in terms of both clerical and professional judgement. The questionnaires received were initially photocopied and kept aside as a master document. The questionnaires were then computerized giving codes to respondents and responses. The definitions, features, factors and activities were edited to eliminate ambiguity, taking care to preserve the intent of the originator. The ^{features and} factors were pooled and similar ideas and activities were grouped. The activities were also grouped according to the content and presented to a second panel of 10 experts other than those who served in the main panel with the following objectives.

- Reduce bulk of the responses from the Delphi panelists with a view to facilitating quick action and also economise on postage in mailing the questionnaire owing to the geographical distances in which the panelists were located.
- Avoid difficulty in judgement due to overlapping of responses.
- Help Investigator develop tools to quantitatively evaluate the effectiveness of the model.

The second panel was provided with a questionnaire consisting of 36 definitions of empowerment and list of features, factors and activities. The panel was asked to rate each definition using the following criteria:

- Number of ideas covered in each definition
- Relevence of each idea to the given concept to examine whether the respondent has understood the purpose
- Presentation of each statement

A three-point rating scale was also provided to rate the statements.

Having selected the statements the members were asked to select 12 statements according to their priority. Similarly, the groups of features, factors and activities which were to be rated as major, minor and irrelevant were also presented to them and were asked to order them according to their priority within the group and among the groups.

Second Round:- In the second round of the Delphi exercise the questionnaire administered consisted of 12 statements of

concepts, eight groups of attributes, two groups of factors and five groups of activities obtained through the sub-panel. The panelists were asked to select six concepts and rank them according to their preference. They were also asked to rate the factors and activities on a three-point rating scale and identify the related factors. The questionnaires are given in Appendix I A, B and C. Only 20 experts returned the questionnaire. The responses were grouped and analysed.

B. Target group application of the model

The second objective in the study was testing the model arrived at through experts' consensus with a selected group of rural women and to evaluate its effectiveness in bringing about empowerment. Action research was considered as the most appropriate design for carrying out this part of investigation. Jimmerson (1989) had recognised action research as a system that helps client generate and communicate knowledge about themselves so that they can gain influence and power in an information era. Action refers to the interactions between the change agent, the client and target system. Action system can be used to obtain sanctions and a working agreement or contract, identify and study a problem, establish goals for change or influence the major targets of change (Specht and Vickery, 1977). Action research is an experimental or a quasi-experimental design. Kelly (1985) quoting Rapaport (1970), Lennung (1980) and Pushpamma (1988) considered action research useful for understanding the change process in a social system.

According to Ban and Hawkins (1990), action research should not only contribute to our knowledge and understanding of present situation, but also to the ability to change the situation. Action research helps an extension agent with his learning process. Action research can be used to develop extension agents and stimulate an enquiry mind.

The model for empowerment developed under the present study primarily aimed at producing behavioural changes in the target group. It was felt that an effective adult education procedure would be required for the field application of activities. Roling quoted by Verma (1987) views extension as an interventology, a science of intervening in the social process. Extension deals with a special variety of intervention which use communication as the leverage to achieve voluntary change. Hence the procedure of extension education consisting of the following steps was adopted in the target-group application of the empowerment model.

1. Selection of target group
2. Situational analysis
3. Planning of action programme
4. Execution of action programme and
5. Evaluation of action programme

1. Selection of target group

Women in fishing villages who form an important segment in the rural population were selected as the target group for testing the model for the following reasons.

- Women in fishing households have been hitherto neglected and bypassed by development programmes due to the remoteness of the villages.
- Fisherfolk often remained in isolation because of their backwardness and socio-cultural barriers (Drewes, 1982 and Srinath, 1986).
- Investigator's intimate knowledge about the fishing communities and her experience in conducting studies on their behaviour will be useful in arriving at meaningful interventions and interpretations.
- The research called for continuous interaction with the target group and day-to-day monitoring of the progress of the programme and hence it was essential to select an area within Investigator's access thus minimising the constraints of resources such as time, money and energy.

Hence the research was located at Ernakulam, an important fishing district in Kerala, India (Government of Kerala, 1990) and women in fishing households formed the target group for the study.

2. Situational analysis

In programme planning regardless of the nature and size of the programme it is necessary to observe the general situation of the target women in the country. This knowledge is essential to sensitize policy makers and women themselves (Pezzullo, 1982). Situational analysis is an analysis of pattern of interrelated

locations of human activities interacting with one another (Sharma and Sastri, 1984).

- A situational analysis of the target group was carried out to
- Understand the general profile of women consisting of demographic, socio-economic and psychological characteristics, work participation and impact of technology in the selected area.
 - Determine programme priorities and problems
 - Formulate need-based solutions
 - Decide on strategies for implementation of the programme.

The situational analysis was carried out through the study of secondary sources of information and intensive study of the situation of the target group in the selected District. The secondary sources of information included studies on women in fishing villages, National Census and records available with the village institutions.

The following steps were adopted in the intensive study of the selected district.

- a. Selection of sample
 - b. Selection of methods for data collection and
 - c. Collection and analysis of data and reporting
- a. Selection of sample

The fishing villages lying along the coastal belt of Ernakulam district were considered for the study. Fisheries in general is classified as marine and inland fisheries. Marine

fisheries is again classified as large-scale and small-scale sectors. The large-scale sector includes big trawlers and chartered vessels. The small-scale sector consists of small mechanized, motorized and artisanal fishing (James, 1989). Three regions within the District representing different levels of technology in the small scale sector were selected and a sample of 200 households was drawn at random from each region. The regions selected and the distribution of households in different categories are given in Table I.

TABLE I
DETAILS OF SAMPLE SELECTED

S. Region No.	Village	Level of technology	No. of households	Total no. of households
1 Chellanam	South and North Chellanam	Motorized fishing		
		Share holder	35	
		Wage earner	100	
		Artisanal fishing		
		Share holder	10	200
		Wage earner	50	
2 Saudi-Manassery	Saudi Manassery Beach Road	Motorized fishing		
		Share holder	120	200
		Wage earner	80	
3 Vypeen	Munambam Pallipuram	Mechanized fishing		
		Share holder	20	
		Wage earner	150	200
		Other fishery related activities		
			30	
Total				600

Under each category fishermen were grouped as share holders and wage earners.

b. Selection of methods for data collection

The following methods were used to collect data from the households and villages.

Interview

Interview is a good tool for collecting research data which is not otherwise accessible by any other method. The interviewer actually participates in data gathering and can modify the situation as required to clear up misinterpretations, note special happenings and pick up clues which will help interpretation (Young, 1970 and Muthayya, 1988).

A cross sectional survey was conducted to study the target group profile . Data from sample households were collected using a structured interview schedule (Appendix II). Information on demographic, socio-economic and psychological characteristic as well as impact of technology were also collected.

In assigning priority interventions from a sample household perspective the appropriate decision makers should be interviewed which will help reduce the incidence of incorrect assumptions about the relationships within the households as well as the perceived complexity of local environment and socio-economic systems (Mckee, 1986). Hence the female heads of the selected households were interviewed to collect data.

Observation

Observation becomes a scientific technique as it makes possible to record behaviour as it occurs, deals with respondents who are not able to give verbal reports of their behaviour or feelings and is independent of respondent's willingness to report from ability (Muthayya, 1988). Observations were made on the household tasks and work participation of women during household data collection as well as at work places.

Group discussion

Group discussion gives the members of the group the encouragement and assurance to express themselves. People reinforce each other's opinion as each has experience of his own (Singh, 1961). Discussions were held with formal and informal groups of men and women such as gossip meetings and water collection places.

Study of records of local institutions

Data gathered by other organisations serve focal point for information . No programme or project should be undertaken without a review of these sources (Pezzullo, 1982).

The institutional records of local panchayat, block and financial agencies were examined to retrieve information regarding demographic details and development programmes specific to women in fishing communities.

c. Collection and analysis of data and reporting

The data collected using the above methods were subjected to statistical analysis and a report was prepared. The suggestions of Kidder (1980); Nachmias and Nachmias (1981) and Croxton *et.al.* (1988) were followed in processing of the data.

3. Planning of action programme

Planning is decision making about future. The process produces the best results with creative inputs; but discipline of strategic thinking augmented by systematic analytical problem solving is essential. Planning minimizes anxiety and avoids mistakes (Bajus, 1984).

Development of action programme under the study consisted of

- a. Selection of a village
- b. Selection of women
- c. Identification of needs, problems and resources and fixing priorities and
- d. Development of plan of action

a. Selection of a village

The basis for selection of target area was:-

- i. The profile emerging from the survey indicated that among the fishing villages in Ernakulam district the households in the southern part of Chellanam were comparatively more backward as women in this area did not have opportunities for income

generation from fishery-related activities since there was only limited infrastructure such as peeling sheds, boat jetty or facilities for ~~post~~ post-harvest operations in which women were generally engaged. Facility satisfaction and problems hendering progress were considered as major indicators for the development status of the villages.

ii. Being in a remote area, about 30 km from the city the villages seldom attracted development projects and fisherwoman-specific efforts were more or less absent.

Considering the above situation Wards I to IV consisting of South and North Chellanam villages were selected and adopted as the target area for testing the model. Village adoption has been proved to be a very useful method to introduce and test change (Naika and Rao, 1989). The locale selected for application of the model is shown in Figure 4.

b. Selection of women

Women in Wards I-IV of the selected village formed the test group for the study.

c. Identification of needs, problems and resources and fixing priorities

i. Needs assessment

The process of planning for rural development implies a need for change. The basic human needs approach consists of improving income-generating opportunities, flow of public

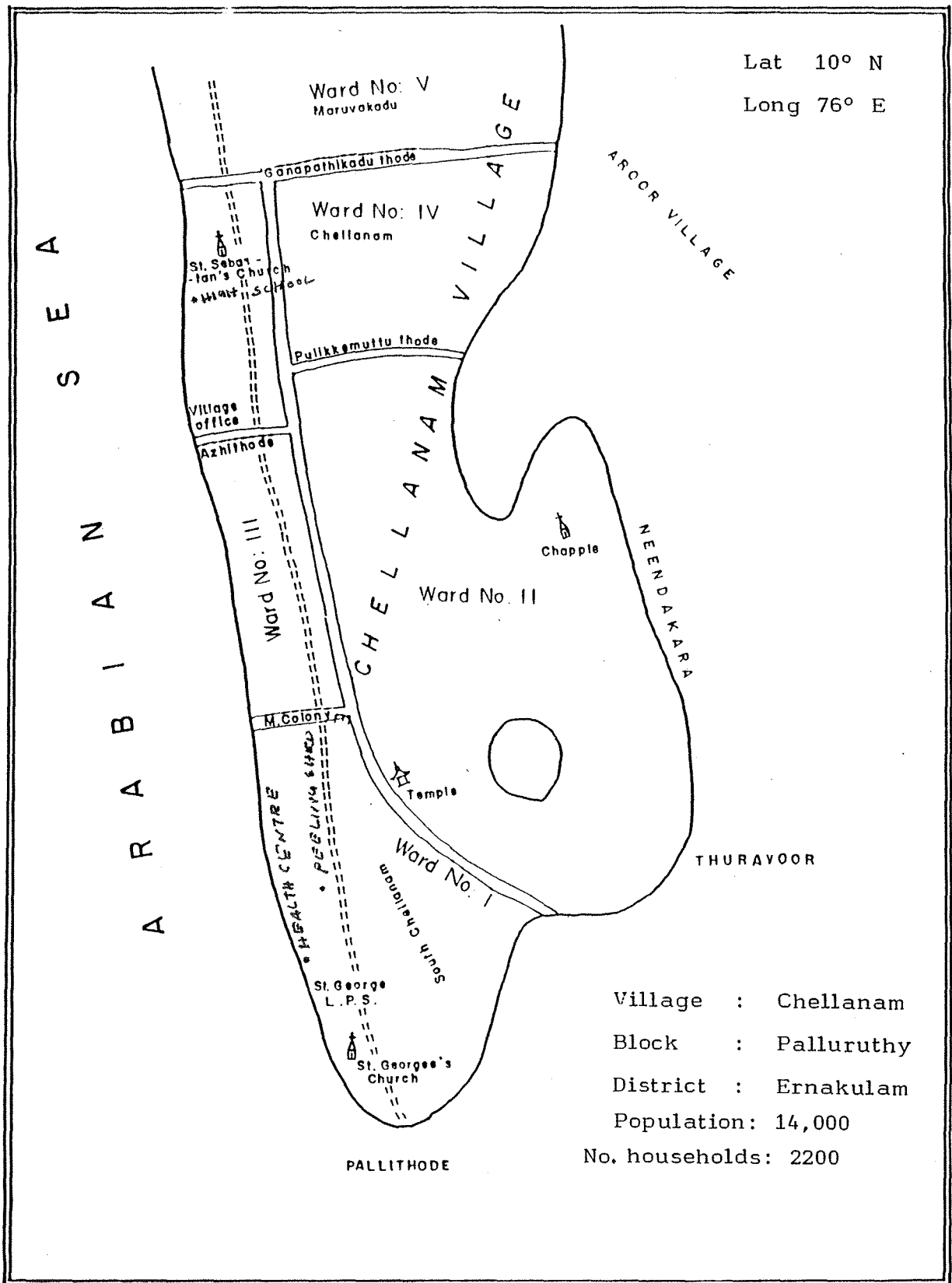


Figure 4 Locale of the study

service, participation of the poor and the way in which their needs are met. The element of needs becomes the central concern in rural planning (Leagans, 1961; Vidyarthi, 1961; Apgar, 1976; Streeten, 1979; Stufflebeam *et.al.*, 1985 and Mumaw, 1992). Extension programmes for rural areas ought to pay careful attention to the change of nature of rural life (De Bord,1991).

Being aware of variety of ways in which needs are determined different techniques were used to assess the needs of the target group. Considering the opinion of Scholl (1989) a combination of democratic and diagnostic approaches as given below was followed.

Analysis of survey data

Analysis of the survey data to find out the gaps in income, education, nutrition, social structure and problems faced by women and means to solve the same.

Village level workshop of women in the target area

Following the identification of needs through the survey in the selected area, a workshop of women from sampled households with local people's representatives, religious leaders and development officials was conducted with a view to validating the findings of the survey from target women's point of view and then move the discussion towards establishing priority of needs and suggest solutions, as recommended by Swanson *et.al.* (1984).

Hundred and twenty out of 200 respondents, the president of local Panchayat, Panchayat members from concerned wards, priest of the local church and the village extension officer participated in the workshop. The invitation to the workshop was extended to the respondents of the survey through house calls and announcement through the church following service meetings. Hundred and twenty women were present and they were divided into five groups for needs assessment under the leadership of the community actualizers.

The workshop was conducted in three sessions.

- Introductory
- Brainstorming
- Consolidation and recommendations

Introductory

To start with, the Investigator explained the purpose of the workshop, role of women in development, findings of the survey and the importance of the future programmes under the study and their relevance to the community. The Investigator also stressed their role in successfully achieving the objectives of the study as well as improving their living conditions by participating and shaping the programmes.

The introductory remarks were followed by re-inforcement of the ideas presented by the Investigator and its relevance to the women in the target area by the people's representatives and the religious leader. They also helped in introducing the Investigator as a useful worker to the community and her

competence in handling the work envisaged. They also exhorted women to join hands with the Investigator to achieve the objectives which would result in mutual benefit. This step had useful implications in developing credibility of the Investigator throughout the programme. Introductory session was common to all groups.

Brainstorming

Brain storming, according to Kang and Song (1984) is a group discussion technique in which members generate as many ideas as possible on a specific topic without restraint or consideration for practical application. Spontaneity and creativity are important parts of the process. The technique also helps to promote group activity.

Accordingly the participants were asked to present their needs and wants with a view to arriving at a few common solutions on which the action plan could revolve. As the ideas were presented, they were noted down. As prescribed in the method, no judgement was made on the spot. The groups were also asked to state what did the term empowerment meant to them.

Consolidation and recommendations

Extension cannot relate to all the interests and wants of a rural clientele or should not attempt to do so. However, outright rejection of their interests and wants may destroy the kind of

personal relationship underlying much effective extension work (Compton, 1984). Based on this principle the needs of the target group were analysed and the recommendations were consolidated.

ii. Identification of problems, resources and fixing priorities

In the extension education programme planning process the identification of rural needs and learning needs and the learning of skills and knowledge are necessary to the solution of specific problems (Rudramoorthy, 1961).

According to the general procedure, first all available information related to the needs identified were gathered and the needs were articulated into different problems. This approach to problem solving was carried out co-operatively by the Investigator and target women with a view to arriving at a clear understanding by everyone of the nature of the problem and mutual agreement on steps to be taken to solve problems.

d. Development of action plan

Attributes of successful learning intervention offer broad spectrum of services, recognizes social and emotional support, cross traditional, bureaucratic and professional boundaries, sees subject in the family surroundings and circumvent traditional and professional limitations (Schorr, 1989).

Considering the above requirement an action plan, ie., the software for empowerment specifying area, activity, method, inputs, agencies and monitoring and evaluation (M&E) procedures

was developed. Software approach to development with a concern for increasing productivity with emphasis on need for training, procedural changes and organisation has been recognised by ESCAP in the context of participatory planning (FAO, 1987).

4. Execution of action programme

An emergent approach as suggested by Leagans (1989) was followed in the implementation of the programme. The activities identified were implemented one after the other according to the priority, feasibility and practicability.

The action programme was executed by fulfilling the following qualitative requirements.

a. Role of the Investigator

Odell (1986) would like the extension worker to serve a facilitating function in empowering the powerless. The role of the Investigator was that of a change agent and co-ordinator of activities as perceived by Grow More Food Enquiry Committee (Menon, 1985) and Oakley (1988), helping the target women in communicating with outside agencies, procurement of services, identification of information source etc. The Investigator also acted as an animator whose role was to assist the rural poor to initiate self development process.

b. Conscientizing the target group

Conscientization is a process in which people achieve a deepening awareness both of the reality which shapes their lives

and of their capacity to transform that reality (FAO, 1987). Knowledge leads to unity and ignorance to diversity. Where there is no awareness it is futile to expect action. Hence the first step in the development process is to organize human consciousness of the existence of the problem. A starting point for stimulating thought and action and for strengthening user's perspective in research policy makers and funding agencies to such issues (Swaminathan, 1985). All the activities under the programme were aimed at achieving this purpose.

c. Encouraging people's participation

The participation of rural clientele in the planning, implementation and evaluation has been long-standing fundamental guiding principle which represents the very essence of nonformal popular nature of extension work. It is imperative that the clientele be involved to assume a proper balance of programme inputs, proper timings and sequence of inputs and bridging of cognitive, social and geographical distances between more formally educated extension worker and less formally educated clientele (Gold, 1983; Sofranco, 1984; Yadav, 1986 and Rajakutty, 1991). Ray (1991) notes extensive mobilization of rural poor and increasing participation as a contributing factor to the success of implementation of development programmes. The approach is based on the assumption that people experiencing similar problems need to be brought into contact with one another to provide mutual support and help. The development effort should seek to transform community into organized groups to act

upon the problems and to develop future capacity (Chekki Dan, 1979; Singh, 1988 and Bhasin, 1991). Participatory approach was followed throughout the study by involving members of the target group right from the data collection for situational analysis to the assessment of the effectiveness of the programme in achieving its objectives.

For the effective implementation of the programme to fulfill the identified needs, wants and aspirations the following procedure was adopted.

Grouping of participants

Grouping of the participants ^{was done} based on the income-generating programmes suggested by them. Cartwright (1962) stressed the importance of small groups as a part of the required conceptual equipment of the change agent whether his concern is social action, individual re-education or a combination of the two. Ramanna and Chennegowda (1991) identified the need for economic incentive for group meetings. The income-generating programmes were grouped into seven and the target group members interested in particular activity were asked to come together and identify a leader for them. A general coordinator was also identified from among the group leaders.

Constitution of committees

The coordinator and the group leaders together formed an *ad hoc* committee for steering the programme execution. Each leader was assigned the responsibility of linking with the

concerned resources for fulfilling the objectives of her group. The steering committee met periodically under the presidentship of the Investigator, to review progress.

Registration of society

The meetings were conducted in the Parish Hall of the local church and the programmes were often mistaken as that of the Parish. The women felt the need to bring the different groups under one umbrella so that the programme will have its own identity. Thus a society was formed with elected executive committee and voluntary members and was registered under Charitable Societies Act. The Society was named as Theerapradesha Vanitha Vikasana Yatnam (Development Effort for Coastal Women), popularly known as Matsyamahilavedi with its own byelaws.

Securing public support

To secure public support as recommended by Scholl (1989) an advisory committee consisting of a social worker, political representative, religious leader, medical practitioner, animal scientist, economist, advocate and representatives from bank and block was constituted which met periodically. The Investigator served as the extension specialist for the programme as well as the chairperson of the Society and was responsible for the overall coordination of the programme. Ebling (1985) viewed the advantage of this approach in prompting the change agents because the members were not intimately involved in the programme and feel free to raise critical questions.

Preparation of activity clock

An activity clock for the programme was developed following the method suggested by Srinath (1987) which is a modification of the calendar of activities in programme planning and was used as a basis for implementation of the programme, review of progress and evaluation.

Selection of teaching methods

Individual and group extension teaching methods namely home visits, office calls and enquiries, circular letters, informal contacts, demonstration, contests, field trip, informal discussion, lecture, seminar, workshop, clinic, as suggested by Kang and Sang (1984) and mass methods such as film shows and printed literature were used in providing learning experience.

Giving publicity to the programme

According to Rudramoorthy (1961) a programme of action should be understood by everyone concerned with it. Astroth and Robbins (1986) opined that lack of public understanding, coupled with concern over how the money is spent has led the public to ask some tough questions. Hence wide publicity was given to the programme by printing and distributing a folder on the programme both in local language and in English, explaining the programmes in several forums in the village and inaugurating the society in a special public function where dignitaries such as the district-level officials, heads of development and science

and technology departments and other eminent persons were invited. Circular letters, hand bills, announcements through the Church following service meetings, street announcements and media release were some of the important means involving low cost employed for publicity. Some of the publicity materials developed under the programme are given in Appendix III.

Mobilization of resources

Resources are the means that provide the characteristics capable of meeting the demands placed upon goals and events. Human resources include continuing personal characteristics and material resources serve as means for meeting demands external to the people (Deacon and Firebaugh, 1981).

Sensitizing resource agencies which are to be associated with the programme is essential in the implementation of activities as these agencies form very crucial resource for achieving the goals as the needs identified are to be fit in with the programmes existing with the agencies. This was achieved through personal contacts such as office calls, telephone calls and letters by the Investigator and by the members of the Executive Committee. Linkages were developed with different development, support structures and related agencies. The list of agencies contacted is given in Appendix IV.

Morris (1981) is of opinion that at some point in the rural development process clients must come into contact with the interagency matrix of the programmes. It is the function of the extension service not only to establish a system of harmonious

interrelationships but also establish complementary rather than competitive relationships with all other institutions, services and organizations contributing to the progress of the rural community (Watts, 1984). The opportunity for benefit to rural people that come from interorganizational cooperation may be great (Claar and Bentz, 1984). This requirement was taken care of in carrying out the programme.

Tying personal goal of the learner with the teaching goals of the teacher is considered by Reddy (1987) as the basic approach in motivating people. Reddy also feels that it is possible for the extension worker to satisfy all the four categories of basic needs namely desire for security, desire for new experience, desire for response and desire for recognition. The above principle was followed throughout the planning and implementation of the programme.

5 Evaluation of the action programme

Taking into account the approaches suggested by Gibbon (1987) King *et.al.* (1987) and Morris *et al.* (1987) monitoring and evaluation of the programme was carried out using the following quantitative and qualitative tools which included record of the minutes of the meetings, attendance of members in different activities and accounts, and observations on the behaviour of members and periodical review of progress of programme implementation and suggesting improvements.

C. Evaluation of the model

Evaluation is a part of each phase of programming. Evaluation should help to improve programme effectiveness and should include statistics measuring effectiveness of extension work through measurement of advisor's influence on decision making and reports of success and failures (United Nations ACC Task Force on Rural Development, 1984 and Westermarck, 1985). For the evaluation of the effectiveness of the programme on raising the level of empowerment of the target group was carried out using qualitative methods. The qualitative evaluation methods consist of detailed description of the programme process, description of how programme has affected participants, observed changes (or lack of) and programme strengths and weaknesses (Mumav, 1992 and Patton, 1987).

To evaluate the effectiveness of the programme on raising the level of empowerment of the target group the following qualitative procedures were used.

- 1 Assessment of the level of empowerment of women
- 2 Case studies
- 3 Collection of public opinion
- 4 Futurology and
- 5 Tensions created by the programme

- 1 Assessment of the level of empowerment of women

Covering different dimensions of each empowerment feature obtained through expert opinion questions were framed and

converted into a rating scale. The validity of the scale was confirmed by consultation with experts. Reliability of the scale was tested using test-retest method (Bhatnagar,1981) which gave a value of 0.8. A questionnaire was developed incorporating the rating scale and factors which were likely to influence empowerment and opinionnaire regarding the programme keeping in mind the views of Mann (1988) and administered to two groups of women namely programme participants (before and after participation) and non-participants consisting of 100 women each to be rated based on their own perception (Appendix V). The performance of the two groups were compared. The influence of personal variables were also studied.

