

Impact Analysis Report of Women Learning Centre in Jharkhali

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1. Introduction and background

1.1. Introduction:

This consists of six-month women learning courses. Women learners are selected by their respective community SHGs. Classes of the learning centre were conducted at common place like school building. The programme particularly targets adult learners aged between 18 to 45 years. Women learning lessons are designed to satisfy the basic practical socio-economic skills needs of women. This entails integrating learning into productive skills training activities, thus enabling adult learners to become self-reliant providers for their families. Learners are also encouraged to share ideas and views interactively.

1.2. Background

The Women Learning Centre began to educate