Level of extension programme participation and its effect on empowerment

Bhasin (1991) and Gracious(1992) categorises levels of participation into high, meaning participation in planning, implementation and evaluation; moderate meaning resource mobilization, labour, moral support and benefit sharing and low, meaning moral support and benefit sharing. Bagnall (1988) identifies three types of participation namely, presence, involvement and control. Participation could be viewed as an end in itself, an indicator of empowerment (Ghose, 1992). However, in this study the level of extension participation was assessed using the following criteria. (i) membership in the society (ii) position in the society (iii) attendance in programmes and meetings (iv) willingness to take/share responsibility (v) sense

of cooperation. A record was kept on criteria (i) to (iii) and criteria (iv) and (v) were scored based on observations. Each criterion was assigned a maximum score of 20 with total participation score of 100. The effect of programme participation on the level of empowerment was measured through the difference of values of features for participants before and after participation and non-participants in the programmes carried out under the study.

Statistical analysis of the data

The scores for different features were computed by adding the scores of relevant responses. As these scores were based on the multipoint scale, they were standardized on the centile scales and represented as the per cent to the maximum possible score for the response. The index of empowerment (EMPIND) was computed as the average of the scores of the determinants i.e.

$$\text{EMPIND} = (1/8) \sum X_i \quad \text{where } X_i \text{ is the score of the } i\text{th determinant.}$$

Factors influencing empowerment

To understand the inter-relationships between different variables correlation analysis was carried out. The multiple regression analysis was carried out to analyse the effect of different factors on the index of empowerment. To test the difference between participants and non-participants with respect to the features and the index of empowerment, t-test was carried out.

To analyse the difference between the participants and non-participants with respect to the various features of empowerment, discriminant analysis was carried out (Rao, 1974).

2 Case studies

Case studies of five participants in relation to their participation at different stages of programme planning and implementation and level of empowerment were carried out to provide evidence on the effectiveness of the programme in empowering the target group.

3 Collection of public opinion

Opinion on the programme carried out in the village was collected from panchayat president, local woman leaders and leaders of agencies associated with the programme.

4 Futurology

The future projections of the programme participants in relation to making the newly formed society in achieving its goals were collected by asking the participants open-ended questions relating to the fulfilment of their objectives in joining the group and their aspirations about the society.

5 Tensions created by the programme

The difficulties encountered by women as a result of participation in the programmes at household and community levels were also studied.

RESULTS AND DISCUSSION

IV RESULTS AND DISCUSSION

The results and discussions of the study **Empowering Rural Women through Extension Education - An Action Research in a Fishing Village** are presented under the following headings:

- A The conceptual model for empowerment
- B Situational analysis
- C Needs of the target group
- D Action plan, activities carried out and physical achievements and
- E Effectiveness of the model in empowering women

A The conceptual model for empowerment

The conceptual model for empowerment developed through experts' consensus using Delphi technique consisted of:

- 1 Concepts of empowerment
- 2 Features of empowerment
- 3 Factors influencing empowerment and
- 4 Activities leading to empowerment

1 Concepts of empowerment

Empowerment means giving opportunities to people for developing a sense of autonomy and self-confidence in managing their lives.

Empowerment of women means freedom to use their physical and mental capabilities to the fullest for their own well being as well as that of society.

Empowerment of women would mean enabling women acquire adequate powers, status and self-confidence so that they can fight against deprivations, social discrimination and abuse.

Empowerment is the process by which women as a group become more independent, particularly in economic matters and have increased power for decision making in the family.

Empowering women means making them conscious of their rights, enabling to take decisions by themselves and developing confidence in them as individuals and members of the society.

Empowerment of women means the removal of feeling of helplessness in them and equipping them to act on their own behalf and resist exploitation that degrades them.

The important element underlying the above concepts is developing self-confidence by creating opportunities for women for making and executing decisions in managing their own lives thereby improving their living conditions and also their social status, or in other words fulfilling the strategic gender needs. This idea agrees with the views of Devadas and her colleagues (1988).

The target group perceived empowerment as enabling them play more effective role in economic production without detriment to reproductive and community management roles by meeting their

practical gender needs which included opportunities for income generation, better living amenities and improved social conditions.

2 Features of empowerment

The following are the features which the expert's consensus considered would indicate the empowerment.

- Self-perception
- Perception of role of women in the society
- Economic independence
- Decision making
- Innovativeness
- Attitude towards group action
- Communication
- Desire to improve living conditions

The attributes under each feature are listed below:

Self-perception - Positive self-image, self-confidence, critical thinking, self-control and willingness to take responsibility,

Perception of role of women in the society - Equality with men, attitude towards girl child and perception of role of women in family and society

Economic independence - Self-reliance, freedom to earn money, freedom to spend money and motivation for economic independence

Decision making - Ability to make decision for self and family, ability to make decision for the group, opportunities to carry out decisions and participation in decision making groups

Innovativeness - Adoption of innovations for better family living, attitude towards innovations, risk-taking willingness, scientific orientation and subscription of facilities

Attitude towards group action - Attitude towards peer group and neighbours, empathy, attitude towards women's organizations

Communication - Communication with neighbours and peer groups, use of interpersonal and intrapersonal communication sources

Desire to improve living conditions - Discontentment with existing living conditions, discontentment with the life of the villagers and dissatisfaction over the functioning of village institutions and infrastructure

3 Factors influencing empowerment

The factors which were likely to influence empowerment as felt by the expert group were age, education, household status, family size and income generation status.

4 Activities leading to empowerment

The activities for bringing about empowerment as suggested by the experts empowerment are listed below:

Income generation - Organizing income generating activities, utilisation of institutional finance, skill training, technology transfer, marketing support

Community organization - Organizing women's groups, leadership training, cooperativization, organizing welfare activities, sensitizing women to their own needs and voluntary action

Political participation - Creating political awareness and utilization of political institutions

Social welfare - Abolition of dowry, abolition of alcoholism and drug abuse, promotion of small family norm, utilization of legal aid, promotion of girl's education, drudgery relief, primary health care and nutrition

R&D activities - Research studies on women, women oriented thrust in agriculture and allied activities, increasing women's visibility in extension activities, innovation of women-specific technologies, elimination of gender bias in technology development, conscientization of R&D personnel about women's needs and improving effectiveness of grassroot workers.

The features of empowerment and activities leading to it suggested by the expert group and the target women indicates that the strategic requirements of empowerment can be met by fulfilling the practical gender needs supporting the views of Moser (1990).

B. Situational analysis

The findings of the situational analysis are reported under the following headings:

- 1 Population, sex ratio and family size
- 2 Educational status
- 3 Work participation and impact of technology
- 4 Household time use pattern
- 5 Income and expenditure
- 6 Food consumption pattern

7 Health and

8 Psycho-social dimensions

1 Population, sex ratio and family size

The agewise distribution of men and women in the sample is given in Table II.

TABLE II
DISTRIBUTION OF SAMPLE BY AGE

S. No.	Age Group	Chellanam			Saudi-Manassery			Vypeen		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	0-9	262	135	397	98	184	282	86	120	206
2	10-19	208	195	403	158	114	272	116	103	219
3	20-29	197	181	378	168	170	338	110	96	206
4	30-39	123	121	244	84	74	158	72	89	161
5	40-49	72	77	149	98	72	170	53	52	105
6	>50	95	97	192	116	86	202	50	48	98
Total		957	806	1763	722	700	1422	487	508	995

The total of 4207 persons in the selected households, 2166 were males and 2041 were females indicating a sex ratio unfavourable to women, ie. 942 females per 1000 males. The 1991 All India Census also has exhibited a similar phenomenon (Nath,1991) and the reasons attributed were differential attitude towards female child, inadequacy in provision and utilization of primary health care facilities, low female life expectancy at birth and increase in maternal mortality. The phenomenon of lower ratio of females is noticed in all states of

India excepting Kerala where there is a preponderance of females over males but among the fisherfolk in Kerala the case is just the reverse (Government of Kerala, 1991).

The average family size for Chellanam, Saudi and Vypeen were 8.8, 7.1 and 5.0 respectively. While Chellanam and Saudi had 81 and 72 joint families in the sample Vypeen had only 43. Among the selected sample, eighteen women were found to be the primary breadwinners who were widows. In the other households, husbands/sons were the primary breadwinners.

2 Educational status

The educational status of women and men in the selected households is given in Tables III, IV and V.

TABLE III
DISTRIBUTION OF SAMPLE BY AGE AND EDUCATION IN CHELLANAM

S. No.	AGE	Education (Standard)										TOTAL	
		Preschool		I-IV		V-VII		VIII-X		Higher		M	F
		M	F	M	F	M	F	M	F	M	F	M	F
1	0-4	11	13	0	1	0	0	0	0	0	0	11	14
2	5-9	7	5	58	54	0	0	0	0	0	0	65	59
3	10-14	0	0	28	12	54	52	5	8	0	0	87	72
4	15-19	0	0	10	16	26	27	30	49	3	2	69	94
5	20-24	5	0	25	26	16	18	18	14	4	2	68	60
6	25-29	2	1	36	40	12	22	6	7	3	1	59	71
7	30-34	2	2	27	24	9	9	10	4	1	0	49	39
8	35-39	1	1	19	29	6	2	6	2	1	0	33	34
9	40-44	4	5	11	12	2	2	1	1	0	0	18	20
10	45-49	3	2	20	22	3	3	0	0	0	0	26	27
11	>50	7	9	20	29	13	5	4	2	0	1	44	46
TOTAL		42	38	254	265	141	140	80	87	12	6	529	536

TABLE IV
DISTRIBUTION OF SAMPLE BY AGE AND EDUCATION IN SAUDI-MANASSERY

S. No.	AGE	Education (Standard)										TOTAL	
		Preschool		I-IV		V-VII		VIII-X		Higher		M	F
		M	F	M	F	M	F	M	F	M	F	M	F
1	0-4	10	12	2	0	0	0	0	0	0	0	12	12
2	5-9	8	4	54	40	2	0	0	0	0	0	64	44
3	10-14	0	0	12	4	42	32	8	8	0	0	62	44
4	15-19	0	0	12	4	44	32	38	28	2	14	96	78
5	20-24	0	0	14	22	24	30	32	34	6	8	76	94
6	25-29	0	0	20	12	24	26	32	22	2	4	78	64
7	30-34	0	0	8	10	12	16	14	14	0	0	34	40
8	35-39	0	0	26	18	20	14	4	2	0	0	50	34
9	40-44	0	0	6	2	10	12	0	0	0	0	16	14
10	45-49	0	0	8	16	8	20	2	2	0	0	18	38
11	>50	0	0	52	40	36	14	2	0	0	0	90	54
TOTAL		18	16	214	168	222	196	132	110	10	26	596	516

TABLE V
DISTRIBUTION OF SAMPLE BY AGE AND EDUCATION IN VYPEEN

S. No.	AGE	Education (Standard)										TOTAL	
		Preschool		I-IV		V-VII		VIII-X		HIGHER		M	F
		M	F	M	F	M	F	M	F	M	F	M	F
1	0-4	3	5	0	0	0	0	0	0	0	0	3	5
2	5-9	7	7	38	33	2	1	0	0	0	0	47	41
3	10-14	0	0	13	9	30	28	2	13	0	0	45	50
4	15-19	0	0	8	7	22	10	27	17	7	19	64	53
5	20-24	0	0	8	8	22	12	19	25	3	6	52	51
6	25-29	0	0	10	9	22	19	9	7	3	3	44	38
7	30-34	0	0	9	13	12	17	4	6	1	3	26	39
8	35-39	0	0	15	16	9	11	9	3	0	0	33	30
9	40-44	0	0	9	7	10	3	3	2	0	0	22	12
10	45-49	0	0	8	5	4	5	1	1	0	0	13	11
11	>50	0	0	20	9	10	3	4	1	0	0	34	13
TOTAL		10	12	138	116	143	109	78	75	14	31	383	343

The overall educational status of females was slightly lesser than males. Considering the population below 18 years the percentage of females continuing the education was less compared to males.

3 Work participation and impact of technology

Table VI gives the details of work participation among selected women.

TABLE VI
DISTRIBUTION OF WOMEN BY WORK PARTICIPATION

S. No.	Work	Percentage of women (n=200)		
		Chellanam n=200	Saudi- Manassery n=200	Vypeen n=200
1	Coir making	10	7	4
2	Prawn peeling	1	4	6
3	Net making	1	6	5
4	Fish vending	0	0	1
5	Fish curing	0	2	2
6	Retail trading	0	8	1
7	Clamshell collection	0	4	5
Total		12	31	24

The women in the sampled households had only a marginal participation in the activities related to fisheries. The magnitude of their participation varied from village to village and country to country. While Balan *et.al.* (1989) and Gulati (1979) reported improvement in the economic conditions of fishermen community as a result of motorization and mechanization of fishing Srinath and Thangamani (1990) and Vivekanandan (1988) observed that the commercialization brought about by modernization has brought in centralization of the activities resulting in limited access for women to income earning opportunities. Compared to about 20 years back the work participation of women in fisheries has been declining considerably as opined by the respondents.

The areas of participation included net making and fish processing such as peeling, curing and drying and also trading of fish. In the selected villages, women possessed the skill for net making but none of them was remuneratively engaged as there had not been much of demand for hand made nets since the introduction of machine made nets. Net repairing was limited to domestic purposes. Prawn peeling was a seasonal activity in which women were engaged. Other activities included curing, salting and marketing of fish at household level. The major factors influencing work participation were nearness to infrastructure and geographical location of the households mainly in terms of fish landing and secondary facilities.

4 Household time use pattern

Time spent on different household activities by women is given in Table VII.

TABLE VII
HOUSEHOLD TIME USE PATTERN OF WOMEN

S. No.	Item of work	Average hours and percentage/day					
		Chellanam		Saudi-Manassery		Vypeen	
		Time spent	Percentage	Time spent	Percentage	Time spent	Percentage
1	Child care	2-3	10	1-2	6	2	8
2	Cooking	2-3	10	1-3	8	3	12
3	Fetching water	1	4	1	4	1	4
4	Household cleaning	3/4	3	1	4	1	4
5	Fuel collection	1/2	2	1/2	1	1	4
6	Washing	1/2	1	1/2	1	1/2	1
7	Miscellaneous	1	4	1	4	1	4
	Total		34		28		37

In households where there were children below three years child care was an activity naturally demanding fulltime attention. This time is not necessarily exclusive of other tasks. Cooking and washing were other tasks consuming considerable time. Rest of the time was spent on taking rest and sitting idle.

5 Income and expenditure

It is very difficult to get a correct estimate of the income earned by fishermen community through one-time survey as there is no steadiness either in the number of days of fishing or in the amount earned per fishing day as these highly fluctuate due to seasonality and uncertainty of fish catch. However, the artisanal fishermen are in general economically weak (Panikkar and Sathiyadhas, 1985).

a. Ownership of assets:

The details of assets owned by the selected households are given in Table VIII.

TABLE VIII
DISTRIBUTION OF SAMPLE HOUSEHOLDS BY OWNERSHIP OF ASSETS

S. No.	Assets	Percentage of households		
		Chellanam	Saudi-Manassery	Vypeen
1	Land:			
	Below 10 Cents	65	92	37
	Above 10 Cents	32	4	26
	Above 40 Cents	1	-	4
2	House	63	66	49
3	Others:			
	Gold	60	50	40
	Furniture	50	60	60
	Radio	20	65	48
	Livestock	5	4	4
	Cycle	2	19	2

The asset ownership of the respondents was generally low. About 60 per cent of the households were in possession of house plots and about 20 per cent possessed more than 10 cents which was mainly acquired on settlement basis. Though others also mainly belonged to the category of settlement, they did not have the document of ownership. About sixty per cent owned houses built with the help of housing loans issued through Fishermen Welfare Corporation. The possession of other assets such as livestock was negligible in both the villages. About 50 per cent of the households ^{possessed} gold ornaments of about 8-12 gm, 40 per cent of the households had radio and 3 households had TV sets in their possession.

b. Indebtedness of the households

Table IX gives the particulars of indebtedness in the selected households.

TABLE IX
DISTRIBUTION OF SAMPLE HOUSEHOLDS BY INDEBTEDNESS
AND SOURCES OF DEBT

S. No.	Debt	Percentage of households		
		Chellanam	Saudi-Manassery	Vypeen
1	Amount (Rs):			
	500-1000	10	16	14
	1000-5000	60	52	44
	5000-10000	25	12	10
	Above 10000	5	8	4
	Total	100	88	72
2	Source:			
	Bank	63	43	60
	Others	37	57	40

Majority of households were monetarily indebted, the amount varying from less than Rs 500 to above Rs 10,000, mainly resulting from expenditure for marriage and treatment of illness. Percentage of indebtedness was higher at Chellanam. Besides banks, friends, relatives and neighbours were the major sources of lending. In a case study on coastal rural indebtedness Panikkar and Sathiyadhas (1980) reported that about 80 per cent of the fishermen households were indebted and only 25 per cent of the credit was utilised for productive purposes.

6 Food consumption pattern

Tables X, XI and XII give the food consumption pattern of the selected households in the three regions.

**TABLE X
FOOD CONSUMPTION PATTERN IN SAMPLE HOUSEHOLDS
IN CHELLANAM**

S. NO.	Food stuff	Frequency of consumption (Days/week) and percentage of households							
		7	6	5	4	3	2	1	Rarely
1	Rice and wheat	100	--	--	--	--	--	--	--
2	Pulses	14	--	1	9	--	--	--	76
3	Milk and milk products	35	--	--	--	--	--	--	65
4	Fish	100	--	--	--	--	--	--	--
5	Meat and eggs	1	4	--	--	--	7	43	45
6	Fats and oils	83	3	--	--	--	--	--	14
7	Sugar	77	--	--	--	--	--	--	23
8	Coconut	54	--	--	--	--	--	46	--
9	Coffee and tea	80	--	--	--	--	--	20	--

TABLE XI
FOOD CONSUMPTION PATTERN IN SAMPLE HOUSEHOLDS
IN SAUDI-MANASSERY

S. No.	Food stuff	Frequency of consumption (Days/Week) and percentage of households							Rarely
		7	6	5	4	3	2	1	
1	Rice and wheat	100	--	--	--	--	--	--	--
2	Pulses	8	--	--	--	--	--	70	22
3	Milk and milk products	50	--	--	--	--	--	28	12
4	Fish	100	--	--	--	--	--	--	--
5	Meat and eggs	--	--	--	--	--	--	80	20
6	Fats and oils	92	--	8	--	--	--	--	--
7	Sugar	100	--	--	--	--	--	--	--
8	Coconut	44	--	--	--	--	--	--	56
9	Coffee and tea	76	--	--	--	--	--	--	24

TABLE XII
FOOD CONSUMPTION PATTERN IN SAMPLE HOUSEHOLDS IN VYPEEN

S. No.	Food stuff	Frequency of consumption (Days/Week) and percentage of households							Rarely
		7	6	5	4	3	2	1	
1	Rice and wheat	100	--	--	--	--	--	--	--
2	Pulses	70	--	3	--	6	--	--	21
3	Milk and milk products	24	--	--	--	--	--	--	12
4	Fish	90	--	--	--	--	--	--	10
5	Meat and eggs	--	--	--	--	--	--	44	56
6	Fats and oils	77	--	23	--	--	--	--	--
7	Sugar	95	--	--	--	--	--	--	5
8	Coconut	55	--	--	--	--	--	--	45
9	Coffee and tea	70	--	--	30	--	--	--	--

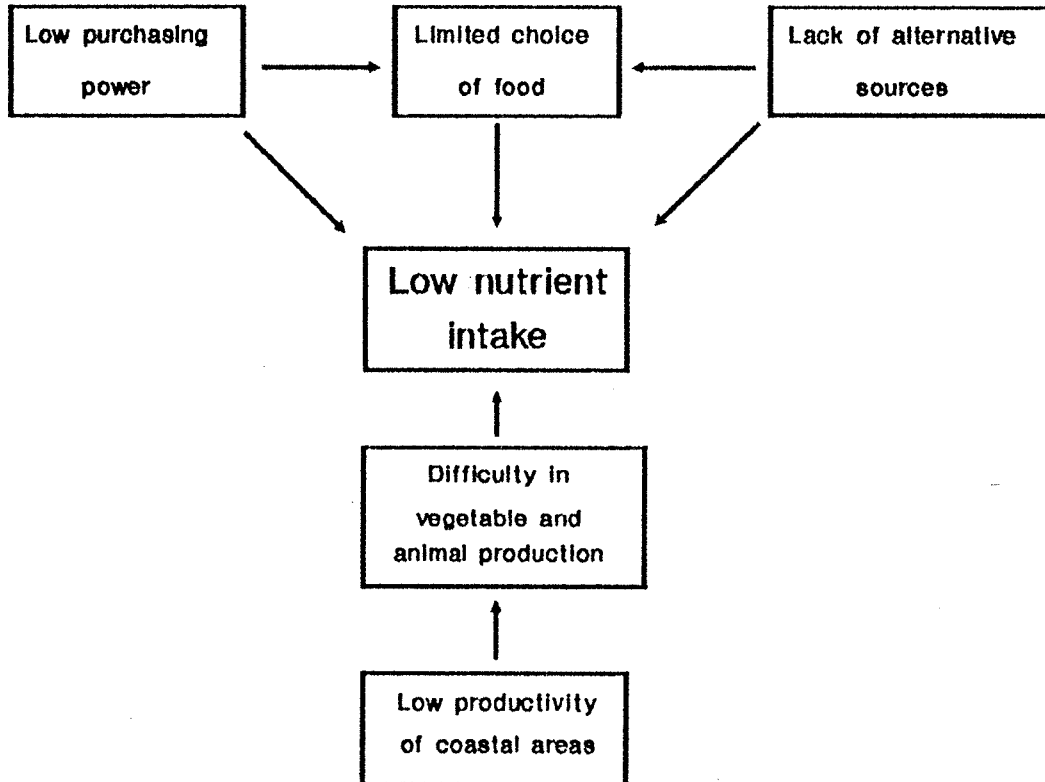
Cereals, mainly rice, and fish were the major food stuffs which were consumed regularly. Sugar added to beverages mainly black tea and oil used for seasoning were other major foods supplying calories. Milk was consumed only by those households where there were preschool children. The diets lacked variety due to the absence of pulses, vegetables including green leaves and citrus fruits resulting in the deficiency of protein, vitamins and minerals. This inference was supported by the clinical examinations done by medical practitioners during the medical camps conducted under the study.

A study on this subject showed that this pattern could satisfy only 75 per cent of calorie and 50 per cent of the protein requirement (Srinath, 1987). Seventy six per cent of income is spent on carbohydrate foods and 10 per cent on protective foods (Devadas and Murthy, 1979). Factors contributing to low nutrient intake are shown in Figure 5.

7 Health

The respondents in general felt that their families did not enjoy good health. Cold, cough and gastro-intestinal disturbances were the common ailments reported by them. The clinical examination of the respondents and their families revealed that anaemia, allergic bronchitis, asthma, skin diseases, worm infestation and nutritional deficiency were the most prevalent disorders among the community, particularly women and children.

Figure 5 Factors contributing to low nutrient intake



8 Psycho-social dimensions

The psycho-social dimensions of the target group are discussed under the following headings:

- a. Decision making
 - b. Social, political and extension participation
 - c. Caste, tradition and work orientation
 - d. Attitude towards education and marriage of children
 - e. Aspirations
 - f. Utilization of information sources
 - g. Facility satisfaction and
 - h. Problems hindering progress
- a. Decision making

Decision making behaviour related to different areas of home making is presented in Tables XIII, XIV and XV.

**TABLE XIII
DECISION MAKING BEHAVIOUR OF WOMEN IN CHELLANAM**

S. No.	Areas	Nature of participation and percentage of women					Total
		Dominant	Active	Passive but desirous	Passive	In-different	
1	Food	70	30	0	0	0	100
2	Housing	25	70	5	0	0	100
3	Clothing	25	65	5	5	0	100
4	Education of children	15	68	10	7	0	100
5	Marriage of children	9	23	48	15	5	100
6	Medical help	14	65	9	3	9	100
7	Family planning	21	42	9	10	18	100
8	Occupation	14	17	27	12	30	100
9	Income management	9	12	53	13	13	100

TABLE XIV
DECISION MAKING BEHAVIOUR OF WOMEN IN SAUDI-MANASSERI

S. No.	Areas	Nature of participation and percentage of women					Total
		Dominant	Active	Passive but desirous	Passive	In-different	
1	Food	80	20	0	0	0	100
2	Housing	35	57	8	0	0	100
3	Clothing	46	50	4	0	0	100
4	Education of children	3	69	12	10	6	100
5	Marriage of children	4	23	44	29	0	100
6	Medical help	60	20	10	5	5	100
7	Family planning	40	60	0	0	0	100
8	Occupation	8	38	22	32	0	100
9	Income management	4	62	14	20	0	100

TABLE XV
DECISION MAKING BEHAVIOUR OF WOMEN IN VYPEEN

S. No.	Areas	Nature of participation and percentage of women					Total
		Dominant	Active	Passive but desirous	Passive	In-different	
1	Food	32	58	5	5	0	100
2	Housing	30	40	20	10	0	100
3	Clothing	28	45	15	12	0	100
4	Education of children	14	60	20	6	0	100
5	Marriage of children	5	35	38	5	17	100
6	Medical help	27	63	0	0	10	100
7	Family planning	21	69	0	10	0	100
8	Occupation	18	26	21	14	21	100
9	Income management	33	54	8	5	0	100

The respondents had dominant to active participation in decisions regarding food, housing, clothing, family planning, occupation (women's) and spending their own earnings.

In getting medical help to the family members and education of children, women played active role. Decisions on marriage of children were dominated by men. Verma and Malik (1984) also observed similar trends in rural women's decision making.

b. Social, political and extension participation

Social, political and extension participation of the target group is presented in Table XVI.

TABLE XVI
SOCIAL, POLITICAL AND EXTENSION PARTICIPATION
OF WOMEN

S. No.	Items	Percentage of women participating Chellanam	Saudi- Manassery	Vypeen
1	Social			
	Mahila Sanghams	24	22	26
	Other social and religious organizations	24	44	37
	Cooperative societies	12	24	48
2	Political			
	Favourable attitude towards politics	79	60	63
	Faith in particular party	67	70	58
3	Extension			
	Film shows	12	14	9
	Demonstrations	6	2	0
	Development meetings	6	0	0
	Exhibitions	1	10	2

Only less than 30 per cent of the women had participated in social, economic and religious groups. Interest in politics and faith in political parties were observed more among women in

Chellanam as compared to other two regions. Number of women who had participated in extension programmes were low.

c. Caste, tradition and work orientation

Details of caste, tradition and work orientation are given in Tables XVII.

TABLE XVII
CASTE, TRADITION AND WORK ORIENTATION OF WOMEN
IN SELECTED VILLAGES

S.No	Aspect	Percentage of women		
		Chellanam	Saudi- Manassery	Vypeen
1	Caste			
	Has contact with:			
	Equal castes	98	98	70
	Higher castes	12	18	20
	Lower castes	14	20	10
	Perception of caste as barrier	3	3	3
	Marriage with other castes	6	5	2
2	Tradition			
	Believes in tradition	36	39	35
	Believes in modernity	58	61	52
	Willingness to accept change	60	52	58
	Desire to be in conformity with others	80	82	80
3	Work			
	Expressing satisfaction over husband's profession	37	30	33
	Favourable to: Children taking up fishing for livelihood	19	12	9
	Marrying daughter to fisherman	16	9	4

Caste seemed to play an important role in the lives of the community members basically due to the caste-wise stratification of occupation even within the sector. But this phenomenon is found to disappearing with members of different castes engaging in all occupations. However, caste was not perceived as a barrier to development. But contact with higher and lower castes and marriage with them were not encouraged. A favourable trend was noticed in the attitude towards modernity in relation to work and social life and willingness to accept change. At the same time more than 80% respondents wanted to be in conformity with other women in the context of accepting new ideas.

Work orientation, as indicated by job satisfaction (wherever they had opportunity), interest in continuing the occupation, attitude towards children taking up fisheries for their livelihood and marrying girls to fishermen by profession were all negative suggesting the urgent need for socio-economic improvement as difficulty in persuading fisheries as a major source of income was expressed by the respondents.

d. Attitude towards education and marriage of children

Women had highly favourable attitude towards educating boys and girls equally well though they were not able to achieve this due to their socio-economic limitations.

Respondents had favourable attitude towards dowry which was limited to about 2-5 sovereigns of gold and Rs 2,000/-, 5,000/- depending on the earning capacity of the groom. The parents considered that it was their duty to provide some sort of

financial security to their daughters and enable them to enjoy a better treatment by their in-laws and the surrounding society. Pledging of gold to meet emergency expenditure was in vogue in the lower strata of the rural communities.

e Aspirations

Aspirations of respondents in relation to improvement of socio-economic conditions are given in Tables XVIII, XIX and XX.

**TABLE XVIII
ASPIRATIONS OF WOMEN IN CHELLANAM**

S. No.	Items	Level of aspiration and percentage of women				Total
		High	Medium	Low	No aspiration	
1	Housing	82	18	--	0	100
2	Food	80	20	0	0	100
3	Clothing	75	20	5	0	100
4	Fishing implements	68	30	2	0	100
5	Occupation	66	34	0	0	100
6	Children's education	62	38	0	0	100
7	Savings	54	26	20	0	100

**TABLE XIX
ASPIRATIONS OF WOMEN IN SAUDI-MANASSERY**

S. No.	Item	Level of aspiration and percentage of Women				Total
		High	Medium	Low	No aspiration	
1	Housing	74	36	0	0	100
2	Food	66	8	14	12	100
3	Clothing	66	10	24	0	100
4	Fishing implements	82	10	8	0	100
5	Occupation	72	28	0	0	100
6	Children's education	82	18	0	0	100
7	Savings	8	6	80	6	100

TABLE XX
ASPIRATIONS OF WOMEN IN VYPEEN

S. No.	Items	Level of aspiration and percentage of women				Total
		High	Medium	Low	No aspiration	
1	Housing	63	34	3	0	100
2	Food	56	40	4	0	100
3	Clothing	39	18	28	15	100
4	Fishing implements	77	15	8	0	100
5	Occupation	65	25	10	0	100
6	Children's education	90	10	0	0	100
7	Savings	40	55	5	0	100

It may be seen that women had highest aspiration towards owning or improving the house, possession of improved fishing implements followed by children's education and improvement in communication. Other items for which the respondents had high levels of aspirations were better food, clothing and savings.

f Utilization of information sources

Among the different sources of information available to the respondents friends and neighbours were found to be the most popular source of communication followed by radio with the percentage of women being about 98, 90 and 65 respectively for all the regions. Newspaper was read by less than 40 per cent of the respondents. Only very few households among the higher income groups in the selected possessed television sets. There was no community television viewing facility for women in any of the regions.

g Facility satisfaction

Table XXI shows the basic facilities available to the respondents and percentage expressing satisfaction over them.

TABLE XXI
FACILITY SATISFACTION OF WOMEN

S.No.	Facility	Number of women expressing satisfaction		
		Chellanam	Saudi	Vypeen
1	Transport	100	100	100
2	Road	84	100	100
3	Child care	46	60	61
4	Educational facilities	40	56	70
5	Women's welfare	35	83	67
6	Family welfare	34	88	76
7	Market	10	40	50
8	Health programmes	0	32	60
9	Drinking water	0	40	20

Among the facilities available in the region, high dissatisfaction was reported for drinking water. Though high satisfaction was expressed regarding health, education, women's welfare and family welfare in Saudi-Manassery and Vypeen, Women in Chellanam were having comparatively very less access to effective programmes in these areas. All the selected regions had satisfactory transport facilities connecting the city. The southern part of Chellanam region being far away from the city did not attract much development activities compared to other regions.

h Problems hindering progress

Table XXII gives the problems encountered by women in their lives which they thought were limiting their progress.

TABLE XXII
PROBLEMS HINDERING PROGRESS OF WOMEN
AND THEIR FAMILIES

S. No.	Problem	Percentage of women stating		
		Chellanam	Saudi-Manassery	Vypeen
1	Low level of education	100	89	90
2	Poverty	98	82	85
3	Dowry for marriage	90	85	75
4	Drinking & Smoking	75	70	70
5	Low level of fishing technology	70	40	38
6	Poor housing	60	30	26

Poverty and educational backwardness were considered to be the bane of fishing community. Dowry for marriage and drinking and smoking were found to be the most important factors eroding their economy. Majority of the households in the region studied were covered under government housing scheme for fishermen. Due to difficulty in completing the construction, sea erosion and other environmental problems the living was found to be uncomfortable.

Fishing in the sea is an occupation characterised by high risk and seasonality resulting in unsteadiness and irregularity of income which is sufficient to explain the cause of poverty and social backwardness. Other causes of poverty as observed by Silas *et.al.* (1986) are the skewness in the distribution of equipment and the exploitation of fishermen by those who are related to marketing of fish. Fishermen community is trapped in a vicious circle of borrowing and paying back money preventing them from creating assets. Women are naturally the most susceptible to such illeffects. Though women in fishing villages

play an important role in post harvest operations only a minority gets some regular but seasonal income. Since diverting fishermen to other trades is an issue of economic policy and ecological considerations the best options available now are to help the fishermen to increase their income by improving their efficiency and harness^{ing} the valuable reserve of human energy available with fisherwomen for economic betterment. The urgent need is to empower women through formal and nonformal means for better participation in development programmes.

Another important option is to provide the vast human resource mainly the women in coastal areas with income generating activities. Since the coastline does not provide much scope for developing the natural resources there has not been much enthusiasm with the agencies to go in for developing fishery-unrelated activities. With the increasing motorization and mechanization of fishing the post harvest operations are becoming more and more centralised reducing the access of women in the interior areas to these activities. It is high time that women are equipped themselves and take advantages of the provisions under different governmental schemes like DWCRA to introduce new activities into their villages and mobilize various resources required for carrying out these activities.

C. Needs of the target group

The needs of the target group as identified through situational analysis are given in Table XXIII.

TABLE XXIII
NEEDS IDENTIFIED THROUGH SITUATIONAL ANALYSIS

S.No	Needs	Regions and percentage of women expressing		
		Chellanam	Saudi- Manassary	Vypeen
1	Increased income	100	100	100
2	Improved water supply	100	100	100
3	Better nutrition	100	100	100
4	Fuel conservation	100	100	100
5	Primary health care	100	50	80
6	Employment opportunities	72	77	52
7	Improved sanitary facilities	70	72	60
8	Relief from drudgery of sitting idle	68	66	50

Increased income, improved water supply, better nutrition, fuel conservation and primary health care were found to be the most significant needs which called for immediate attention. The sanitary facilities were generally inadequate in coastal areas and yearly outburst of diseases such as gastro enteritis was found to be a very common feature. Government hospital was about 20 km away for people living in the southern part of Chellanam village. The services of the primary health centre in this region was also reported to be far from satisfactory. Scarcity of fuel due to difficulty in getting firewood and the general energy crisis facing the country was a limiting factor in food preparation. Low level of education and lack of facilities for technical and vocational training in the selected villages resulted in increasing unemployment among youth. Drudgery of sitting idle was another important problem faced by women.

The needs, wants and aspirations of the target group as identified through the survey as well as through the village level workshop are presented in Table XXIV.

TABLE XXIV
NEEDS, WANTS AND ASPIRATIONS OF THE TARGET GROUP

Needs	Wants	Aspirations
Economic improvement	Better technologies for production, opportunities for income generation, credit	Purchase of fishing implements, self employment, savings
Drudgery relief	Improved water supply, alternative fuel sources, Recreation	Adoption of smokeless chula, saw dust chula, community television set
Making future secure for children	Better family income, timely grant-in aid, preschool education	High school education, technical training and salaried jobs for children
Environmental improvement	Improved sanitation, mosquito control, preventing water-logging	Constructing latrines, improving roads. prevention of water-logging
Social security	Removal of dowry, abuse of women and alcoholism, legal literacy	Improved social status and recognition

While some of the above needs, for example, provision of drinking water and educational facilities could be solved through governmental efforts some of the other needs such as fuel management practices, improvement of communication behaviour, adoption of technologies and improving environmental and social conditions could be met by voluntary efforts and nonformal education.

As prescribed in the programme planning procedure the needs were articulated into problems. Problems chosen for solution, resources identified and priority assigned are as follows:

Problem 1 Organizing income-generating activities:

Indebtedness of households under government programmes, poverty of households, do not have ration cards, difficulty in raising marginal money, lack of skill, lack of access to marketing, lack of entrepreneurship, women shy of participation, seasonality and irregularity of men's income from fishing, interested more in wage labour, interested in immediate economic gains, constraints in communication, high transport cost, bank's service area approach, difficulties in convincing financial institutions, absence of post-harvest facilities, negative impact of fishing modernization and rural institutions not confident of the Investigator.

Resources: Knowledge, skill, attitude and physical energy, funding agencies, voluntary help for field work, linking with urban women's organizations for marketing, innovations

in fishing technologies, finance for self employment, fabrication of out-of-size nets and Investigators personal resources and contacts.

Priorities: Organising women, identification of suitable income generating activities, utilization of existing skills, introduction of new skills, marketing support, motivating men to repay loans, inculcating saving habits, entrepreneurship development, sensitizing development agencies, conscientizing women, training of men in better fishing technologies, provision of improved fishing implements, organizing women for fish drying, organizing women for net making and registration of charitable society and liaison with development departments.

Problem 2 Relief from drudgery:

Water: Inadequate and untimely supply of water, wells do not yield pottable water and more time spent in fetching water.

Fuel: Scarcity of firewood and saw dust, cost of fuel and difficulty in burning firewood during rainy season of about six months a year.

Resources: Government agencies including Panchayat, linkage with Water Authority, Agency for Non-conventional Energy & Rural Technology, Kerala Sastra Parishad and Khadi & Village Industries Commission.

Priorities: Exploitation of other water sources, education on water management and conservation, installation of smokeless *chulah* and saw dust *chula*, gobar gas plants, conversion of coir pith into fuel briquettes.

Problem 3 Nutrition and primary health care:

Low purchasing power, lack of alternative sources for nutrients, absence of variety in diet, lack of nutrition education, low productivity of coastal soil, inadequate and under-utilization of health care services and long distance of the hospital.

Resources: State Department of Agriculture, Panchayat, Food and Nutrition Extension Centre, voluntary organizations, target group's time and effort, linkage with primary health centres and voluntary health services.

Priorities: Promoting cultivation and consumption of green leafy vegetables, nutrition education, immunization and regular health monitoring and followup.

D Action plan, activities carried out and physical achievements of the programme

Action plan, activities carried out and physical achievements are given in Tables XXV and XXVI.

TABLE XIV
PLAN OF ACTION

Objective	Activity	Method	Input	Agency	M & E Procedure
A Income generation	i) Fish/Prawn culture	Group discussion, method demonstration, use of AV aids, study tour	Training, seed, feed, credit insurance	R&D organizations in fisheries, bank, insurance agency, panchayat Krishnavigyan Kendra	Increase in income and number of women benefitted
	ii) Vegetable cultivation	Group discussion, method demonstration, use of AV aids	Training, seed, fertilizer, credit	State department of agriculture, agricultural university, private agencies in agriculture promotion, bank, panchayat	
	iii) Poultry, duckery, piggery and goat rearing	Group discussion, use of AV aids, field trip, method demonstration	Training credit, insurance animals, feed and marketing	State department of animal husbandry, agricultural university, bank, insurance company, block, panchayat, cooperative	
	iv) Fish processing	Group discussion, demonstration, use of AV aids	Training, credit raw material, marketing	R&D organisation in fisheries, coir board, coconut development board, department of social welfare, bank, panchayat, block, cooperative, KVIC and other related departments	Mobilization of bank loans, improvement in income, skill performance
	v) Net making				
	vi) Coconut based enterprises such as coir making, thatching, handicrafts				
	vii) Other suitable emerging programmes				
B Drudgery relief	i) Water				
	Drinking water facilities, water purification methods	Provision of drinking water source demonstration, group discussion, mass media, AV aids	Equipment and facilities	Panchayat, water pollution control board, public health engineering department, directorate of field publicity	Adoption of practices and number of women benefitted
	ii) Fuel				
	Conservation of energy, alternative source of energy	Demonstration of smokeless chulas and other nonconventional energy sources, group discussion	Installation and credit	Agency for Nonconventional Energy, directorate of publicity, voluntary organizations	

TABLE XXV(Continued)

Objective	Activity	Method	Input	Agency	M & B Procedure
C Child care	Immunization, day-care facilities, nutrition	House visits, group discussions, action programme	Vaccine, day-care facilities, education	Block, panchayat, department of health and family welfare, department of social welfare, voluntary agencies	Improvement in health status, impact of action programme
D Health and family welfare	Promoting good nutrition, freedom from diseases, home and environmental sanitation, small family norms, anti and post natal care	Lecture, demonstration, home visits, campaigns, use of AV aids, action programmes, mass media, clinical examination	Education, prophylactic measures, intervention	State department of health and family welfare, KWADB department of social welfare, directorate of field publicity, block, panchayat, voluntary organizations, PHED	Improvement in food habits, utilization of prophylactic measures, improvement in morbidity rate, practice of small family norm, improvement in sanitation
E Education	Creating scientific attitude, functional literacy, personality development	Improving accessibility to school, strengthening PTA, household counselling	Formal, non-formal and adult education	Panchayat, village school, National Literacy Mission, district adult education office, voluntary agencies	Improvement in school attendance, scholastic achievements, functioning of PTA, literacy and dropout rates
F Legislation	Creating legal awareness and use of free legal aid	Lecture, discussion, role play, mass media	Legal literacy, services of free legal aid committee	Department of social welfare, free legal aid committee, voluntary organizations	Improvement in legal awareness, utilization of facilities
G Political participation	Creating political awareness, fostering leadership qualities	Lecture, simulation games, brain storming sessions, group discussion, practical experience counselling	Education training	Panchayat, management experts Nehru Yuvak Kendra	Improvement in leadership qualities and decision making
H Media & communication	Promoting media use and formal and non-formal communication and establish a library	Workshop, group discussion, practical experience	Use of mass media, post and telegraph, telephones, filling up applications, organizing cultural programmes and folk arts	Post and telegraph departments, telephones, All India Radio, Doordarshan, Print media	Improvement in media use, communication abilities and availability of physical inputs

TABLE XXV(Continued)

Objective	Activity	Method	Input	Agency	M & B Procedure
I Voluntary action	Organizing and strengthening mahila mandals and youth clubs	Discussion, entrepreneursh development, organising group activities,related to occupation, recreation	Training, self employment credit marketing	Bank, block, department of social welfare, Nehru Yuvak Kendra, Bharathiya Gramen Mahila Sangh voluntary organizations	Extent of participation in group action
J General efforts	Improvement in infrastructure and other community amenities and general social improvement	Education, action programme, lecture, group discussion, use of mass media and AV aids	Minimising social evils like dowry, alcoholism, descrimination towards female child, promoting better civic life and human relations creating development awareness	Department of social welfare, block, panchayat,voluntary organization, directorate of field publicity, public works department	Improvement in awareness and practice

TABLE XXVI
ACTIVITIES CARRIED OUT AND PHYSICAL ACHIEVEMENTS

Objective	Programme carried out Activity	Input	Agency	Physical Achievement	No. of women
Income generation	Fishery related fishing net making	use of skill and labour, training, grant- in-aid	Girijan-Harijan Reservoir Fisheries Cooperative Society, Kearala State Social Welfare Board	Fabrication of nets worth Rs 25,000, obtained sanction of Rs 1,40,000 grant-in- aid	80
		Dry fish Society	Training, demon- stration and trial marketing	Central Institute of Fisheries Technology and Marine Products Exports Deve- lopment Authority	Introduction of improved fish drying practi- ces and trial marketing of 40 kg dry fish
	Prawn seed trade	Training in seed collection	Central Marine Fisheries Research Institute	gain of new knowledge	25
	Non fishery- related				
	Table wine making	Finance skill	Innerwheel Club of Cochin Rotary Club of Cochin	financial gain	4
	Vegetable processing	Finance	Lions Club of Cochin	Trial marketing of peeled onions	5
	Embroidery work	Finance	Donation from indi- viduals	Financial gain	8
Book binding	Finance	State Khadi & Village Industries Innerwheel Club of Cochin	Registered co-operative society	12	

TABLE XXVI (Continued)

Objective	Programme carried out Activity	Input	Agency	Physical Achievement	No. of women
				Theerapradesha Vanitha Khadi Grama Vyavasaya Vikasana Sahakarana Sangham With financial outlay of Rs 1,11,000 towards share and working capital	
	Livestock rearing	Training and finance	Department of Veterinary	Knowledge gain in cattle and quail rearing and piggery, poultry and duckery	50
	Milk production	Training and finance	Department of Dairy development	Knowledge gain and bank finance for cows	25 2
Drudgery relief	Introduction of fuel efficiency chulahs	Finance and materials	Innerwheel Club of Cochin and Kerala Sastra Sahithya Parishad	Awareness and adoption	100
	Water management practices	Nil	Panchayat	Awareness and adoption	50
Child care	Establishing preschool	Finance and equipment	Innerwheel Club of Cochin	Setting up of preschool with nutrition and health care programme	25 children
Improved nutrition	Growing leafy vegetables in homesteads	Seed and fertilizer	State department of agriculture	Distribution of seed	15
Health care	Clinical examination and treatment	Technical help and medicines	Lions Club of Cochin and Innerwheel Club of Cochin	Free medical camps, monthly health clinic and free supply of medicines	1000
Social awareness	Creating legal awareness	Seminar, literary competitions and literature	People's Council for Social Justice, Rotary Club of Cochin and Field Publicity Unit	Legal and gender issues awareness	100

TABLE XXVI (Continued)

Objective	Programme carried out Activity	Input	Agency	Physical Achievement	No. of women
Media and communication	Promoting media contact and improving information utilization	Newspapers, books and other reading materials	Press Club and newspapers	Established a library with books collected from individuals and gave publicity on important programmes	50
Voluntary action	Organizing women to plan and execute programmes	Election of committees and leadership training	All agencies mentioned above	Formation of Theerapradesha Vanitha Vikasana Yatnam and registration as charitable society	140
General efforts	Flood relief	Relief measures	Chinmaya Vidyalaya, Bhavan's Vidyamandirs and Toc H Public School (urban schools)	Free distribution of clothes and note books	700

Among economic programmes related to fisheries net making for reservoir fishing was found to be more profitable. But the demand for such nets was limited. The Society could succeed in obtaining a sanction of Rs 1,4,000 towards starting a fishing net making unit from the State Social Welfare Board. When the scheme becomes operational a group of 30 women could be profitably engaged in fabrication of nets which are not usually machine made.

Hygeinically dried fish which had good consumer preference was marketed on trial and was found to be a suitable activity. About 30 women could participate in this programme if some finance is made available to them. Other programmes awaiting take off are the cooperative society for book binding and tailoring and embroidery. Women were trained in productive activities identified by them.

Under the programme for drudgery relief smokeless *chulas* an improvisation of firewood cooking stove was installed in the houses of 100 members of the Society. This programme was sponsored by the Innerwheel Club of Cochin, a voluntary agency. The cost of a *chula* was about Rs 200 out of which Rs 50 was contributed by the woman adopting the technology. The educational programmes included creation of awareness on health, nutrition and water conservation and conscientizing and sensitizing women about social issues confronting them. The child care facility for 25 children of the target group was another important programme sponsored by the Innerwheel Club. The programme consisted of free supply of snacks made of pulses and uniform clothings and periodical health check up for children as well as

members of the Society. Besides the physical achievements of the action programme could help providing learning experience for the members by direct participation in the programme planning and implementation. The Society which was had 45 in the beginning grew into a strong organization with 170 members. Further enrollment was suspended until more income generating activities were available. Figure 6 indicates the growth of the Society in terms of membership. Plates 1 to 8 give a glimpse of the activities.

E. Effectiveness of the model in empowering women

The effectiveness of the model on empowering the target group is discussed under the following headings based on comparative and differential analysis in relation to programme participation.

- 1 Background information about programme participants and non-participants
- 2 Distribution of programme participants by level of participation
- 3 Differential empowerment index and effect of extension participation on index of empowerment
- 4 Effect of the features and factors of empowerment on empowerment index
- 5 Case studies
- 6 Public opinion about the programme
- 7 Tensions created by the programme
- 8 Futurology

1 Background information about programme participants and non-participants

In this study the programme participant is a member of the women's organization founded for execution of planned programmes.

Age

Table XXVII gives the distribution of programme participants and non participants by age.

TABLE XXVII
DISTRIBUTION OF PROGRAMME PARTICIPANTS AND
NON-PARTICIPANTS BY AGE

S.No.	Age	Percentage	
		Participants	Non-participants
1	20-25	11	19
2	25-30	20	18
3	30-35	27	24
4	35-40	21	18
5	40-45	7	8
6	45-50	6	4
7	>50	8	9
Total		100	100

The majority of the programme participants were in the age group of 25-40 years and hence a sample of similar age composition was selected for further comparison of the parameters.

Education

The educational status of the participants and the non-participants is given in Table XXVIII.

TABLE XXVIII
DISTRIBUTION OF PROGRAMME PARTICIPANTS AND NON-PARTICIPANTS
BY EDUCATION

S. No.	Educational status	Percentage	
		participants	non-participants
1	No education	0	1
2	Primary	42	59
3	Middle school	40	23
4	High school	17	17
5	>High school	1	0
Total		100	100

It can be observed from the above Table that 80 per cent of the women in both the groups had education only up to middle school and below.

Household status

The household status of programme participants and non participants is given in Table XXIX.

TABLE XXIX
DISTRIBUTION OF PROGRAMME PARTICIPANTS AND NON-PARTICIPANTS
BY HOUSEHOLD STATUS

S.No	Household status	Percentage	
		Participants	Non-participants
1	Male headed	74	70
2	<i>de jure</i> female headed	3	8
3	<i>de facto</i> female headed	3	4
4	Periodically female headed	20	18
Total		100	100

The majority of the participants and non-participants households were male headed. Periodically female-headed households where male members migrated on seasonal basis for more than six months in a year were about 20%. The rest of the households belonged to *de jure* where head is either unmarried,

divorced and widowed and de facto due to desertion. This information indicates the heterogeneity of women's group as well as their constraints in access to resources (SIDA, 1990).

Number of children

Distribution of participants and non-participants based on number of children are given in Table XXX

TABLE XXX
DISTRIBUTION OF PROGRAMME PARTICIPANTS AND NON-PARTICIPANTS
BY NUMBER OF CHILDREN

S.No.	Number of children	Percentage	
		Participants	Non participants
1	0	6	8
2	1	3	5
3	2	25	27
4	3	34	22
5	4	13	23
6	5	8	8
7	6	7	6
8	7	2	0
9	8	2	1
Total		100	100

About 60 per cent of both the groups had more than two children.

Income generation

The distribution of programme participants and non-participants by income-generation status are presented in Table XXXI.

TABLE XXXI
DISTRIBUTION OF PROGRAMME PARTICIPANTS BY
PERIODICITY OF INCOME GENERATION

S. No.	Periodicity	Percentage participants	non-participants
1	Regular	6	6
2	Frequent	16	16
3	Occasional	50	28
4	Never	28	50
Total		100	100

Seventy eight per cent of both the groups had very little opportunity for income earning. The occasional income generation reported by the participants was due to their participation in the economic programmes organized under the study.

2 Distribution of participants by levels of participation

Distribution of programme participants by level of participation is given in Table XXXII.

TABLE XXXII
DISTRIBUTION OF PROGRAMME PARTICIPANTS BY LEVEL
OF PARTICIPATION

S.No.	Level of participation	Percentage of women
1	20	17
2	30	5
3	40	8
4	50	16
5	60	10
6	70	20
7	80	14
8	90	8
9	100	2

If the levels of participation are classified as high, low and medium it can be observed from the Table that 30 per cent had low (≤ 25 per cent), 46 per cent had medium (≥ 50 and < 75

per cent) and 24 per cent had high level (≥ 75 per cent) of programme participation.

The distribution of programme participants before and after programme for each of the features of empowerment and the index of empowerment is presented in Table XXXIII.

TABLE XXXIII
COMPARISON OF FEATURES OF EMPOWERMENT AND INDEX OF
EMPOWERMENT OF PROGRAMME PARTICIPANTS
BEFORE AND AFTER THE PROGRAMME

S. No.	Feature	PERCENT								
		<20	<30	<40	<50	<60	<70	<80	<90	≥ 90
1	Self-perception	0	1	3	6	16	21	27	25	1
		0	0	7	16	76	0	1	0	0
2	Perception of role of women	0	0	1	7	20	18	18	35	4
		0	1	5	11	66	16	1	0	0
3	Decision making	1	0	3	8	12	20	16	31	12
		0	0	10	22	53	15	0	0	0
4	Economic independence	0	0	2	8	30	24	27	10	2
		0	0	40	13	20	17	10	0	0
5	Innovativeness	0	0	6	11	26	35	19	5	1
		0	3	40	37	20	0	0	0	0
6	Desire for improvement	0	4	20	24	26	20	8	1	0
		1	13	33	43	10	0	0	0	0
7	Communication behaviour	20	34	13	10	4	2	0	0	0
		60	35	5	0	0	0	0	0	0
8	Attitude to group action	0	0	0	3	13	17	19	32	19
		0	0	10	16	34	40	0	0	0
9	Empowerment index	0	0	1	18	26	31	24	3	0
		0	0	13	78	9	0	0	0	0

(Note: Figures in bold indicate numbers before the programme.)

Each feature is classified into 10 classes of each with a score interval of 10 each. From the Table it is observed that

the participants had obtained higher scores after the programme.

The average values before participation for the above nine features along with their standard deviations (S.D) and coefficient of variation(C.V.) are given below:

	VARIABLE								
	1	2	3	4	5	6	7	8	9
MEAN	52.2	54.4	52.3	49.4	42.4	39.3	19.5	55.4	45.7
S.D.	8.3	6.5	8.4	7.4	6.8	8.0	6.8	5.5	4.6
C.V	16.0	12.0	16.0	15.0	16.0	20.0	35.0	10.0	10.0

Table XXXIV gives the distribution of features of empowerment and index of empowerment among participants and non-participants.

TABLE XXXIV
COMPARISON OF FEATURES OF EMPOWERMENT AND INDEX OF EMPOWERMENT OF PROGRAMME PARTICIPANTS AND NON-PARTICIPANTS

S. No.	Feature	PERCENT								
		<20	<30	<40	<50	<60	<70	<80	<90	>=90
1	Self- perception	0	1	3	6	16	21	27	25	4
		0	2	7	16	34	10	1	0	0
2	Perception of role of women	0	0	1	7	20	18	18	35	4
		0	1	1	1	31	60	6	0	0
3	Decision making	1	0	3	8	12	20	16	31	12
		0	0	1	3	53	26	17	0	0
4	Economic independence	0	0	2	8	30	24	27	10	2
		0	0	2	10	51	27	2	0	0

TABLE XXXIV (continued)

S. No.	Feature	PERCENT								
		<20	<30	<40	<50	<60	<70	<80	<90	>=90
5	Innovative- ness	0 0	0 3	6 20	11 57	26 20	35 0	19 0	5 0	1 0
6	Desire for improvement	0 1	4 13	20 38	24 43	26 5	20 0	8 0	1 0	0 0
7	Communication behaviour	20 60	34 36	13 4	10 0	4 0	2 0	0 0	0 0	0 0
8	Attitude to group action	0 0	0 0	0 0	3 16	13 64	17 20	19 0	32 0	19 0
9	Empowerment index	0 0	0 0	1 13	18 78	26 9	31 0	24 0	3 0	0 0

(Note: Figures in bold indicate programme participants).

From the Table it is observed that the majority of the participants had higher scores for all the selected features leading to higher of empowerment than that of the non-participants who are considered to be a control group. Figure 7 indicates the comparative mean scores for different features of empowerment before and after participation and non-participation.

Participation effect on empowerment

The average standardised scores for the determinants and the index of empowerment among participants and non-participants are given in Table XXXV.

Figure 6 Growth of membership of the Society

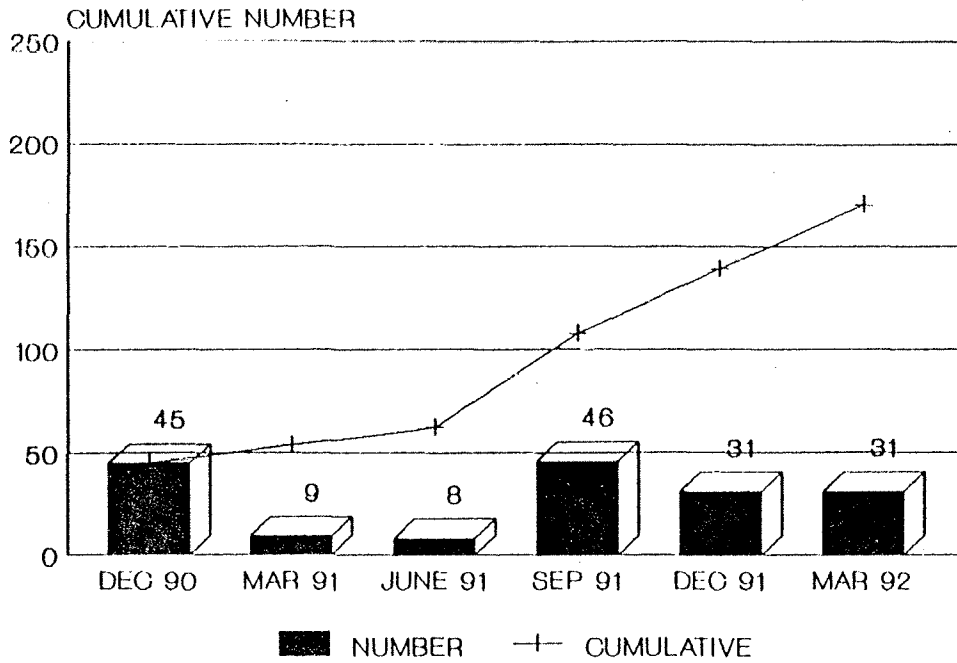


Figure 7 Comparative mean scores for features of empowerment

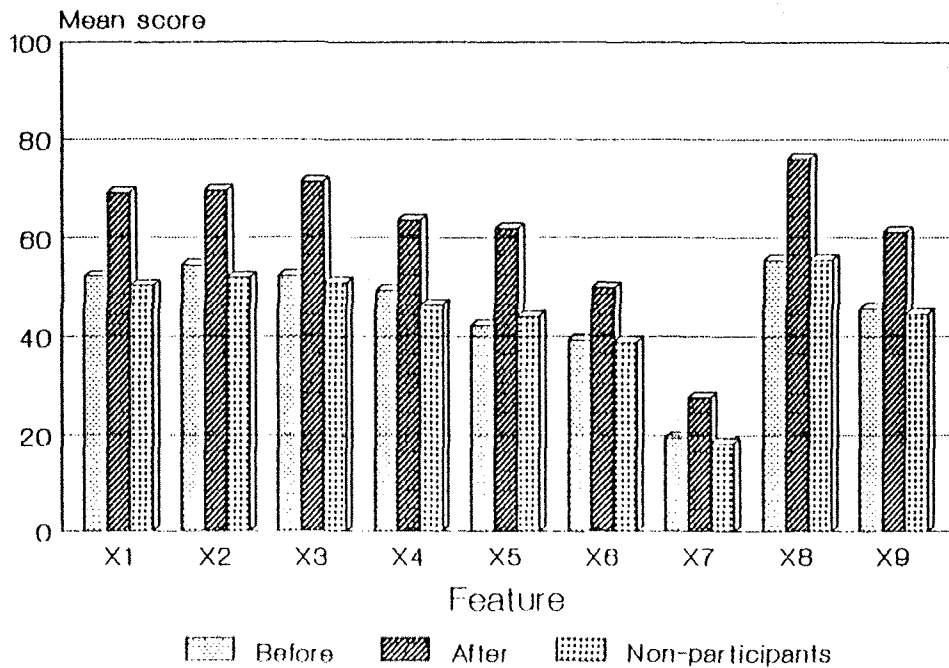


TABLE XXXV

AVERAGE VALUES OF FEATURES OF EMPOWERMENT AND INDEX OF EMPOWERMENT AT DIFFERENT LEVELS OF PARTICIPATION

x1	x2	x3	x4	x5	x6	x7	x8	x9	x10
20	50.51	53.55	51.45	48.69	47.39	40.08	21.32	57.47	46.31
30	56.25	54.30	56.55	51.45	54.90	41.25	21.60	60.15	49.56
40	61.10	62.00	58.00	56.10	56.20	45.50	27.50	68.40	54.35
50	67.89	62.85	65.82	59.77	57.69	49.94	22.10	70.39	57.06
60	72.70	78.60	77.30	69.00	69.20	58.00	30.30	87.60	67.84
70	76.60	79.40	82.25	68.55	69.20	60.00	29.45	88.25	69.21
80	81.50	83.86	84.36	74.57	70.36	52.86	31.71	87.71	70.87
90	86.38	75.63	91.63	79.50	71.50	43.13	39.38	81.75	71.11
100	88.00	91.30	99.00	89.65	78.10	60.50	51.70	97.35	81.95

Participants

MEAN	69.20	69.70	71.40	63.60	61.90	50.00	27.70	76.00	61.20
S.D.	14.40	13.90	16.60	12.00	12.10	12.80	10.70	13.90	10.80
C.V.	21.00	20.00	23.00	19.00	19.00	26.00	39.00	18.00	18.00

Non-participants

MEAN	50.40	52.00	51.00	46.40	44.10	38.80	18.30	55.40	44.60
S.D.	8.31	6.86	7.66	7.10	7.06	8.13	6.17	5.81	4.08
C.V.	16.00	13.00	15.00	15.00	16.00	21.00	34.00	10.00	9.00

Low participation(N=30)

MEAN	53.90	55.70	53.80	50.90	50.60	41.50	22.80	60.50	48.70
S.D.	10.30	8.20	12.40	5.40	9.10	8.10	7.20	8.20	5.50
C.V.	19.00	15.00	23.00	11.00	18.00	19.00	31.00	13.00	11.00
INC(%)	7.00	7.00	5.00	10.00	15.00	7.00	24.00	9.00	9.00

High participation(N=70)

MEAN	76.40	76.30	79.70	69.60	67.30	54.00	30.10	83.40	67.00
S.D.	9.70	10.80	10.90	9.30	9.50	12.60	11.30	9.20	7.10
C.V.	13.00	14.00	14.00	13.00	14.00	23.00	38.00	11.00	11.00
INC(%)	52.00	47.00	56.00	50.00	53.00	39.00	64.00	51.00	50.00

(Note: x1=Level of participation x2=Self perception x3= Perception of role of women x4= Decision making x5= Economic independence x6= Innovativeness x7= Desire to improve living conditions x8= Communication x9= Attitude towards group action x10= Empowerment Index)

The average empowerment index for the participants was 61.2 as against 44.6 for the non-participants and the difference was found to be highly significant ($P < 0.01$). The score for communication was observed to be the lowest among all the determinants for both the groups. The highest scored determinant for both the groups was the attitude towards group action. The rank order of the features for both the groups remained more or less the same except in the case of perception of role of women and decision making. The relative variation for all the features and index of empowerment was higher among the participants than among the non-participants. This may be due to differences in the level of participation among the participants as it is evident from Table XXXV. The difference between these three groups in respect of these features and the index of empowerment was statistically tested with t-test and the results are summarised in Table XXXVI.

**TABLE XXXVI
MEAN COMPARISON OF VARIABLES OF EMPOWERMENT**

S. No.	Variable	Comparison		
		Non-participants before and after	Participants before and after	Non-participants and Participants
1	x2	n.s.	**	**
2	x3	*	**	**
3	x4	n.s.	**	**
4	x5	**	**	**
5	x6	n.s.	**	**
6	x7	n.s.	**	**
7	x8	n.s.	**	**
8	x9	n.s.	**	**
9	x10	n.s.	**	**

(Note: The variables x2 .. x10 are as defined in the previous Table. n.s. means the difference is not significant.
* indicates the difference is significant ($p < 0.05$)
** indicates that the difference is highly significant ($p < 0.01$)).

It is observed from the above Table that there was no significant difference between the scores of non-participants and those of the participants before start of the programme except in the case of x3 and x5. However, the differences were highly significant between scores of the participants before and after participation in the programme for all the variables. Significant differences were also found in respect of all the variables between the participants and the non-participants. To examine the behaviour of "enthusiasts" (those with 50 per cent and above participation) and "non-enthusiasts" (those with less than 50 per cent) vis-a-vis non-participants with respect to the magnitude of determinants the data was regrouped and analysed. The results are summarised in the last eight rows of the Table XXXV. In general, the relative variation among the "non-enthusiasts" was higher for determinants in comparison to those among the "enthusiasts". This indicates that the "enthusiasts" tend to behave more uniformly and homogeneously as compared to the other group. The relative increase in each of the determinants, obtained as difference in the scores expressed as percentage relative to the score of the non-participants, was quite high among the "enthusiasts". This clearly indicates that participation in the programme will manifest in higher scores for the determinants (features) leading to higher index of empowerment.

The scores of the features and the index of empowerment among the participants were plotted against different levels of

participation and they are given in Figures 8 to 16. In general all the determinants and the index did exhibit discernible increasing trend with increase in participation. However, for some of the features the rate of increase with respect to participation, namely, role of women, innovativeness, satisfaction and attitude towards group action tended to increase at a lower rate as compared to the others. It may be possible since the programme could not generate income earning opportunities as expected, the participants' response towards these parameters were not consistent. The salient feature had been a perceptible change in self perception, decision making, self reliance and communication which are "confidence builders" and lead the way to empowerment.

The multivariate comparison between the two groups considering all the eight features was carried out using the discriminant function analysis (Rao, 1974). The results of the analysis are presented in Table XXXVII.

**TABLE XXXVII
RESULTS OF D-SQUARE ANALYSIS**

Feature	Parti- cipant	Non-parti- cipant	Diffe- rence	D-Coeff	Norm-D
x2	69.20	50.40	18.80	0.033	0.225
x3	69.70	52.00	17.70	0.009	0.058
x4	71.40	51.00	20.40	-0.053	-0.356
x5	63.60	46.40	17.20	0.063	0.427
x6	61.90	44.10	17.80	0.064	0.427
x7	50.00	38.80	11.20	0.051	0.341
x8	27.70	18.30	9.40	0.028	0.188
x9	76.00	55.40	20.60	0.082	0.548

(Note: D-coeff means coefficient of discrimination, Norm-D means normalised discriminant coefficient.).

Figure 8 Change in self-perception with level of participation

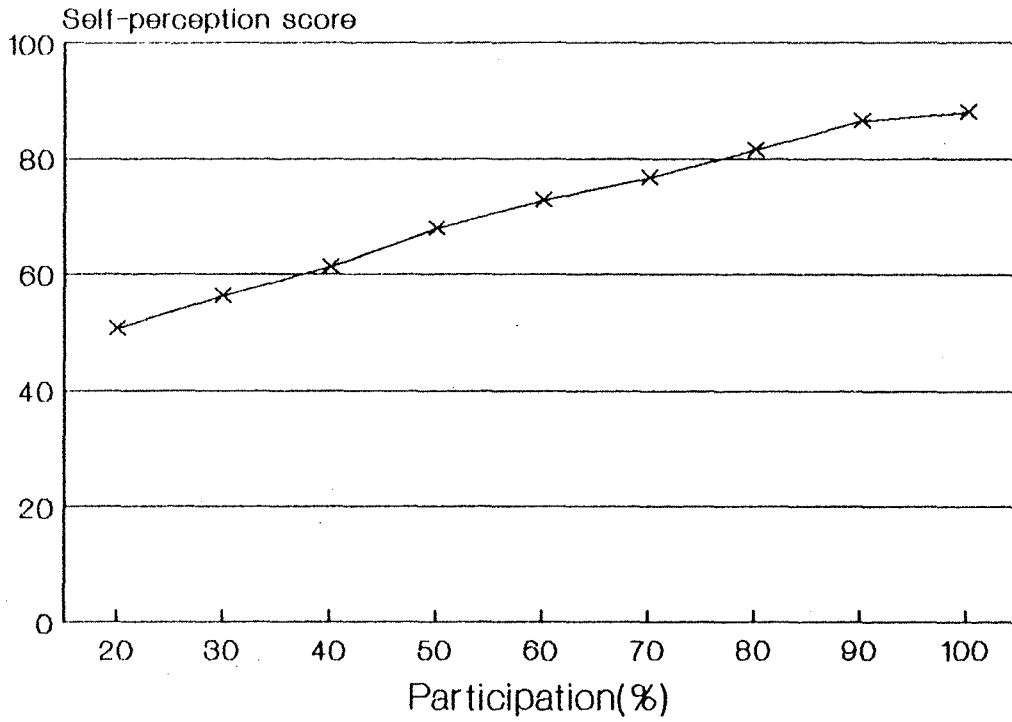


Figure 9 Change in perception in role of women with level of participation

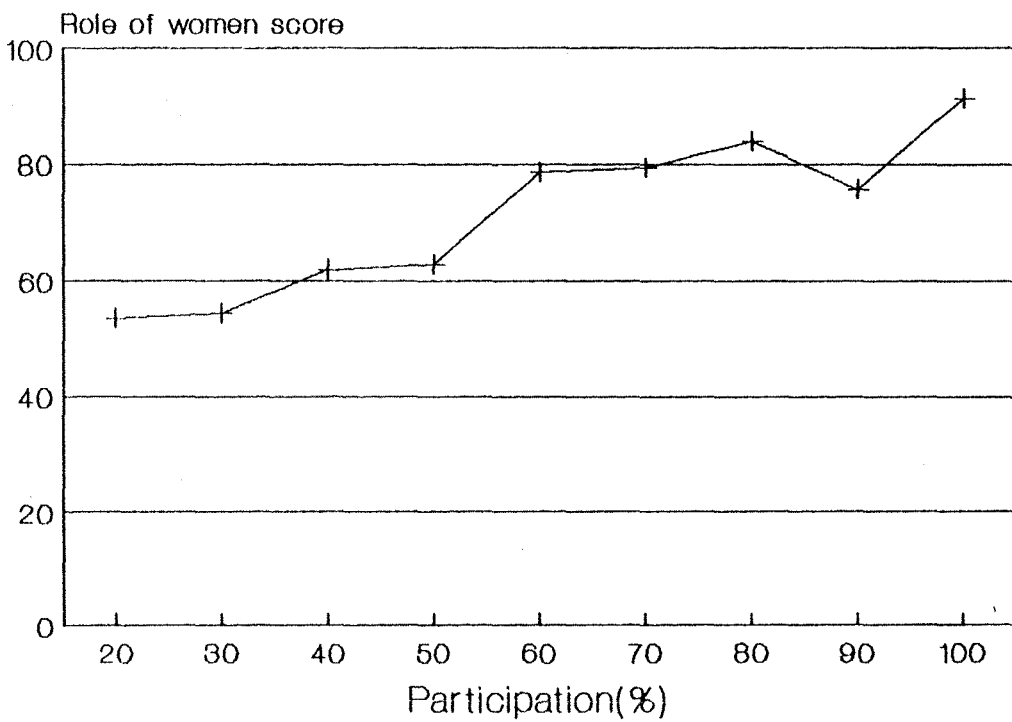


Figure 10 Change in decision making ability with level of participation

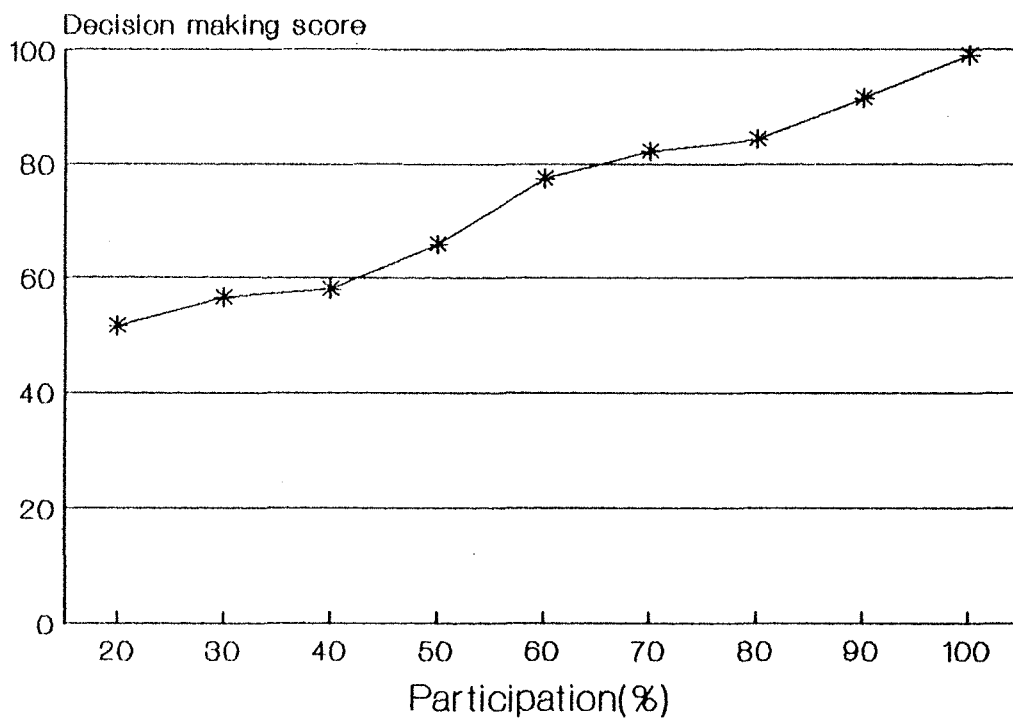


Figure 11 Change in economic independence with level of participation

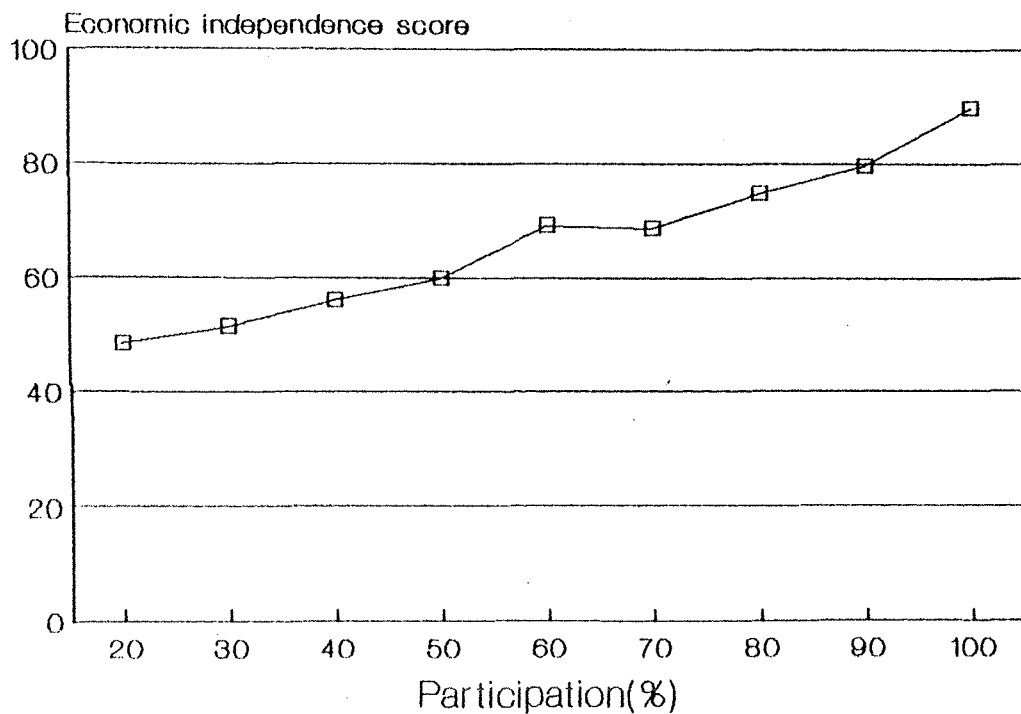


Figure 12 Change in innovativeness with level of participation

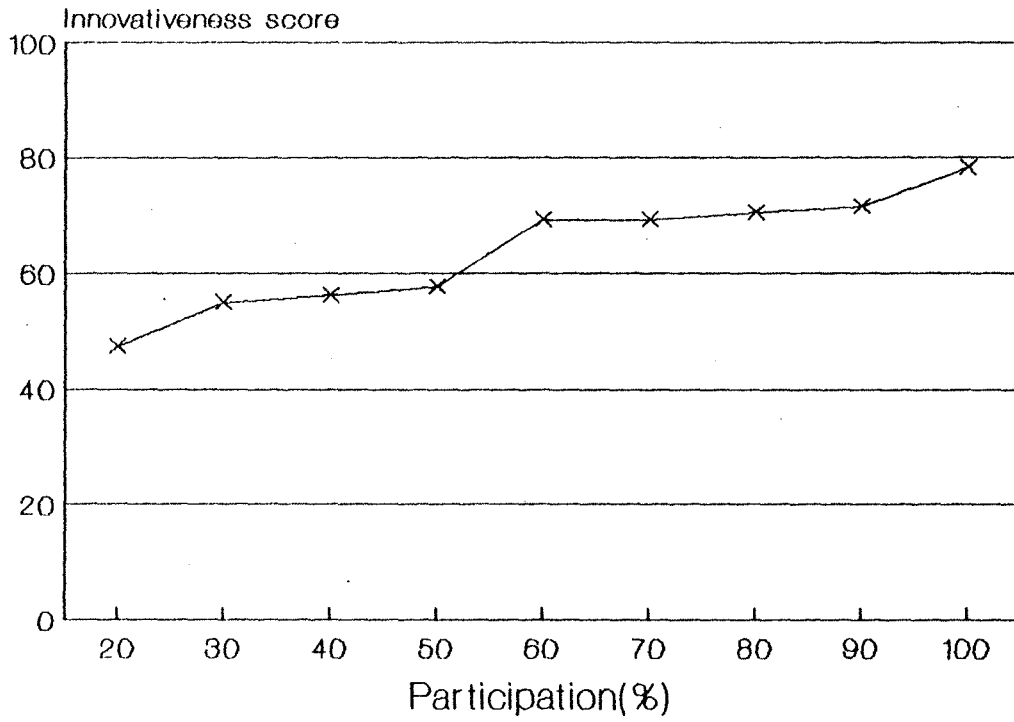


Figure 13 Change in desire for improvement with level of participation

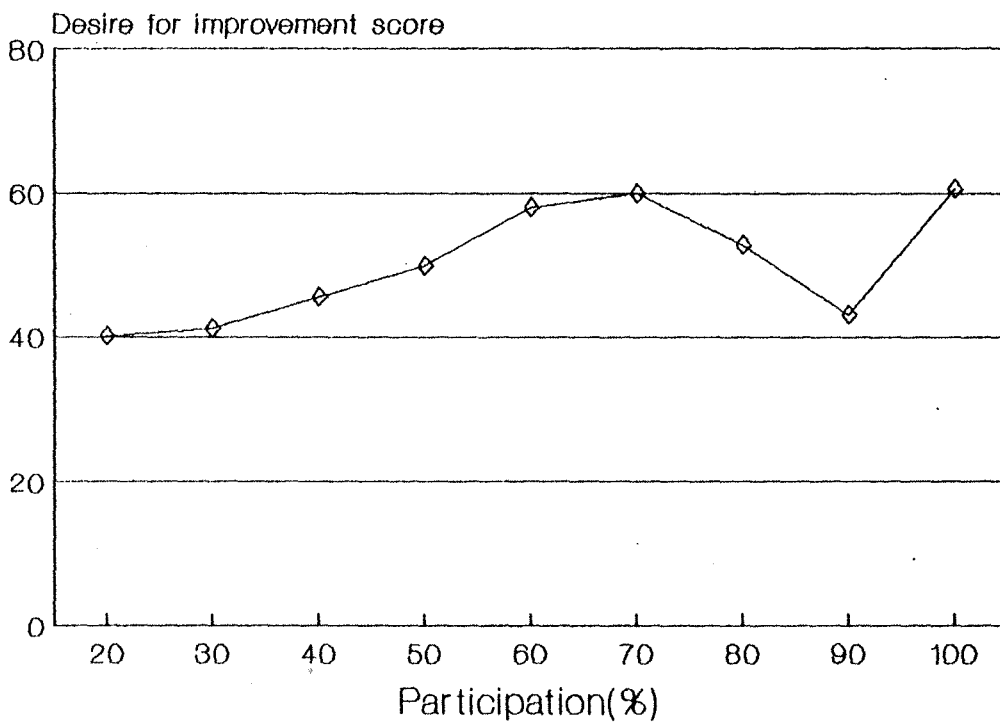


Figure 14 Change in communication with level of participation

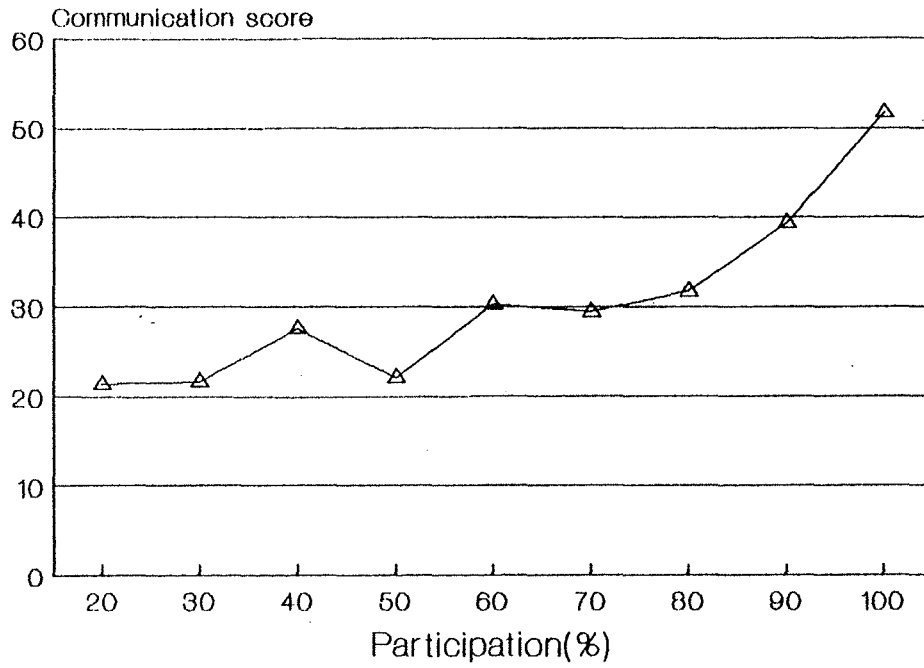


Figure 15 Change in attitude towards group action with level of participation

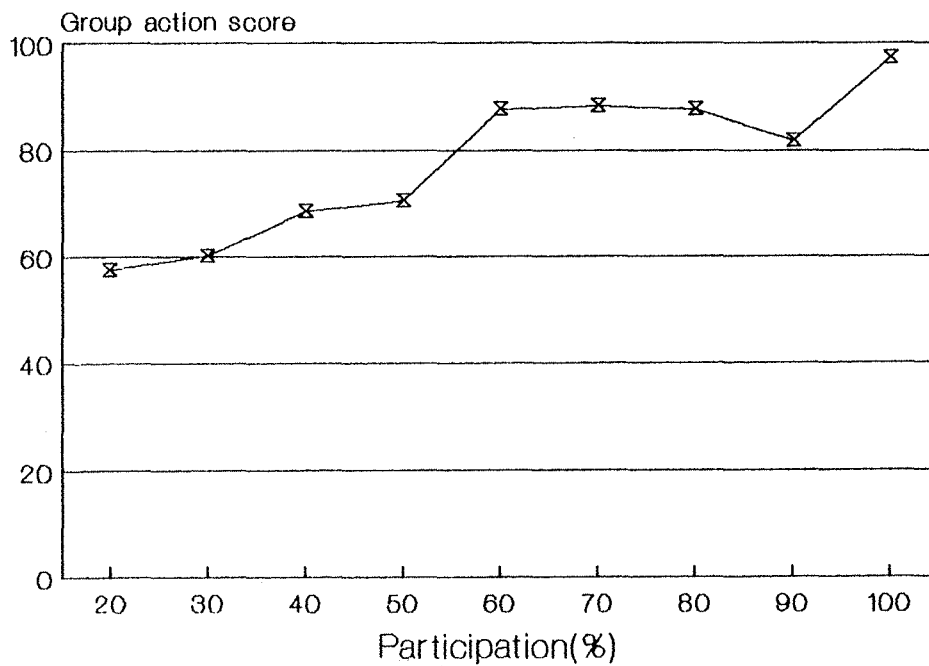
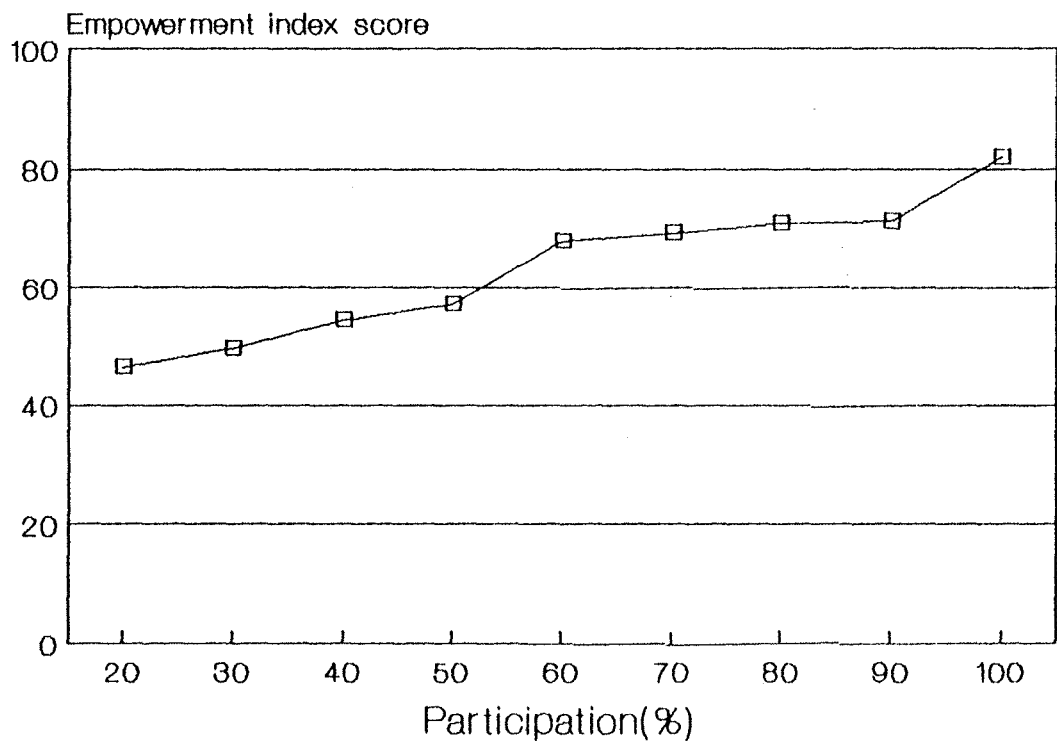


Figure 16 Change in empowerment index with level of participation



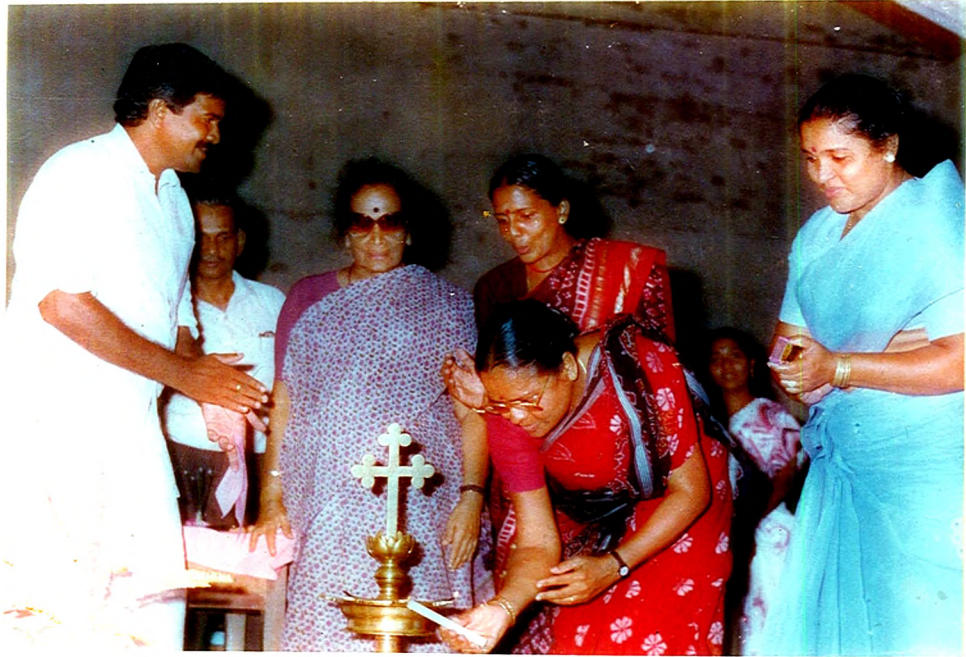


Plate 1 Inauguration of Theerapradesha Vanitha Vikasana Yatnam, the Society founded under the Action Research;



Plate 2 A section of the members of the Society participating in a seminar



Plate 3 Braiding of fishing net under the income-generation programme.



Plate 4 Demonstration of hygienic drying of fish



Plate 5 Training in collection of prawn seed from canals



Plate 6 A member of the Society giving tips on using smokeless chula



Plate 7 Demonstration of low cost recipes under the nutrition education programme



Plate 8 Clinical examination of members of the Society during a medical camp

From the above Table it can be seen that the contribution of group action and the innovativeness are the major features for discrimination.

The D square was calculated as 4.976 and was found to be highly significant ($F=26.2$ and $P<.01$) indicating that these features were good discriminants of participants from non-participants. The normalized co-efficient of discrimination were obtained by dividing the D-co-efficient by square root of the sum of squares of D-co-efficients. Group action ranked highest as a better discriminator with communication faring as a poorer discriminator. This may be due to the fact that most of the respondents did show very poor communication behaviour.

Interrelationship of features and factors with empowerment

The interrelationship of the features, among the participants the index of empowerment, age, education, number of children, house hold status, attitude and participation are quantified by the coefficients of correlation and the correlation matrix is given in Table XXXVIII.

TABLE XXXVIII

CORRELATION MATRIX FOR PROGRAMME PARTICIPANTS

	y1	y2	y3	y4	y5	y6	y7	y8
y1	1.000							
y2	-0.162	1.000						
y3	-0.076	0.066	1.000					
y4	0.573	-0.219	-0.044	1.000				
y5	-0.090	0.163	0.021	-0.118	1.000			
y6	-0.022	0.299	0.048	-0.092	0.702	1.000		
y7	0.037	0.328	0.095	-0.105	0.507	0.825	1.000	
y8	-0.027	0.340	-0.002	-0.001	0.539	0.784	0.729	1.000
y9	0.162	0.354	0.043	-0.013	0.504	0.842	0.871	0.768
y10	0.071	0.279	0.037	-0.106	0.581	0.875	0.810	0.734
y11	0.007	0.264	0.098	0.009	0.489	0.728	0.737	0.691
y12	-0.063	0.140	0.240	0.041	0.286	0.381	0.137	0.357
y13	0.170	0.446	-0.009	-0.054	0.272	0.504	0.526	0.483
y14	-0.091	0.301	0.118	-0.092	0.607	0.833	0.801	0.789
y15	-0.086	0.015	-0.120	-0.019	0.114	0.031	-0.006	0.099
y16	0.040	0.377	0.095	-0.049	0.592	0.903	0.882	0.868

	y9	y10	y11	y12	y13	y14	y15	y16
y9	1.000							
y10	0.867	1.000						
y11	0.701	0.701	1.000					
y12	0.305	0.292	0.336	1.000				
y13	0.581	0.572	0.424	0.067	1.000			
y14	0.828	0.787	0.742	0.425	0.505	1.000		
y15	0.041	0.070	0.092	-0.049	0.060	-0.002	1.000	
y16	0.930	0.898	0.828	0.452	0.630	0.920	0.044	1.000

CRITICAL VALUE (2-tail, .05) = +/- .19357

(Note: y1=Age y2= Education y3= Household status y4= Number of children y5=Attitude towards the programme y6= Level of participation in the programme y7= Self perception y8= Perception of role of women y9= Decision making y10= Economic independence y11= Innovativeness y12= Desire to improve living condition y13= Communication y14= Attitude towards group action y15=Income generation y16= Empowerment index)

It is seen from the matrix that the participation had higher correlations with the different features and index of empowerment. Among the other variables only attitude and education had significant correlation with the features and the index of empowerment.

A functional relationship between the index of empowerment and the explanatory variables *viz.* age, education, number of children, attitude and participation was arrived at following the multiple regression analysis. The results are summarised in Table XXXIX.

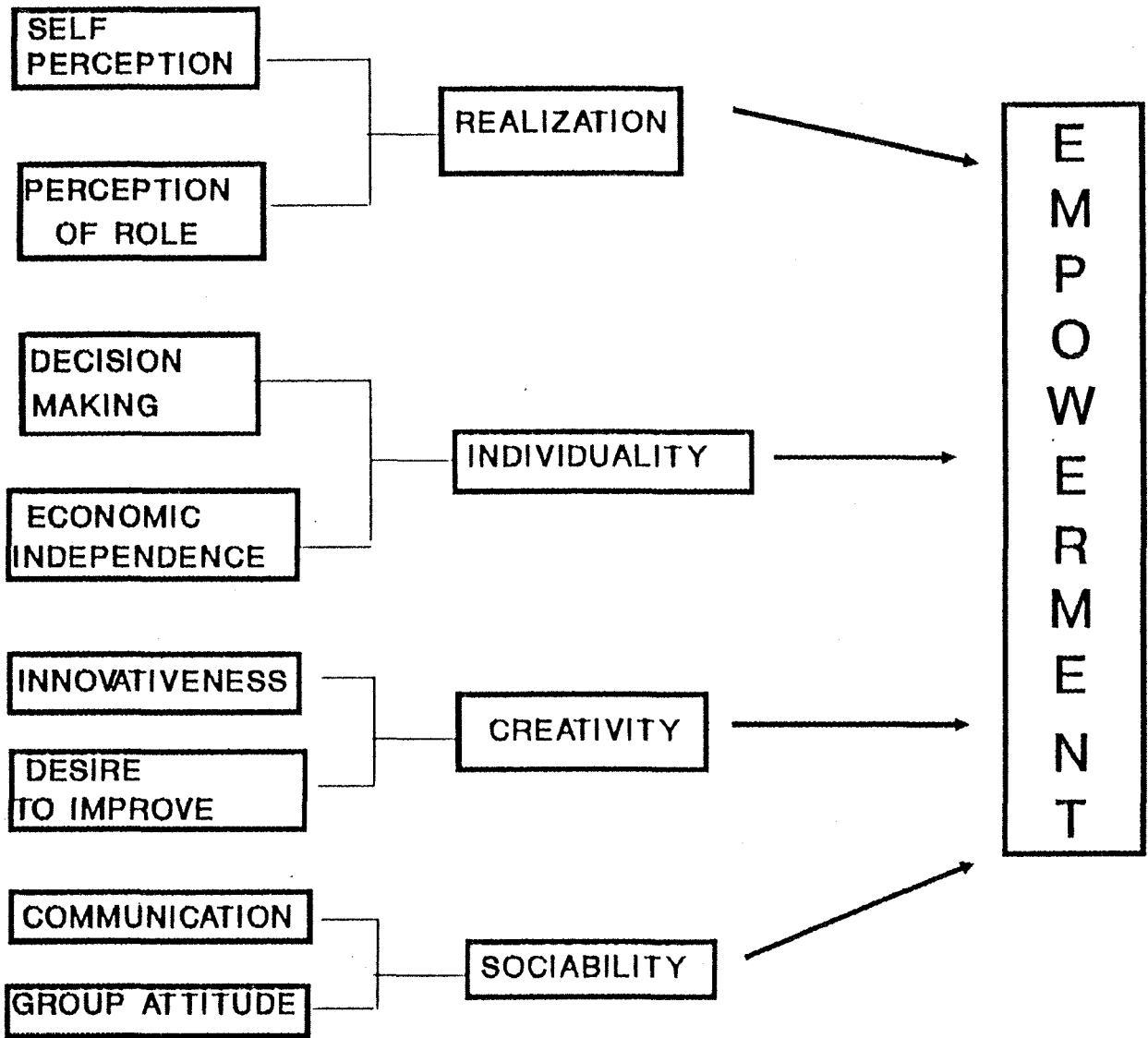
**TABLE XXXIX
MULTIPLE REGRESSION ANALYSIS**

Variable	Reg. Coef	S. E.	t
Age	0.0825	0.0625	1.32
Education	0.6191	0.2102	2.95
No. of children	0.1198	0.3334	0.36
Attitude	-0.8172	0.7841	1.04
Participation	0.4172	0.0274	15.21
Constant	34.7846		

R- square = 83.8%

Only education and level of participation were found to better descriptors of empowerment and had significant impact on empowerment. It may be recalled that the attitude was observed to have significant correlation with the index of empowerment. But it did not figure in the functional relationship. This may possibly be due to the fact that the participation has had effect on the attitude which in turn would have affected the index of empowerment.

Figure 17 EMPOWERMENT PARADIGM



Paradigm of empowerment

The paradigm of empowerment conceived from the findings of the study is illustrated in Figure 17. The different features of empowerment can be classified into four traits namely, realization, confidence, creativity and sociability or in other words, awareness of self and perception of one's role, confidence in one's own action, urge for development or ability to extend, together or in combination can lead to empowerment.

5 CASE STUDIES

1 Mable Arulappan

Mable is the eldest daughter in a fishing household. She has completed schooling. She has two brothers and two sisters. Arulappan, her father is a full time fisherman operating small country craft in the backwaters and frequently participating in motorized group fishing as a wage earner. He is the President of a coir society sponsored by the local church. Apparently he looks healthy. Mable's mother Mariakutty (50 years) is a frail looking woman. She is employed as a piece-rate worker in the above mentioned coir society. Her earning per day was about Rs 10.

Mable came into picture as a helper for household data collection for the profile study under the present investigation which formed the basis for the programmes of Matsysmahilavedi. She was recommended by the Panchayat President as she was very honest and sincere person. After the survey she was also very helpful in getting together the women for the needs assessment

workshop. She also took the lead in bringing together different activity groups under one umbrella namely Theerapradesha Vanitha Vikasana Yatnam (Matsyamahilavedi) and was elected Secretary for the same.

She had her own embroidery and tailoring unit which employed five girls and fetched her an income of Rs 600 per month. As the activities of Matsyamahilavedi progressed Mable felt that she was not able to give much time for her own business and was loosing income. On her request she was relinquished of her responsibility and another woman who had higher education was elected Secretary. But the new Secretary could not carry out the responsibilities as she was shy of meeting people and had strong communal feeling. Mable was again made Secretary and the Investigator decided to pay her an honorarium of Rs 100 per month to compensate to some extent her personal income loss because services of such person was highly essential for conducting the study. With her ability for critical thinking, decision making assertiveness and knowledge about the villagers as well as her high aspirations to bring the society into limelight she had made very big contributions for the empowerment of her community. She has helped demonstrating how a participatory research should be conducted by associating her with the work right from profile study to the evaluation of the effectiveness of the programme.

At the same time she had to bear number of allegations too. The villagers had wrong impressions that the Society was receiving financial support from international agencies and

suspected that she was making money by fooling people.

Mable deserves a good position with sufficient remuneration in the development efforts. In appreciation of her selfless work, honesty and sacrifices two embroidery frames where five women each can work at a time costing Rs 1,000 was donated to her enable her pursue her occupation. Persons like Mable are great assets to the community.

Empowerment Index - 85%

Participation - 100%

Attitude towards the programme - 5 (maximum)

2 Celine Joseph

As one of the founders of Theera Pradesa Vanitha Vikasana Yatnam, Celine Joseph (36 years) had associated with the programme at all levels. Celine is a victim of large-scale displacement of women from net making consequent to mechanization. Highly skilled in hand braiding of fishing nets Celine evinced great interest in bringing back the activity to the village. Yet there were only very limited opportunities such as making nets of nonconventional mesh sizes. Celine occasionally did webbings of cod end of trawl nets and sold it in local market. She has four children, all school going. Her husband was a part-time fisherman who was not very fortunate in getting good returns from fishing.

When the programme of net making for reservoir fishing was taken up Celine came forward to provide leadership in training

the fellow women in the work. The launching of the net making unit under the Social Welfare Department was expected to provide her substantial benefits.

When the pre-school programme was introduced by the Society the budget provided for salary for a teacher but did not include remuneration for a helper. When the need for a helper arose Celine volunteered to extend her helping hand to the teacher and did cooking of snacks, serving and washing and taking care of children when teacher had to move out of the classroom on emergencies. It was decided to collect a fee of Rupees five per month per child and pay to Celine. But the parents were not regular in paying the amount. Celine continued to work without any grudge. Even her husband could not believe that she was extending a free service. Later measures were taken to suitably reward her services.

Celine had proved her worth in making the programme of research very successful. Her only aspiration was to educate her children so that they were out of the vicious circle of borrowing and paying back money even to buy their daily bread which she considered as a bane of the fishing community. She would like the Society to formulate programme to support the education of children by meeting the demands for clothing. She feels that only such organizations exclusively meant for women can understand the needs of women and help them solve problems.

Empowerment Index - 80.2%
Participation - 100%
Attitude - 5 (maximum)

3 Philomina Thomas

Born in a fisherman's family Philomina Thomas was customarily married to a fisherman who later shifted from fishing to take a job in an ice plant outside the village. Philomina was the de facto head of the household. She had three daughters. She played a significant productive role in the family by generating income through livestock rearing and had control over management decisions. She also took up contracts for preparation of food for marriage and other ceremonies.

Philomina joined the Society and gave leadership to a group of women from her locality in the village. As an active participant of the programme she helped in the execution of the activities in an effective manner and set an example for other members of the Society. She was elected Joint Secretary of the Society during its second year. Her objective of joining the Society was to work with women in a group to improve income generating opportunities in the village. Though she did not have any material gain under the programmes carried out by the Society till the completion of this study she had put in efforts in sustaining the activities.

Empowerment Index - 86.5%
Participation - 100%
Attitude - 5 (maximum)

4 Annamma

Annamma, mother of seven children attended first few meetings held in the village as a prelude to the programmes under

this study. One day when she was invited to participate in a lecture on livestock rearing she was annoyed and remarked, " I am not interested in lectures and preachings. I had enough of such advices through different sources. The officials of Development Departments end up only with promises. When we approach them they are reluctant to help us and try to prove our non eligibility rather than helping us with the programme. She was emphatic about action oriented efforts to generate self employment opportunities and believed that women can solve many of their problems through organized effort.

In the beginning she used to denounce the members for their action. Annamma's behaviour should be an eye opener to the extension workers who often believe that extending knowledge alone will be sufficient to certain extent to motivate women for development.

When the Society took up trial marketing of dry fish and peeled onions Annamma took the lead in implementation of the programme without expecting much returns. She hoped that the Society will over a course of time be able to solve many of the problems confronting local women.

Empowerment Index - 72%
Participation - 70%
Attitude - 5 (maximum)

5 Gracy Joseph

Gracy was working as a field agent under the credit programme of the local church. She used to get a commission of

four per cent of the amount she could transact. Thus she earned about Rs 250-300 per month. Gracy was one of the founder members of the Society and during the first six months had actively participated in organizing people and decision making. She was elected chief promotor of the cooperative society for book binding and vegetable processing proposed by the Society. The group consisting of 12 members under her leadership was to raise a share capital of Rs 5000 to get a share of ten times of the amount from the government. The group decided to approach the priest of the local church for a interest free loan. This intention was communicated to the church informally and the priest had agreed to extend the necessary help. Gracy out of her enthusiasm approached the authorities higher than the priests by bypassing him. This annoyed the priest and stopped him from extending help. Other members of the Society condemned her action and were reluctant to approach the church again. Time passed on and before taking any further action for the implementation of the cooperative society could be taken, the government had decided to increase the share capital and asked the promoters to enhance their contribution proportionately. Gracy lost her enthusiasm and did not carry out her responsibility of communicating with her group but at the same time gave an impression that her group members were no longer interested in the project. She also made allegations about the office bearers of the Society.

With the fear of loosing the self employment opportunity the Society decided to expel Gracy from her office and elect another person. She did not want to continue in the Society even as a member. It is believed that some vested interests were working for turning Gracy against the Society.

Empowerment Index - did not participate in the evaluation
Participation - 30%
Attitude - 1 (minimum)

Public opinion about the programme

Opinion regarding the functioning of the women's group for bringing about empowerment of the members collected from local opinion leaders who had knowledge about the programme and experts outside the village who had associated with the programme was generally high. An analysis of their views indicated the following merits and demerits.

- i The participatory approach followed under the programme was not adopted fully in any other development effort in the village.
- ii The programme served as a model for planned change at grass roots.
- iii The activities selected and the linkages and coordination developed with different agencies helped in sensitizing the officials to the needs of women in fishing villages.
- iv The Investigator with her high level of personal motivation with limited financial support, her readiness to work in a distant place and her efforts to motivate and organize women, coordination of activities outside the village and

guidance and leadership in carrying out the activities had set an example for the rural development practitioners.

The village was not devoid of development effort through organized women groups such as Mahila Samajams of development blocks and religious institutions. But women played more of passive participation and benefit sharing roles than in decision making in these groups. Political interference was found to limit people's participation in government programmes. It was reported that the present Society had provided better opportunities to develop the attributes of empowerment among its members.

It was also felt by the public that this type of activities could not be easily replicated because the success was attributed mainly to the advantage of Investigator's high level of education in planning rural development and her advantage of being in a senior position in a government organization. However the lessons learned through the programme was considered useful in orienting the development efforts towards empowerment of rural women.

Tensions created by the programme

Although the programme had created overall positive effects on the women's group had brought in tension at individual and community levels. The programme of research starting from situational analysis and group formation to the final evaluation demanded number of repeated visits to the village ^{which} often raised

doubts regarding the identity of the Investigator. As the Investigator belonged to a different religion the target women suspected her to be a religious activist. Another doubt was that the Investigator being a government official was deputed specially for working with women in the selected village and had to meet certain physical targets. Hence during the initial stages of the programme the cooperation of women was not very much forthcoming. The above view was supported by the men in the households.

At individual level each step such as selection of an office space, election of office bearers and implementation of economic programmes had brought in conflicts in the group. However these problems were resolved by repeatedly explaining the taking proper measures to explain the objectives of the programme to the villagers to clear their doubts.

Futurology

The futuristic perceptions of women regarding the life and working of the Society were in general optimistic. According to them income generation should continue to be the the major programme of the Society around which other activities aiming at the empowerment can be linked. The suggestions for activities included group production programmes, improvement of sanitation, and adoption of fuel management practices. The need for improving the general awareness of women also was strongly felt. Women felt that by achieving these objectives they would be

better equipped to perform their roles in relation to the demands of the future which would call for more independence on their part. It was hoped that women's group of this nature will become more and more relevant in future and such informal groups in rural areas could serve as growth centres for women. The importance of sustenance of activities to attract and hold the interest was well recognised by women lest they should relapse into conditions previous to organizing themselves. Although an organized group with philosophy of self-help had been established in the village, the women felt that they would require the help of a woman extension worker who alone, they believed could come down to the realities concerning women and guide them in solving their problems.

SUMMARY AND CONCLUSIONS

V SUMMARY AND CONCLUSIONS

Empowerment is an emerging concept in rural development. The present study, a pioneering attempt on **Empowering Rural Women through Extension Education - An Action Research in a Fishing Village** with the objective of developing and testing a model consisting of definitions of empowerment, its features, factors and the related activities and tool for measurement and demonstration of usefulness of extension education process in empowering rural women brought out the following results:

The concept of empowerment emerges from the concept of self-help. The Delphi panelists considered that empowerment is fulfilling of strategic gender needs as reflected in the definitions of the concept given by them. Empowerment, according to the experts, could be achieved through satisfying practical gender needs as reflected in the suggested activities. The target group perceived empowerment as enabling them play more effective roles in economic production without detriment to reproductive and community management roles by meeting their practical gender needs. The practical gender needs are opportunities for income generation, better environment and improved social conditions. The women were not conscious of the gender or equality concept.

The features of empowerment included self-perception, perception of role of women in the society, decision making, economic independence, innovativeness, desire to improve the

present living condition, attitude towards group action and communication behaviour. The features had significant ($P < 0.01$) positive correlations with empowerment index.

Decision making and attitude towards group action were found to be the determinants of empowerment. Explanatory variables *viz.* education and level of participation in extension activities of target group women had significant impact on empowerment thus proving the effectiveness of formal and non-formal education in rural women's empowerment. This was established by a before and after comparison of target women who participated in extension programme carried out under the study as well as those who remained outside which indicated better empowerment level for the former.

The foregoing findings suggest that preparing the target women for group action is the first step in any effort towards empowerment. Once the group is organized, the aim should be to divide the members into small groups based on identified activities so that assigning responsibilities and execution of tasks become easy. When the needs assessment for programme planning under the study was carried out, target women had not given much thought to the possibilities of organizing themselves to achieve their aspirations. The study maintained the approaches of participation and group action through all stages and this attempt could serve as a good learning experience in organizing for problem solving.

Due to the constraints of resources with the Investigator all the activities identified by the target group as suitable to them could not be carried out. However, at least one activity identified from each of the assessed need was implemented.

The principles and methods of extension education was followed throughout the action research thus the usefulness of extension education as an interventology in empowerment could effectively be demonstrated. The activities were made flexible and the participation was made voluntary. The effectiveness of the programme could be indicated by the pattern of increase in women taking up membership in the newly formed society. Programmes for income generation was the important motivator for women to join the Society.

The following are the physical achievements of the action research.

- 1 Organization of a forum for target women named *Theerapradesha Vanitha Vikasana Yatnam* and registration of the same as a charitable society.
- 2 Formation and registration of a cooperative society named *Theerapradesha Vanitha Khadi Grama Vyavasaya Vikasana Sahakarana Sangham* for book binding and vegetable processing integrating other development activities.
- 3 Sanction of project for a fishing net making unit under the grant-in-aid programme of Central Social Welfare Board.

- 4 Training of target women in vocational skills.
- 5 Opening of a preschool for the children of target women with the emphasis on nutritional feeding and primary health care.
- 6 Installation of smokless *chulahs* for the members of the Society as a drudgery relief measure.
- 7 Free health clinic with follow up treatment for members of the Society.
- 8 Creation of legal awareness and conscientization about women's rights and opportunities.
- 9 Free distribution of clothes and note books in the target area as a measure of temporary flood relief.
- 10 Promotion of reading habits among women by starting a library with periodicals.
- 11 Development of linkage with government departments, voluntary agencies and other organizations and sensitization of these agencies to women's needs and problems and for execution of activities for solving them.
- 12 Influencing the local administration in making decision to provide 4 Cents of land for the construction of building for the Society.

The programmes of child care, health and drudgery relief served as an excellent incentive for women to join the group. The operational expenditure for the above programmes was met by Innerwheel Club of Cochin. The programme on smokeless chulahs was carried out on a participatory basis. This could lead to the spread of the technology and adoption of the same by target women in a quick pace.

The activities selected were aimed at solving the problems that emerged from needs assessment, thus it was once again possible to demonstrate the importance of 'felt need' concept of extension programme planning. The periodical meetings convened by the Society under the chairmanship of the Investigator reviewed the progress of assigned tasks and took up new tasks for solutions thus providing the group leaders and the participants opportunities for decision making and implementing the decisions. Such meetings also helped to develop communication strategies for linkages outside the group. Now that an organized set up is available for women which is gaining the confidence of the public, it may be easier for the target group to take up more and more activities. The futurology of the society indicated that the target women wished to continue the group with more emphasis on income generation through self employment. Though the activities had created tension in a few cases the overall performance was stated to be very useful and highly relevant. Public opinion reiterated the need for organizing women to work for their empowerment.

The aim of the research was to prepare the target group to manage activities through self help. But the evaluation showed that the participants needed the guidance of an extension specialist like the Investigator having high level of motivation to work with rural groups.

Recommendations of the study

The Investigator, based on the present study as well as her experience in extension research makes the following recommendations to the agencies concerned with rural development.

Policy makers

Empowerment in high societies can be viewed as a natural phenomenon and is a function of formal education and benefits of other development. Women in such societies have more access to and control over resources. For the empowerment of rural people Community development through extension education should be one of the most important policy instruments.

Strategies for women's empowerment should cut across the welfare, efficiency and equity approaches and ensure that women are accorded opportunities, their potential contribution is put to good use by their societies through augmentation of facilities and promotion of formulation of adequate programmes.

The policies for women's development and legislature concerning them are based on removal of inequalities in the

community. The concern is also reflected in all the development approaches including education. While such measure would be of long term nature the grass roots empowerment approach through organization and participation would serve as short term means in realizing the goal. As mentioned earlier this approach has the limitation of dealing with small locations. A time-bound action covering different rural areas can help in providing learning experience to people which will be carried out through coming generation. This measure can be contemplated with in the frame work of the existing infrastructure for rural development with required modification and expansion. The expertise of programme personnel in extension education can be taken advantage of with improved facilities for training in the discipline. Such action will also ensure conscientization of women about their own needs and enable them internalize their roles through reinforced experiences which will be difficult to be achieved through other approaches than extension education involving the philosophy of self-help and methods of self-directed action. Such an approach will help keeping women's needs in the agenda of main stream development. Strengthening the women personnel at different levels is very crucial for the success of the approach. Mass media have a very important role in supporting such efforts.

Local governments

Community development approach will be more and more important in future than in the past because it is difficult to depend on government for policies, programmes and financial support to deal with local problems. The empowerment approach,

with emphasis on self help aims at building community capacity consistent with democratic traditions, seeks to develop peoples' initiative to project their needs and form committed groups to obtain shared leadership and external support. Maximizing political participation by women and minimizing political interference should be an important policy of the local governments.

The success of programmes lies with the ability to identify, train leaders and the ability to efficiently use the community resources. Hence it becomes necessary to prepare community professionals through education and training. The staffing pattern at present available with the government machinery does not seem to be adequate if the task is to inculcate the sense of self-help and self-reliance in achieving social and economic development.

Monitoring and evaluation for keeping track of the activities during implementation, early corrective action, determining effectiveness and future projections should form an integral part of the procedure.

Voluntary agencies

The approach of empowerment appears to be narrowing down the task to a specific target group and location. In the context of over all development of rural areas this kind of strategy will be more relevant in future. Theoretically, the empowerment approach originated from feminist writings, grass

roots organization and experience of Third World women and acknowledged inequalities between men and women, women's subordination and oppression. But in practice, power is identified as the right to determine choices in life and to influence the directions of change with less emphasis on equity or status. The voluntary agencies are best suited to carry out the mission by supporting the endeavours of the government in sharing the responsibilities in solving local problems.

R&D organizations in extension and rural development

The R&D activities in rural development should increase women-oriented thrust and help to understand gender related facts, increase women's visibility in extension activities, make innovations suitable to gender needs and eliminate gender bias in community development. The action research models with emphasis on peoples' participations will encompass quantitative and qualitative aspects of such investigations. Development of parameters, techniques and tools for collection of information should be a priority area for investigation. Research methodologies in extension education will be very relevant in this direction and should be strengthened. The role of home science as a subject matter for providing learning experience for women's empowerment does not require any special emphasis.

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APPENDICES

APPENDIX I A

Questionnaire for Delphi Round 1

THE AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER
EDUCATION FOR WOMEN
(Deemed University)
COIMBATORE - 641 043

Dated

Dr (Smt) Lakshmi Santha Rajagopal, M.S.(Tenn) Ph.D.(Madras)
Dean of Home Science

Dear Dr.(Ms.)

As you are aware, the Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University) is one of the premier organisations in the country specializing in research and education in all the disciplines of Home Science and related faculties. The Univeristy has been taking the lead in organizing educational and extension activities for the development of rural communities embracing different farming systems. The main focus of the activities has been the women in rural households.

Under the Ph.D Programme in Home Science Extension Education the University envisages a study on the EMPOWERMENT of rural women. Smt.Krishna Srinath, Scientist, Central Marine Fisheries Research Institute (ICAR), presently Research scholar under the guidance of Dr (Smt) K.Thangamani, Professor of Home Science Extension Education proposes to work out a methodology for EMPOWERING selected rural women for better utilisation of resources. The objective of the study is to develop a conceptual frame work for defining the term EMPOWERMENT and to develop and testamodel that would lead to the EMPOWERMENT of the target group. The study will identify:

- a. features of
- b. factors associated with and
- c. activities that may lead to EMPOWERMENT

The model will be developed through the application of Delphi technique which involves a panel of experts in the fields related to the study. The Delphi questionnaire will be administered in a few rounds. And expert for the purpose of Delphi is one who has long association in the field, is aware of current trends and whose background is broad enough to assess various events related to the given subject. As you have very rich experience in the field of extension education/rural development/women's studies, I request you to kindly serve as one of the members in the Delphi panel.

I am enclosing the questionnaire with a brief note on the topic and the Delphi procedure. You may kindly mark your response in the questionnaire and return the same at an early date. The success of the exercise solely depends on the early response and sustenance of interest and cooperation by the panel members through all the rounds. You are requested to keep your participation in Delphi confidential as the group members are expected to keep anonymity.

This programme is highly constrained by time and hope that you will send your responses at you earliest.

Thanking you and with regards,

Yours Sincerely,

(Lakshmi Santha Rajagopal)

Encl: As above

To

EMPOWERING RURAL WOMEN THROUGH EXTENSION - AN ACTION RESEARCH IN A FISHING VILLAGE

Introduction to the topic:

The National perspective Plan for women 1988-2000 AD recognised the need for EMPOWERING women for better participation in the development process. The Plan identified education as an important means for achieving this goal. EMPOWERMENT through education is a long-term process. In India, where we have a majority of women in the age group 15-35 living in the rural areas with low level of literacy EMPOWERMENT through formal education will be a time - consuming activity. To bridge this gap it is imperative to search for alternative means which would lead to EMPOWERMENT in a short time.

Women in fishing villages of Kerala have been identified as the test group for developing the methodology. Fisheries is one of the important food production systems in the country where women play a considerable role in the post harvest operations. Fisheries is predominantly an unorganized sector and only about 25% fisherwomen get some sort of regular but seasonal income. They suffer from casualization and marginalization. Majority of women in fishing communities is devoid of any occupation of its own and solely depends on income earned by the menfolk, which again is inflicted with high risk, seasonality and uncertainty. The small-scale fishermen community is characterized by poverty and social backwardness. Though there are a number of programmes in operation for the uplift of rural women in general, women in coastal areas have not been reached to the desired extent either because the programmes have touched only the fringes of the villages or target women lacked awareness and enthusiasm to participate in such programmes. There is a need to EMPOWER them by way of fostering in them such qualities as positive self-image and decision making so that they can effectively participate in the development process.

The Delphi Procedure:

Delphi is one of the forecasting methods applied in futurology. The aim of Delphi is to seek a reliable consensus among homogeneous group of experts on a technical topic. The method attempts to organise intuitive knowledge about expected or unexpected events. This is achieved by a series of questionnaires mailed to an expert group in such a way that experts do not meet face to face to debate. Delphi reduce the distortions commonly associated with committee meetings viz. undue influence of dominant or eloquent personalities. The Delphi method involves the repeated addressing of the same questionnaire to many experts so that replies to the questions converge on some specific opinions. From the second round onwards the panelists are informed of

the response to the previous rounds. They can refer the result of the group opinion when answering the questionnaire themselves and can justify major deviations made by them from the group response. Delphi procedure is characterized by three features which distinguish it from the usual methods of group interaction i.e. anonymity, controlled feedback and statistical group response.

The above is a brief outline of the proposed method. The first round of the Delphi exercise starts now with exploring and obtaining your concept of the term EMPOWERMENT and its manifestations, or in other words what the term EMPOWERMENT means to you. You are also requested to suggest the factors you think can be associated with EMPOWERMENT and the activities that you think would lead to EMPOWERMENT. This is an open ended questionnaire where you are free to put your response without any reservation. The ultimate objective is to build up a model for EMPOWERING rural women consisting of its features or components, factors associated with it and the activities that may lead to it.

You may kindly proceed with your participation in this Delphi by putting your ideas in the enclosed questionnaire and returning the same. You are requested to kindly keep a copy of the response with you for your reference in the future rounds.

THE QUESTIONNAIRE

Based on the introduction to the topic and the methodology of Delphi provided kindly answer the following questions:

Question 1: What does the term EMPOWERMENT (more than the word meaning) means to you?

Kindly use the space below for your response.

Question 2: What do you think should be the features of EMPOWERMENT?

A woman is said to be EMPOWERED if she has the following qualities.

- Positive self-image
- Decision-making capabilities (Add any number of items to the list)

Question 3: Factors such as the following may be associated with EMPOWERMENT (Add any number of items to the list)

- Education
- Income

Question 4: Activities such as the following may lead to EMPOWERMENT (Add any number to the list. Elaborate innovative ideas)

- Economic
- Literacy

Name and Address:
Position:
Field of Specialization:

APPENDIX I B
Questionnaire for Delphi second panel

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE
AND HIGHER EDUCATION FOR WOMEN
(Deemed Univeristy)

COIMBATORE - 641 043

Dated

Dr. (Mrs) Lakshmi Santha Rajagopal
Dean, Home Science

Dear

With a view to defining the concept of empowerment, identifying its indicators and planning suitable activities leading to empowerment a Delphi conference is being conducted under one of the Ph.D. programmes in Extension Education in the University. The responses received from 36 experts relating to the above aspects are enclosed. You are requested to kindly help us in shortlisting the items as per instructions given.

Looking forward to your early response.

With regards

Yours Sincerely,

(LAKSHMI SANTHA RAJAGOPAL)

INSTRUCTIONS TO THE PANELISTS

- A. Statements indicating the concept of EMPOWERMENT received from 36 members of the Delphi panel through the first round are presented here. You are requested to

(i) screen and rate each of the statements according to the criteria given.

(ii) choose ten statements in the order of your preference

You are permitted to improve the presentation of the statements you choose.

- B. Sets of features and factors of EMPOWERMENT as given by the Delphi panelists. You are requested to

(i) select the major features and factors within each set strictly following the principle of elimination.

(ii) order each set according to your preference.

You are permitted to contribute one or two indicators.

This is to help the Investigator to shortlist the features and develop tools such as rating scales or score cards for assessing the EMPOWERMENT status in rural setting, avoiding intricate psychological or physical tests, at the same time enable get hard data.

- C. A list of activities which may lead to EMPOWERMENT suggested by the Delphi panelist are grouped and presented. You are requested to identify the important activities and arrange them according to your priority within the group and among groups.

A. Concept of EMPOWERMENT

RATING

STATEMENT	Number of ideas	Relevance			Presentation	Over all
		3	2	1		
1. Empowerment means giving power to people. This means to develop a sense of autonomy and self confidence in managing their lives.	1					
	2					
	3					
	4					
	5					
2. Enabling women to express their feelings freely without fear, favour or fervour and thus play assertive role in the society. Empowerment is a movement to create a kind of situation where women could demand equal status in all aspects in the society.	1					
	2					
	3					
	4					
	5					
3. Empowerment means realising the status and role of women in the society. That is by means of knowledge of policies for development of women socially and economically.	1					
	2					
	3					
	4					
	5					
4. Empowerment means defining the role and participation in the community. This means freedom from all sortd of violence against them prevalent in the society.	1					
	2					
	3					
	4					
	5					
5. Empowerment means the social, economic, moral and political power or authority of an individual in the society.	1					
	2					
	3					
	4					
	5					
6. Empowerment means to get a hold over one's life and destiny and be self-reliant.	1					
	2					
	3					
	4					
	5					

3: Relevant 2: Some what relevant
1: Not relevant.

Presentation - Maximum Score 5.

Over all - Maximum Score 8.

7. Enrichment of women with authority, self-reliance and confidence to manage their routine affairs, duties and responsibilities.

1
2
3
4
5

8. Strengthening a women's capability to participate in the development process of the nation and to understand and manage the environment with self determination to overcome impediments to progress.

1
2
3
4
5

9. The general concept is giving a person power or authority. While using the authority the person should feel that the power is given to him/her is not gifted as a kindness but he/she rightfully deserves.

1
2
3
4
5

10. Developing a sense of responsibility and self-respect among rural women. They should be able to decide anything at their own level and should not depend on any one.

1
2
3
4
5

11. Empowerment would mean providing adequate powers and status as also self-confidence to women so that they can fight against poverty, social discrimination and abuse.

1
2
3
4
5

12. Empowerment means helping a person to understand his/her potential to develop skills and to involve in and improve decision making.

1
2
3
4
5

3: Relevant 2: Some what relevant
1: Not relevant
Presentation - Maximum Score 5.
Over all - Maximum Score 8.

13. Empowerment refers to promoting the understanding, knowledge and skills of individuals through short or long term training programme coupled with their continued education through the exposure of mass media and post-training follow up.

1			
2			
3			
4			
5			

14. It means the process by which women become more independent, particularly in economic matters and their authority in decision making in the family is increased.

1			
2			
3			
4			
5			

15. Empowerment means ability to exercise authority as a human being through self actualisation, making the decision for one self as per the need, taking the responsibility fearlessly for the children, participating in the opinion.

1			
2			
3			
4			
5			

16. Empowerment is an ongoing process of self-realization, critical reflection and gain of greater access to and control over resources.

1			
2			
3			
4			
5			

17. Empowerment means individual must feel empowered and the immediate environment and society should accept individual's views for further consideration.

1			
2			
3			
4			
5			

18. Empowerment means making a person conscious of her rights enabling to take decisions by herself, developing confidence in herself as an individual in the society.

1			
2			
3			
4			
5			

3: Relevant 2: Some what relevant
 1: Not relevant.
 Presentation - Maximum Score 5.
 Over all - Maximum Score 8.

19. Empowerment is a process which enables a person to standup for one's legal and social rights and to move towards an improved quality of life.

1			
2			
3			
4			
5			

20. Empowerment means the removal of feeling of helplessness in oneself, the investing of power to act on one's own behalf, to resist unjust exploitation that degrades oneself.

1			
2			
3			
4			
5			

21. Creating conditions to enable authority being exercised - status being recognised - social prestige gets associated.

1			
2			
3			
4			
5			

22. Empowerment of women means enabling them singly or collectively to be aware of their rights as also disabilities and helping them to discover their own potential and capabilities to overcome their problems in their own environment or out of it if necessary.

1			
2			
3			
4			
5			

23. A woman is empowered if she has a self supportive job technical education and some kind of property for social security.

1			
2			
3			
4			
5			

24. Giving economic and social independence to the individuals to use their legal rights for self development and nurturing of family.

1			
2			
3			
4			
5			

25. Making women generally aware of all facts of life economically independent, courageous enough to do what they think right and be responsible for their own life and living besides running their families.

1			
2			
3			
4			
5			

3: Relevant 2: Some what relevant
 1: Not relevant.
 Presentation - Maximum Score 5.
 Over all - Maximum Score 8.

26. To develop the capacity to face challenges of modern life by improvement in skills, comprehension and attitudes which in turn will help inculcate self-confidence and value judgement.
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
27. Empowerment means finding one's own individuality. Exploring the self potentials. Maximising the self-potentials with an intention of exploring the outer environment.
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
28. Empowerment is a process of enabling a person to become aware of the various development programmes, develop interest and enthusiasm to participate in such programmes and to foster decision making ability.
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
29. Empowerment means strengthening of the capacity for liberation from all oppressions social and economic.
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
30. Empowerment means to help fisherwoman learn to take decision intelligently and usefully on all matters related to their occupation.
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
31. Empowerment means freedom to use one's physical and mental capabilities to the fullest to raise the standard of living.
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
32. Empowerment means strengthening explicit abilities and developing potential faculties of target group.
- | | | | |
|---|--|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

3: Relevant 2: Some what relevant
1: Not relevant.

Presentation - Maximum Score 5.
Over all - Maximum Score 8.

33. Empowerment means developing the intrinsic qualities by means of external intervention so as to enable one to acquire independence of thought, action and livelihood. Empowerment of women would enable them to overcome the gender based discriminations in society.

1			
2			
3			
4			
5			

34. Empowerment means enabling the women to act with same authority and also some kind of power vested in them to act independently.

1			
2			
3			
4			
5			

35. Empowerment is a kind of self-employment which leads to participation in the development process in the long run.

1			
2			
3			
4			
5			

36. Creating abilities to get oneself liberated from all types of oppressions.

1			
2			
3			
4			
5			

3: Relevant 2: Some what relevant
 1: Not relevant.
 Presentation - Maximum Score 5.
 Over all - Maximum Score 8.

B Features and factors EMPOWERMENT

RATING

- 3: Major
- 2: Minor
- 1: Irrelavant

Features

I Self perception

- self confidence
- positive self-image
- self control
- freedom from drudgery
- intelligence

- trustworthiness
- Industrious
- moral strength
- Willingness to take responsibilities
- ability to take advantage of opportunities
- ability to mobilise resources
- problem solving
- integrity

II Decision making

- ability to make decision for the family and self
- ability to negotiate for the group
- opportunities to carry out decisions
- participation in decision making groups

III Economic independence

- self-reliance
- possession of wealth
- motivation for economic independence
- access to and control over resources
- right of owner-ship of properties
- savings

IV Innovativeness

- attitude towards innovations
- adoption of innovation
- scientific orientation
- access to inputs
- access to information
- facility subscription
- risk taking willingness

V Group Action

- empathy
- participative
- responsible
- model setting
- ability to plan for the group
- ability to decide for the group
- ability to speak for the group

VI Communication

- skill for communication
- media exposure
- media support
- information source utilization
- extension contact
- access to information source

VII Desire to improve living conditions

- discontentment with existing living conditions
- discontentment with the life of the villagers
- dissatisfaction over the functioning of village institutions and infrastructure

VIII Perception of role of women

- Perception of role of women in the society
- Attitude towards equality
- Attitude towards girl child

Factors

I Socio-cultural status

- social structure: religion and caste
- matrilinear or patrilinear
- family size
- family structure
- household status
- number of children
- number of male children
- number of female children
- children's education
- children's age at marriage
- children's spouse
- husband's prestige
- health of the family members
- social norms
- mobility
- localiteness
- cosmopolitaness
- occupation
- husband's occupation
- equal rights
- legal support
- attitude of men towards women
- attitude of women towards men
- avoidance of exploitation
- social awareness
- social participation
- ability to cope up with change

II Knowledge, education and skill

- knowledge about better living
- skill training received
- facilities for skill training
- educational status
- facilities for education
- literacy level

C. Activities

I Economic

- organising income generating activities
- utilization of institutional finance
- skill training
- technology transfer
- entrepreneurship development
- marketing support

II Community organization

- leadership training
- group activities
- cooperativisation
- voluntary action
- aligning support groups
- community participation
- welfare activities
- religious activities
- improvement of communication skills
- promotion of media use
- providing media support
- improving extension contact

III Political

- creating political awareness
- involvement in political parties
- utilization of political institutions
- reservation for women in public positions

IV Social

- abolition of dowry
- abolition of alcoholism and drugs
- promotion of small family norm
- utilisation of legal aid
- promoting girl's education
- immunization
- introducing drudgery relief measures
- improving child care facilities
- promoting primary health care
- enhancing nutrition

V R & D Activities

- research studies on women
- women oriented thrust in agriculture
- visibility of women in agricultural and allied extension activities
- innovation of women specific technologies
- elimination of gender bias in technology development
- sensitization of women on their rights and opportunities
- conscientization of R & D personnel about women's needs
- improving the effectiveness of grass-root workers

APPENDIX I C

Questionnaire for Delphi Round 2

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND
HIGHER EDUCATION FOR WOMEN
(Deemed University)

COIMBATORE - 641 043

Dated

Dr. (Mrs.) Lakshmi Santha Rajagopal
Dean, Home Science.

Dear

Sub: Empowering Rural Women
Delphi Conference.

Thank you very much for your valuable response to the first round of Delphi questionnaire and the consent to serve in the Delphi panel. The questionnaire for the second round is enclosed.

Requesting your early response.

With regards

Yours sincerely,

(LAKSHMI SANTHA RAJAGOPAL)

INSTRUCTIONS TO THE PANELISTS

A. Twelve statements selected by a Delphi second-panel indicating the concept of **EMPOWERMENT** are presented here. You are requested to

(i) screen and rate each of the statements ^{based on} and the criteria given.

(ii) choose six statements in the order of your preference.

You are permitted to improve the presentation of the statements you choose.

B. Sets of features and factors of **EMPOWERMENT** as given by the Delphi panelists. You are requested to

(i) select the major features and factors within each set strictly following the principle of elimination.

(ii) order each set according to your preference.

You are permitted to contribute one or two items.

This is to help the Investigator to shortlist the indicators and develop tools such as rating scales or score cards for assessing the **EMPOWERMENT** status in rural setting; avoiding intricate psychological or physical tests at the same time enable get hard data.

C. A list of activities which may lead to **EMPOWERMENT** suggested by the Delphi panelist are grouped and presented. You are requested to identify the important activities and arrange them according to your priority within the group and among groups.

STATEMENTS

A. Concept of EMPOWERMENT

1. Empowerment means giving power to people. This means to develop a sense of autonomy and self confidence in managing their lives.
2. Empowerment means defining the role and participation in the community. This means freedom from all sorts of violence against them prevalent in the society.
3. Empowerment means to get a hold over one's life and destiny and be self-reliant.
4. Empowerment would mean providing adequate powers and status as also self-confidence to women so that they can fight against poverty, social discrimination and abuse.
5. It means the process by which women become more independent, particularly in economic matters and their authority in decision making in the family is increased.
6. Empowerment means ability to exercise authority as a human being through self actualisation and decision making for self and family.
7. Empowerment means individual must feel empowered and the immediate environment and society should accept individual's views for further consideration.
8. Empowerment means making a person conscious of her rights enabling to take decisions by herself, developing confidence in herself as an individual in the society.
9. Empowerment means the removal of feeling of helplessness in oneself, the investing of power to act on one's own behalf, to resist unjust exploitation that degrades oneself.
10. Creating conditions to enable authority being exercised - status being recognised - social prestige gets associated.
11. A woman is empowered if she has a self supportive job technical education and some kind of property for social security.
12. Empowerment means freedom to use one's physical and mental capabilities to the fullest to raise the standard of living.

B Features and factors EMPOWERMENT

RATING

3: Major

2: Minor

1: Irrelavant

Features

I Self perception

- self confidence
- positive self-image
- self- control
- Willingness to take responsibilities
- ability to take advantage of opportunities
- ability to mobilise resources
- ability to solve problems
- ability to cope up with change

II Perception of role of women

- Perception of role of women in the society
- Attitude towards equality
- Attitude towards girl child
- Equality with men

III Decision making

- ability to make decision for the family and self
- opportunities to carry out decisions
- participation in decision making groups

IV Economic independence

- self-reliance
- possession of wealth
- motivation for economic independence
- access to and control over resources
- right of owner-ship of properties
- savings

V Innovativeness

- attitude towards innovation
- adoption of innovation
- scientific orientation
- access to inputs
- facility subscription
- risk taking willingness

VI Group Action

- Attitude towards group action
- empathy
- participation
- ability to plan for the group
- ability to decide for the group
- ability to speak for the group

VII Communication

- skill for communication
- information source utilization
- extension contact
- access to information source

VIII Desire to improve living conditions

- discontentment with existing living conditions
- discontentment with the life of the villagers
- dissatisfaction over the functioning of village institutions and infrastructure

Factors

I Socio-cultural status

- age
- social structure: religion and caste
- lineage
- family size
- family structure
- household status
- number of children
- husband's occupation
- attitude of men towards women
- attitude of women towards men
- social awareness
- social participation

II Knowledge, education and skill

- knowledge about better living
- skill training received
- facilities for skill training
- educational status
- facilities for education
- literacy level

C. Activities

I Economic

- organizing income generating activities
- utilization of institutional finance
- skill training
- technology transfer
- entrepreneurship development
- marketing support

II Community organization

- leadership training
- group activities
- cooperativisation
- voluntary action
- aligning support groups
- community participation
- welfare activities
- religious activities
- improvement of communication skills
- promotion of media use
- providing media support
- improving extension contact

III Political

- creating political awareness
- involvement in political parties
- utilization of political institutions
- reservation for women in public positions

IV Social

- abolition of dowry
- abolition of alcoholism and drug abuse
- promotion of small family norm
- utilisation of legal aid
- promoting girls' education
- immunization
- introducing drudgery relief measures
- improving child care facilities
- promoting primary health care
- improving nutrition
- sensitizing women about their rights and opportunities

V R & D Activities

- research studies on women
- women oriented thrust in agriculture
- visibility of women in agricultural and allied extension activities
- innovation of women specific technologies
- elimination of gender bias in technology development
- sensitization of women on their rights and opportunities
- conscientization of R & D personnel about women's needs
- improving the effectiveness of grass-root workers

APPENDIX II

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND
HIGHER EDUCATION FOR WOMEN
(Deemed University)
COIMBATORE-43

Interview schedule for collection of information from selected households to study the profile of women in fishing villages

House number : Name of the Enumerator :
Village : Date of Interview :

I Background information

1 Name of respondent

2 Religion 3 Caste

4 Family structure: Nuclear/Joint/Extended

5 Family background

S. No.	Rela- tion with head	Age	Sex	Marital Status	Occupation		Income
					Main	Subsidiary	

1

2

3

4

5

6

7

8

II Educational status of family members

Mem-ber	Study-ing in	Studied up to	Neo-lit.	Ill-lit.	Tech.Edn	Adult Edn	Reasons for discontinuing
---------	--------------	---------------	----------	----------	----------	-----------	---------------------------

III Economic status of family

a. Ownership of assets

Do you possess any of the following

Assets	Particulars
--------	-------------

Land below 10 Cents

Land above 10 Cents

Land (Large holdings) (>40 Cents)

House owned

Number of Documents

Crops grown (Coconut)

Kitchen garden

Live stock (Cow)

Buffalo

Poultry

Others

Gold

Cycle

Scooter

Furniture

Radio

Television

Fishing craft

Fishing gear

b Indebtedness

Do you borrow money? Yes/No

If yes please give the details

Amount borrowed	Source	Purpose
--------------------	--------	---------

IV Food consumption pattern

Please give the details of food consumption of the family

Food stuff	7	6	5	4	3	2	1	Rarely
------------	---	---	---	---	---	---	---	--------

Cereals

Rice/ Wheat

Pulses

Vegetables

Leafy vegetables

Tapoica

Other root tubers

Fruits

Citrus

Others

Plantain

Milk

Butter milk

Curd

Meat

Fish

Oil

Ghee

Sugar

Jaggery

Coconut

Tea/coffee

Other beverages

Confectionaries

V Health status of family

- 1 Do you think that you and your family members enjoy good health? Yes/No
- 2 What are the common ailments that affect your family members?
- 3 Indicate major diseases in the family during the last five years

If yes,

Disease	Member affected	Treatment given

VI Please give the details of your participation in the following items of work related to fisheries

Work	Frequency of participation		
	Regular	Frequent	Occasional
Prawn peeling			
Fish vending			
Fish curing			
Retail trading			
Clamshell collection			
Net making			
Non fishery related (specify)			

VII Please indicate the tasks to be carried out in your household and the time spent for each of the task

Items of work	Average time spent
Child care	
Cooking	
Fuel collection	
Household cleaning	
Washing cloths	
Fetching water	
Miscellaneous	

VIII Please indicate your participation in decision making relating to following aspects

Items	Dominant	Active	Passive but desirous	Passive	Indifferent
Food					
Housing					
Cloth					
Ornaments					
Other home appliances					
Education for sons					
Education for daughters					
Marriage of daughters					
Marriage of sons					
Medical help					
Family planning					
Occupation					
Income management					

IX Please give the nature of your participation in social, political & extension activities

 Items

SOCIAL

Mahilasangam,
 Co-operative society
 Other social & religious organisations

POLITICAL

Interest in politics
 Faith in party
 Attitude towards politics

EXTENSION

Group discussion
 Development meetings
 Fish development programmes
 Exhibition
 Film show
 Others

X Caste, tradition & work orientation

Please indicate your orientation to the following aspects of life (say Yes/No)

Caste	Tradition	Work
Has contact with:	Believes in tradition	Expressing satisfaction over husband's profession
Equal castes	Believes in modernity	Children taking up fishing for livelihood
Lower castes		
Higher castes	Willing to accept change	Favourable to marrying daughter to fisherman
Perception of caste as a barrier	Desire to be in conformity with others	
Marriage with other castes		

XI Attitude towards occupation, education and marriage

Please indicate your attitude towards the following

Items	Favourable	Unfavourable
Equal education for boys and girls		
Dowry		
Girls taking up jobs		

XII Aspiration

Please indicate your aspiration in relation to the following items

Items	Level of aspiration			
	High	Medium	Low	No aspiration
Housing				
Home appliances				
Food				
Cloth				
Savings				
Implements				
Vehicle				
Television				
Radio				
Social status				
Children's education				
Children's occupation				
Main occupation				

XIII Communication

What are the sources of your communication and nature of contact with them

Sources	Nature of contact		
	Regular	Frequent	Occasional
Friends and neighbours			
Radio			
Television			
Newspaper			

XIV Facility satisfaction

Are you satisfied with the following facilities

Facilities	Yes	No
Anganvadi		
Child welfare		
Family welfare		
Women's welfare		
Health programmes		
Drinking water		
Market		
Educational facilities		
Road		
Transport		

XV Impact of technology

Do you feel any change in your role/living condition as a result of motorization of fishing? Yes/No

If yes to what extent the following have changed ?
Total family income
Women's work and income
Living condition

XVI Problems hindering progress

What are the problems do you think are barriers to progress in your life

Problems

Unemployment and under-employment
Dowry
Drinking and smoking
Starvation
Dowry for marriage
Low level of education
Poor housing
Low level of fishing technology

പ്രവർത്തനങ്ങൾ:

എന്നുകൂടി ചിലയിലെ തിരഞ്ഞെടുത്ത 500 മത്സ്യത്തൊഴിലാളി കുടുംബങ്ങളെ കുറിച്ചു നടത്തിയ പഠനത്തെയും പങ്കെടുത്ത ശ്രദ്ധയേറിയ 150 സ്ത്രീകൾ ഉൾക്കൊള്ളുന്ന പത്രം പ്രസിദ്ധപ്പെടുത്തിയതിനുശേഷം പാലക്കാട് ആസ്പത്രിയിൽ പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കുന്നതിനുള്ള പദ്ധതികൾ തയ്യാറാക്കിയിട്ടുണ്ട്.

സ്വയം തൊഴിൽ

മത്സ്യബന്ധനത്തിൽ നിന്നുമാറ്റി അസാധ്യമായ വരുമാനമില്ലാതെ സ്ത്രീകളുടെ തൊഴിലില്ലായ്മയും ലഭ്യമായ വിഭവങ്ങളും കണക്കിലെടുത്താക്കി തൊഴിലില്ലായ്മ പദ്ധതികൾ തയ്യാറാക്കിയിട്ടുണ്ട്.

ഉദ്ദേശങ്ങൾ:

- ✦ തിരഞ്ഞെടുത്ത വനിതകളുടെ പ്രശ്നങ്ങൾ മത്സ്യത്തൊഴിലാളി കുടുംബങ്ങളിലെ സ്ത്രീകളുടെ വികസനത്തിനായി കൂടുതൽ പദ്ധതികൾ തയ്യാറാക്കുക.
- ✦ വികസനത്തിൽ പങ്കെടുക്കുകയും തിരഞ്ഞെടുത്ത വനിതകളെ പ്രാപ്തരാക്കുകയും ചെയ്യുക.
- ✦ വികസനത്തിൽ പങ്കെടുക്കുകയും തിരഞ്ഞെടുത്ത വനിതകളെ പ്രാപ്തരാക്കുകയും ചെയ്യുക.
- ✦ വികസനത്തിൽ പങ്കെടുക്കുകയും തിരഞ്ഞെടുത്ത വനിതകളെ പ്രാപ്തരാക്കുകയും ചെയ്യുക.

തീരുമാനങ്ങൾ വന്നിട്ടുള്ള വികസനയത്നം

തിരഞ്ഞെടുത്ത വനിതകളുടെ പ്രശ്നങ്ങൾ മത്സ്യത്തൊഴിലാളി കുടുംബങ്ങളിലെ സ്ത്രീകളുടെ തൊഴിലില്ലായ്മയും ലഭ്യമായ വിഭവങ്ങളും കണക്കിലെടുത്താക്കി തൊഴിലില്ലായ്മ പദ്ധതികൾ തയ്യാറാക്കിയിട്ടുണ്ട്.

ഉദ്ദേശങ്ങൾ:

- ✦ തിരഞ്ഞെടുത്ത വനിതകളുടെ പ്രശ്നങ്ങൾ മത്സ്യത്തൊഴിലാളി കുടുംബങ്ങളിലെ സ്ത്രീകളുടെ വികസനത്തിനായി കൂടുതൽ പദ്ധതികൾ തയ്യാറാക്കുക.
- ✦ വികസനത്തിൽ പങ്കെടുക്കുകയും തിരഞ്ഞെടുത്ത വനിതകളെ പ്രാപ്തരാക്കുകയും ചെയ്യുക.
- ✦ വികസനത്തിൽ പങ്കെടുക്കുകയും തിരഞ്ഞെടുത്ത വനിതകളെ പ്രാപ്തരാക്കുകയും ചെയ്യുക.
- ✦ വികസനത്തിൽ പങ്കെടുക്കുകയും തിരഞ്ഞെടുത്ത വനിതകളെ പ്രാപ്തരാക്കുകയും ചെയ്യുക.

Programmes:

Based on a study of 500 fisher households in Ernakulam district and a village level workshop of 150 women in Chellanam, the following issues have been identified for immediate solution.

Economic:

- ✦ Considering the pattern of income from fishing and unemployment and resources available among fishermen, the following self-employment projects have been identified.
- ✦ Dry fish society
- ✦ Prawn seed trade
- ✦ Book binding
- ✦ Fruit and vegetable processing
- ✦ Mushroom cultivation
- ✦ Poultry, duckery and quail rearing
- ✦ Dairying
- ✦ Other suitable avocations

Environmental:

- ✦ Drinking water
- ✦ Fuel management
- ✦ Sanitation
- ✦ Health and nutrition.

Social:

Creating awareness about development opportunities and legal rights, education for removal of social evils such as dowry, alcoholism, discrimination against girl child, developing interest in political affairs, inculcating saving habit, strengthening communication and use of media and personality development. Programmes are proposed to be carried out with the help of concerned agencies.

Theerapradasha Vanitha Vikasana Yathnam was organised as a part of a doctoral research in extension education under Avinashilingam Institute of Home Science and Higher Education for Women (Deemed University), Coimbatore.

Theerapradasha Vanitha Vikasana Yathnam CHELLANAM

Theerapradasha Vanitha Vikasana Yathnam is a forum for participatory development and aims at the integrated development of women in coastal areas with special attention on women in fishing communities.

Objectives:

- ✦ Help women for efficient utilization of resources
- ✦ Equip women for better participation in development
- ✦ Serve as a social laboratory to test and disseminate innovations
- ✦ Function at village level, as a clearing house for information in science and technology

Organization:

The area of coverage, at present, is Wards I to IV of Chellanam Panchayat in Ernakulam district. An executive committee consisting of local members and an advisory committee consisting of scientists, technologists, social workers and representatives from Panchayat, development departments, financial institutions, private business houses, a lawyer and a doctor will carry out the activities of the forum.

Membership:

Membership is open to all women of the locality and those interested in rural development. Participation of rural development professionals and R & D personnel will strengthen the organization.

ലയൺസ് ക്ലബ്ബ് ഓഫ് കൊച്ചിയുടേയും തീരപ്രദേശ വനിതാ വികസന യത്നത്തിന്റേയും സംയുക്ത ആഭിമുഖ്യത്തിൽ ചെല്ലാനം പഞ്ചായത്തിലെ 1 മുതൽ 4 വരെ വാർഡുകളിലെ ജനങ്ങൾക്കായി വിദഗ്ദ്ധ ഡോക്ടർമാർ പങ്കെടുക്കുന്ന സൗജന്യ വൈദ്യ പരിശോധനാ ക്യാമ്പ് 1990 ഒക്ടോബർ 2-ാം തീയതി സൗജന്യ ചെല്ലാനം സെയിൻ്റ് ജോർജ്ജ് പള്ളിയുടെ പരിസരത്തുവെച്ചു നടത്തുന്നതാണ്.

ഈ ക്യാമ്പിൽ സൗജന്യ പരിശോധനയ്ക്ക് വിധേയരാകുവാൻ താൽപര്യപ്പെടുന്ന സ്ത്രീകളും, പുരുഷന്മാരും കുട്ടികളും അതാതു വാർഡ് മെമ്പർമാരെയോ, സെയിൻ്റ് ജോർജ്ജ് പള്ളി ഓഫീസിനേയോ സമീപിച്ച് 1-10-1990 നകം പേർ രജിസ്ട്രാർ ചെയ്തിരിയ്ക്കേണ്ടതാണ്. അഞ്ചു വയസിനു താഴെയുള്ള കുട്ടികൾക്ക് അഞ്ചാംപനിയുടെ കൃത്തിവയ്പ്പിനുള്ള സൗകര്യം ക്യാമ്പിൽ ഉണ്ടായിരിക്കുന്നതാണ്. നേത്രപരിശോധനയും സൗജന്യ ചികിത്സയ്ക്കുള്ള ഏർപ്പാടും ഈ ക്യാമ്പിൽ ചെയ്തുകൊടുക്കുന്നതാണ്.

കൺവീനർ	പ്രസിഡൻ്റ്
തീരപ്രദേശ വനിതാ വികസനയത്നം	ലയൺസ് ക്ലബ്ബ് ഓഫ് കൊച്ചി

ചെല്ലാനം
27-9-90

Announcement about the medical camp

തീരപ്രദേശ വനിതാ വികസന യത്നം
ചെല്ലാനം

അറിയിപ്പ്

തീരപ്രദേശ വനിതാ വികസന യത്നത്തിന്റെ ആഭിമുഖ്യത്തിൽ കടലോര പ്രദേശത്തെ, പ്രത്യേകിച്ചു മൽസ്യതൊഴിലാളി കുടുംബങ്ങളിലെ സ്ത്രീകൾക്ക് മുതൽ മുടക്കു കൂടാതെ വരുമാന മാർഗ്ഗത്തിനായി ഒരു 'ഉണക്കമീൻ സംഘം' രൂപീകരിക്കുവാൻ ഉദ്ദേശിച്ചിരിക്കുന്നു. വീട്ടമ്മമാർ അവരുടെ വീടുകളിൽ ഉപയോഗം കഴിഞ്ഞു ബാക്കി വരുന്ന അധികം നെയ്യില്ലാത്ത എല്ലാ തരത്തിലുമുള്ള മീൻ, ചെമ്മീൻ എന്നിവ നിർദ്ദേശിക്കുന്ന രീതിയിൽ ഉണക്കി സംഘടനയിൽ ഏൽപ്പിക്കുന്നപക്ഷം സംഘടന നിലവിലുള്ള കമ്പോളവില അനുസരിച്ച് അവ വിലയ്ക്ക് എടുക്കുന്നതാണ്. ഇപ്രകാരം കിട്ടുന്ന ഉണക്കമീൻ പാക്കുചെയ്ത് സംഘടന വിപണിയിൽ എത്തിക്കും.

ഈ സംരംഭത്തിന്റെ തുടക്കം കുറിച്ചുകൊണ്ട് ശാസ്ത്രീയമായ രീതിയിൽ മൽസ്യം കീറി ഉണക്കുന്നതിനുള്ള രണ്ടു ദിവസത്തെ പരിശീലനവും, വിപണനത്തിനുള്ള സാമ്പിൾ പാക്കററ് തയ്യാറാക്കലും കേന്ദ്ര മൽസ്യ സാങ്കേതിക ഗവേഷണ സ്ഥാപനത്തിലെ പ്രിൻസിപ്പൽ സയൻറിസ്റ്റ് ഡോ. കണ്ടോരാൻ അവർകളുടെ നേതൃത്വത്തിൽ 1990 ഒക്ടോബർ 19, 20 എന്നീ തീയതികളിൽ സൗത്ത് ചെല്ലാനം സെൻറർ ജോർജ് പള്ളിക്കു സമീപം വെച്ചു നടത്തുന്നതാണ്.

പ്രസ്തുത സംരംഭത്തിൽ താൽപര്യമുള്ള സ്ത്രീകൾ 19-ാം തീയതി ഉച്ചയ്ക്ക് 2 മണിക്ക് മേൽപറഞ്ഞ സ്ഥലത്തെത്തി പേർ രജിസ്റ്റർ ചെയ്യുകയും തുടർന്നുള്ള പരിശീലനത്തിൽ പങ്കെടുക്കുകയും ചെയ്യണമെന്ന് അഭ്യർത്ഥിക്കുന്നു.

കൺവീനർ
തീരപ്രദേശ വനിതാ
വികസന യത്നം

15-10-90

A personal letter giving information on the project Dry Fish Society and invitation for demonstration on drying fish.

കാര്യപരിപാടി

ഉൽഘാടനം രാവിലെ 9 മണി

ഇശ്വര പ്രാർത്ഥന

സ്വാഗതം : ശ്രീ. സുരേഷ് ശ്രീധരൻ
ഫീൽഡ് പബ്ളിസിറ്റി ഓഫീസർ, എറണാകുളം

മുഖവുര : ശ്രീമതി കൃഷ്ണ ശ്രീനാഥ്
ചെയർ വുമൺ,
തീരപ്രദേശ വനിതാ വികസന യത്നം.

ഉൽഘാടനം : ശ്രീമതി മോളി അബ്രഹാം
പ്രസിഡൻ്റ്, ജില്ലാ കൗൺസിൽ, എറണാകുളം

അദ്ധ്യക്ഷ : ജസ്റ്റിസ് കുമാരി പി. ജാനകി അമ്മ
പ്രസംഗം : പ്രസിഡൻ്റ്, പീപ്പിൾസ് കൗൺസിൽ ഫോർ സോഷ്യൽ ജസ്റ്റിസ്

ആശംസ : ശ്രീ. എ. ബി. മാത്യു മാസ്റ്റർ
പ്രസംഗങ്ങൾ, ജില്ലാ കൗൺസിൽ, എറണാകുളം

ശ്രീ. കെ. ജെ. ലീനസ്
പ്രസിഡൻ്റ്, ചെല്ലാനം പഞ്ചായത്ത്
റവ. ഫാദർ പയസ്, ആറാട്ടുകുളം
സെൻ്റ് ജോർജ് പള്ളി, തെക്കേ ചെല്ലാനം

കൃതജ്ഞത : ശ്രീ. എസ്. എ. ഇസ്‌മായിൽ
ബ്ളോക് ഡെവലപ്മെൻ്റ് ഓഫീസർ
പള്ളൂരുത്തി

കൃതജ്ഞത : ശ്രീമതി രാജമ്മ ജേക്കബ്
പ്രസിഡൻ്റ് ഭരണസമിതി
തീരപ്രദേശ വനിതാ വികസന യത്നം

സെമിനാർ രാവിലെ 10 മണി

മുഖ്യ പ്രഭാഷണം : ശ്രീമതി രത്നകലാ എസ്. മേനോൻ
സാമൂഹ്യ പ്രവർത്തക, എറണാകുളം

ഫീൽഡ് പബ്ളിസിറ്റി യൂണിറ്റ്, എറണാകുളം, പീപ്പിൾസ് കൗൺസിൽ ഫോർ സോഷ്യൽ ജസ്റ്റിസ്, റോട്ടറി ക്ലബ് ഓഫ് കൊച്ചിൻ സബർബ്സ്, തീരപ്രദേശ വനിതാ വനിതാ വികസന യത്നം എന്നിവയുടെ സംയുക്ത ആഭിമുഖ്യത്തിൽ 'സൂത്രീകളും സാമൂഹ്യനീതിയും' എന്ന വിഷയത്തെ ആസ്പദമാക്കി ഒരു ഏകദിന സെമിനാർ 1991 മാർച്ച് 23-ാം തീയതി രാവിലെ 9 മണിക്ക് തെക്കേ ചെല്ലാനം സെൻ്റ് ജോർജ് പള്ളി പാരിഷ് ഹാളിൽ വെച്ച് നടത്തുവാൻ നിശ്ചയിച്ചിരിക്കുന്നു. വിവരം താങ്കളെ സസന്തോഷം അറിയിച്ചുകൊള്ളുന്നു. സെമിനാറിൻ്റെ ഉൽഘാടനം എറണാകുളം ജില്ലാ കൗൺസിൽ പ്രസിഡണ്ട് ശ്രീമതി മോളി അബ്രഹാം അവർകൾ നിർവ്വഹിക്കുന്നതാണ്. ജസ്റ്റിസ് കുമാരി പി. ജാനകി അമ്മ അവർകൾ ചടങ്ങിൽ അദ്ധ്യക്ഷത വഹിക്കും. തദവസരത്തിൽ താങ്കൾ സന്നിഹിതരായി പാരിപാടി വിജയിപ്പിക്കണമെന്ന് അഭ്യർത്ഥിക്കുന്നു.

എന്ന്

ആദരപൂർവ്വം

ഫീൽഡ് പബ്ളിസിറ്റി പ്രസിഡൻ്റ്
ഓഫീസർ പീപ്പിൾസ് കൗൺസിൽ
എറണാകുളം ഫോർ സോഷ്യൽ ജസ്റ്റിസ്
എറണാകുളം

പ്രസിഡൻ്റ്
റോട്ടറി ചെയർ വുമൺ
ക്ലബ് ഓഫ് തീരപ്രദേശ
കൊച്ചിൻ വനിതാ വികസന യത്നം
സബർബ്സ് മത്സ്യ മഹിളാവേദി
തെക്കേ ചെല്ലാനം

(പരിപാടി മറുപുറം)

തീരപ്രദേശ വനിതാ വികസനയത്നം

മൽസ്യ മഹിളാവേദി, തെക്കേ ചെല്ലാനം

സുഹൃത്തേ,

തീരപ്രദേശ വനിതാ വികസനയത്നത്തിന്റെ അംഗങ്ങളാക്കി ഇന്നർവീൽ ക്ലബ്ബ് ഓഫ് കൊച്ചിൻ സ്പോൺസർ ചെയ്തിരിക്കുന്ന 'പുകയില്ലാത്ത അടുപ്പിന്റെ' വിതരണ ഉൽഘാടനം 1992 മാർച്ച് 17-ാം തീയതി രാവിലെ 10 മണിക്ക് മൽസ്യ മഹിളാവേദി പരിസരത്തുവെച്ചു നടത്തുവാൻ തീരുമാനിച്ചിരിക്കുന്ന വിവരം താങ്കളെ സന്തോഷപൂർവ്വം അറിയിക്കുന്നു. തദവസരത്തിൽ താങ്കളുടെ സാന്നിദ്ധ്യം ക്ഷണിച്ചുകൊള്ളുന്നു. ഉൽഘാടന യോഗത്തിനുശേഷം തീരപ്രദേശ വനിതാ വികസന യത്നത്തിലെ അംഗങ്ങളുടെ ഒരു പൊതുയോഗം ഉണ്ടായിരിക്കുന്നതാണ്.

ആദരപൂർവ്വം:

പി. എ. മേമ്പിൾ
സെക്രട്ടറി

രാജമ്മ ജേക്കബ്
പ്രസിഡണ്ട്, ഭരണസമിതി

Invitation for the launching of smokeless chula project

Seminar on women and social justice

KOCHI, March 29.

Mrs. Ratnakala S. Menon, veteran Congress(I) leader has exhorted women to be conscious of their rights.

Delivering the keynote address at a seminar on "Women and Social Justice" at South Chellanam, she said that social justice could be ensured to women only if more and more of them occupy responsible positions in society.

The seminar was part of "SAARC Year of the Girl Child" and organised by the Ernakulam unit of the Directorate of Field Publicity in collaboration with the People's Council for Social Justice, Rotary Club of Cochin Suburb and Development Effort for Coastal Women, Kochi.

Ms. Justice P. Janakiamma, inaugurated the seminar. Mr. K. J. Linas, president, Chellanam Panchayat, presided. Mr. K. K. Mani, Regional Officer, Field Publicity, distributed prizes to winners of various competitions organised on the occasion. — Our Staff Reporter

സെമിനാർ നടത്തി

ചെല്ലാനം: ഫീൽഡ് പബ്ലിസിറ്റി ഡയറക്ടറുടെ ഏറ്റെടുത്ത സെമിനാർ ഏർപ്പെടുത്തിയ സെമിനാർ സമാഹരണം ഏർപ്പെടുത്തിയ സെമിനാർ സംഘടിപ്പിച്ചു. എസ്. ജസ്മിനി പ. ജനകീയ

അമ്മ ഉദ്ഘാടനം ചെയ്തു. പ. ജസ്മിനി പ്രസിഡൻ്റ് കെ. ജെ. ലീനസ് അധ്യക്ഷത വഹിച്ചു. പ. ഉള്ളൂരുത്തി ബി. ഡി. ടി. എസ്. എം. ഇസ്മയിൽ, രത്നകല ജസ്മിനി, മേനോൻ, ഫാ. പയസ് ആദായ്കളും, തിരമുളം വനിതാ വികസന യത്ന അധ്യക്ഷ കൃഷ്ണ ശ്രീനാഥ് എന്നിവർ പ്രസംഗിച്ചു.

വിവിധ മത്സരങ്ങളിൽ വിജയികളായവർക്ക് ഫീൽഡ് പബ്ലിസിറ്റി കേരള ആൻഡ് ലക്ഷ്മി ട്രസ്റ്റ് റീജനൽ ഓഫീസർ കെ. കെ. മണി സമ്മാനങ്ങൾ വിതരണം ചെയ്തു. ഫീൽഡ് പബ്ലിസിറ്റി ഏറ്റെടുത്ത ഓഫീസർ സുരേഷ് ശ്രീധരൻ സാഗത്യം രാജമ്മ ജേക്കബ് ഗവിയും പങ്കെടുത്തു.

Free medical camp

Express News Service

Kochi, Sept 30: The Lions Club of Kochi and the Theerapradesha Vanitha Vikasana Yatnam, Chellanam, jointly propose to organise a free medical camp on October 2, in connection with the Gandhi Jayanthi celebrations.

Free measles vaccine will be given to children.

Scanning of eyes and arrangements for free eye treatment at private hospitals will also be arranged during the camp.

Media coverage of some programmes of the Society

MATSYAMAHILAVEDI-A Forum for Participatory Development of Fisherwomen

Smt Rajamma Jacob*

Matsyamahilavedi is a society striving for the development of women in fishing community. The foremost objective of Matsyamahilavedi is to help fisherwomen utilize their own resources such as time, energy and skill to generate income as well as relieve drudgery.

Development Effort for Coastal Women (Theerapradesha Vanitha Vikasana Yatnam) movement was initiated in 1989 by Smt. Krishna Srinath, Scientist (Selection Grade) of the Central Marine Fisheries Research Institute for conducting studies on fisherwomen in connection with her research leading to Ph.D. Degree in the Avinashilingam Deemed University, Coimbatore. After an indepth study through a survey, of the problems faced by women in coastal areas, Wards I to IV of Chellanam Panchayat in Kochi were selected for carrying out an action programme to empower women for better participation in development through extension education. The first step was to gather the women in the selected area and assess their needs. A few programmes for

creating awareness on development opportunities available to them under programmes of the government were conducted. The programmes were held in the local Church's Parish Hall and the activities were confused with those conducted by Christian Missionaries. Hence women felt that they should organize themselves with separate identity. Subsequently Theerapradesha Vanitha Vikasanayatnam was formed with a local executive committee consisting of elected office bearers and advisory committee consisting of a social workers scientist, technologist, doctor, lawyer, officials of bank and block, people's representatives and religious leader and was registered as charitable society. The registered office is named as Matsyamahilavedi. Now the organisation is popularly known as Matsyamahilavedi. The motto is participatory development. Smt. Krishna Srinath, the Founder is the chair person of Matsyamahilavedi.

Matsyamahilavedi has now 120 members. As the main focus being income generation, the membership will be raised only

in phased manner. The membership fee is Rs. 1/- per month and the entrance fee is Rs. 2/-.

The present income generation programme carried out by Matsyamahilavedi include handbraiding of fishing nets required for reservoir fishing which are not fabricated by machines. Fifty to Hundred women are benefited by the programme depending on the orders received. The twine is supplied by reservoir fishing societies. Fisherwomen feel that at least this section of net making as well as the fabrication of cod end of boat seines should be reserved for them as mechanization of net making has thrown them out of employment. Other income generating activities identified include fish drying, prawn seed collection and purchasing of fishing vessel. Women's opportunities for income generation from fisheries are very limited due to increasing commercialization of the industry. This is forcing them to look for non-fishery related activities also. Effort is being taken to organize book binding programme for educated girls as well as registering a multi purpose co-operative

* President, Theerapradesha Vanitha Vikasana Yatnam, Matsyamahilavedi, South Chellaman, Kochi-682008. (Kerala)

Fish coops July - sept 91

for the development of fisherwomen. Matsyamahilavedi has been conducting skill training programmes for its members.

Under the social uplift programmes, with the financial assistance of the Inner Wheel Club of Cochin, a Balwadi for 25 children has been sponsored. The programme includes feeding as well as clothing component. Other activities include creating social awareness, eradication of social evils such as dowry, differential attitude towards girl child and alcoholism, fuel conservation, water management and promotion of green leaf vegetables consumption.

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ATTENTION

Articles on fishery cooperatives and fishery technology are invited from the authors for publication in FISHCOPS.

ATTENTION

B.K. MISHRA Takes over as 'Editor' FISHCOOPS

Shri B.K. Mishra, Asstt. Director of the federation has taken over additional charges of 'Editor' FISHCOOPS, the quarterly magazine of the federation w.e.f. September 1979. Any future correspondence including suggestions and other details may be sent directly on his address.

(Contd. from page 16)

Saving Schemes

With a view to encourage the habit of saving, the fisherwomen's cooperative run saving schemes. Members are encouraged to open savings accounts in the cooperative societies, post office and nationalized banks and to join group insurance schemes.

Training for Cooperative Management and Community Organization

The fisherwomen were quite new to cooperative activities and management. Therefore, they needed training to develop their managerial skills and leadership qualities so as to run the cooperatives efficiently. A three week residential course in community organisation and the management of cooperative societies was provided for the Board of Directors and active members of each cooperative society under a Three-year Project (1985-1987). The Natesan Cooperative Training College offered the course with funding from the State Co-operative Union and Fisheries Department Organizational support was provided by the Fisherwomen's Extension Service. The women were taught about the cooperative principles, management of cooperatives, book keeping, accountancy, record maintenance, minute writing etc. They were given leadership training and provided with information about Government schemes affecting cooperatives. They were also made aware of

economic, socio-cultural and political structure in the village, the role and status of fisherwomen in the village, the need to organize women groups etc. Two or three members of each cooperative society were trained, and the scheme has been very successful.

Government Funding

The Government of Tamil Nadu has given a total of Rs. 40,000 to three fisherwomen's cooperative societies in V.O.C. district. It has also lent the Tharuvaikulam Fisherwomen's Cooperatives Society and the Tuticorin North Punithavalan Fisherwomen's Co-operatives' Society 20,000 and 40,000 Rs. respectively as working capital. Government assistance, coupled with members share capital, has increased the borrowing power of the societies considerably.

Conclusion

The organization of the fisherwomen's cooperative societies has created an awareness among the women. By the sincere and strenuous effort of the fisherwomen's coops under the guidance of the staff of the Fisheries Department, the socio-economic status is gradually progressing. Membership has increased and new societies have been organized in other coastal villages. There is immense scope for expanding the services of the cooperatives to all coastal villages in the State and to better the social and financial status of women from the fishing community. □

MATSYA MAHILA VEDI

A Forum for Participatory Development of Fisherwomen

Matsyamahilavedi is a society set up at south Chellanam, Kochi, Kerala striving for the development of women in fishing community. The foremost objective of Matsyamahilavedi is to help fisherwomen utilize their own resources such as time, energy and skill to generate income as well as relief from drudgery.

Development Effort for Coastal Women (Theerapradesha Vanitha Vikasana Yatnam) movement was initiated in 1989 by Mrs. Krishna Srinath, Scientist (Selection Grade) of the Central Marine Fisheries Research Institute for conducting studies on fisherwomen in connection with her research leading to Ph.D. Degree in the Avinashilingam Deemed University, Coimbatore. After an indepth study through a survey, of the problems faced by women in coastal areas, Wards I to IV of Chellanam Panchayat in Kochi were selected for carrying out an action programme to equip women for better participation in development through extension education. The first step was to gather the women in the selected area and assess their needs. A few programmes for creating awareness on development opportunities available to them under programmes of the government were conducted. The programmes were held in the local Church's Parish Hall and the activities were confused with those conducted by Christian Missionaries. Hence women felt that they should organize themselves with a separate identity.

Separate Identity

As a result, Theerapradesha Vanitha Vikasana Yatnam was formed with a local executive committee consisting of elected office bearers and advisory committee consisting of a social worker scientist, technologist, doctor, lawyer, officials of bank and

block, people's representatives and religious leaders and was registered as charitable society. The registered office is named as Matsyamahilavedi and the organisation has become popular by that name. The motto is participatory development. Mrs. Krishna Srinath, the Founder is the chairperson of Matsyamahilavedi.

Matsyamahilavedi has now 120 members. As the main focus being income generation, the membership is proposed to be raised only in a phased manner. The membership fee is Rs. 1/- per month and the entrance fee is Rs. 2/-.

Income Generation

The present income generation programme carried out by Matsyamahilavedi includes handbraiding of fishing nets required for reservoir fishing which are not fabricated by machines. Fifty to hundred women are benefited by the programme depending on the orders received. The twine is supplied by reservoir fishing societies. Fisherwomen feel that at least this section of net making as well as the fabrication of cod end of boat seines should be reserved for them as mechanisation of net making has thrown them out of employment. Other income generating activities identified include fish drying, prawn seed collection and purchasing of fishing vessels. Women's opportunities for income generation from fisheries are very limited due to increasing commercialization of the industry. This is forcing them to look for non-fishery related activities also. Efforts are being made to organize book binding programme for educated girls as well as registering a multi-purpose co-operative for the development of fisherwomen. Matsyamahilavedi has been conducting training programmes in various skills

for its members. The Vedi is in a position to take orders for hand braiding of all types of fishing nets.

Under the social uplift programme, with the financial assistance of the Inner Wheel Club of Cochin a Balwadi of 25 children has been sponsored. The programme includes feeding as well as clothing component. Other activities include creating social awareness, eradication of social evils such as dowry, differential attitude towards girl child and alcoholism, fuel conservation, water management and promotion of consumption of green leafy vegetables. The organization has no funds. The financial support has been scanty. Investments, donations and charities are welcome and the communications may be addressed to:

Mrs. Rajamma Jacob,
President,
Theerapradesha Vanitha
Vikasana Yatnam,
Matsyamahilavedi,
South Chellanam,
KOCHI-682 008, KERALA

Insurance Schemes for Fisheries

The Andhra Pradesh State Cooperative Fishermen's Federation has finalised 46 cases of group accident insurance schemes during 1990-91 and paid Rs.6.90 lakhs towards compensation.

The Government of India and the State Government contributed a grant of Rs.10 lakhs for the insurance schemes for fishermen. During 1989-90 the federation had settled 60 claims entailing a compensation of Rs.9 lakhs, it is reported.

APPENDIX IV

AGENCIES

VILLAGE LEVEL

Village Panchayat

Primary Health Centre

Matsyafed

Intensive Cattle Development Scheme

St. Mary's High School

Corporation Bank

South Indian Bank

Coir Development Cooperative

Mahila Samajams

Youth Clubs

St. George Church

BLOCK LEVEL

Block

Krishi Bhavan

Veterinary Hospital

DISTRICT LEVEL

District Development Council

District Industries Centre

Taluk Industries Centre

District Khadi & Village Industries
Office

Department of Veterinary

Veterinary Training Institute

Department of Dairy Development

Department of Fisheries
Department of Agriculture
Farm Information Bureau
District Rural Development Agency
Registrar of Charitable Society
Department of Social Welfare
Department of Cooperation
Department of Health

STATE LEVEL

Department of Industries
Department of Agriculture
Department of Fisheries
Members of Legislative Assembly
Kerala Agricultural University

NATIONAL LEVEL

Central Marine Fisheries Research Institute
(Indian Council of Agricultural Research)
Krishi Vigyan Kendra, Narakkal
Central Institute of Fisheries Technology
(Indian Council of Agricultural Research)
Marine Products Export Development Authority
(Ministry of Commerce)
Central Social Welfare Board
Coir Board
(Ministry of Commerce)
Spices Board
(Ministry of Commerce)
Food and Nutrition Extension Centre
National Savings Organization

VOLUNTARY AGENCIES

Kerala Sastra Sahithya Parishad

Lions Club of Cochin

Rotary Club of Cochin

Innerwheel Club of Cochin

Welfare Society, Fort Kochi

People's Council for Social Justice

Port Women's Association

University Women's Association

People's Dairy Development Project

EDUCATIONAL INSTITUTIONS

Chinmaya Mission

Bhavan's Vidya Mandir

Toe H Public School

St. Mary's High School, Chellanam

MEDIA PUBLICITY

Field Publicity Unit
(Government of India)

NEWS PAPERS

Malayala Manorama

Indian Express

The Hindu

APPENDIX V

Questionnaire to evaluate the effectiveness of extension participation on the level of empowerment of rural women

Theerapradesha Vanitha Vikasana Yatnam
Matsyamahilavedi South Chellanam

Dear friend,

Enclosed is a questionnaire to asses effectiveness of varuious activities organized by Matsysmahilavedi towards empowerment of women in your village. There are also questions to rate your self concept. You are requested to kindly mark your valuable response in the space provided against each question. This information would help us in making the future programmes more useful to the village.

Thanking you and with regards,

Yours sincerely,

Sd/-

Chairperson

Date :

QUESTIONNAIRE

Statement	Strongly agree	Agree	Un- decided	Dis- agree	Strongly disagree
I. SELF PERCEPTION					
1. I am bold					
2. I break down easily					
3. I like to take responsibilities					
4. My life is successful					
5. My life is full of drudgery					
6. I can make my life interesting					
7. I can make use of opportunities to come up in life					
8. I am confident of my abilities					
9. I can achieve what I want					
II. PERCEPTION OF ROLE OF WOMEN					
1. Woman's existence is always a conflict with man					
2. Men and women should have equal opportunities					
3. I am proud of girl child					
4. Male children are assets to the family					
5. Man and women should work equally for progress					
6. Mother has greater role than any one in influencing the children					

Statement	Strongly agree	Agree	Un- decided	Dis- agree	Strongly disagree
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III. DECISION MAKING

1. I can think and solve my problems
2. I feel that decision making should be with the men
3. I have a role in decision making in my community
4. I take decision in my family
5. I can do things as I decide
6. I can take decisions favourable to others
7. I can challenge decisions not acceptable to me

IV. ECONOMIC INDEPENDENCE

1. I am economically independent
2. I like to depend on others
3. I have my own income
4. I have freedom to earn money
5. I wish to have my own income
6. I have assets in my name
7. I wish to have assets in my name
8. I have freedom to spend my earnings
9. I have freedom to spend family's earnings

Statement	Strongly agree	Agree	Un-decided	Dis-agree	Strongly disagree
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V DESIRE TO IMPROVE LIVING CONDITIONS

1. I am content with what I have.
2. I am satisfied with the functioning of village institutions
3. I am satisfied with the life of the villagers
4. I am willing to take risk
5. I am hesitant to approach the authorities

VI. ATTITUDE TOWARDS GROUP ACTION

1. I like community work
2. I like to see others happy
3. I have number of friends
4. I have good relations with my neighbours
5. Women can achieve their goals by organizing themselves

VII COMMUNICATION

Statement	Regularly	Frequently	Never
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1. I read news paper
2. I listen to radio
3. I watch T.V.
4. I am a member in the following(name)

Statement	Strongly agree	Agree	Un-decided	Dis-agree	Strongly disagree
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VIII. INNOVATIVENESS

1. Among the following innovations/ facilities(X) those you have utilized/adopted
Family planning,
Immunization,
Child care facilities,
Primary health facilities,
Medical camps,
Smokeless chula,
Hygeinic drying of fish,
Prawn culture,
Literacy programme
2. I am willing to take risk in testing new ideas for improvement
3. I believe that adoption of innovations helps to progress

FUTUROLOGY

1. In your opinion how long will this Society last ?
2. To what extent could you achive your objectives through this Society ?
3. Do you think that you will be able realise your goals through participation in this Society?
4. Would you recommend others to join this Society?
5. What would you suggest for improving th fuctioning of the Society?

TENSIONS CREATED BY THE ORGANIZATION

Did you face any problem by
joining this Society?

Yes/No

If yes, please give the details

Individual level

Family level

Community level

PERSONAL DATA

1. Age
2. Education
3. Household status
4. Number of children
5. Attitude towards the Society
6. Programme participation level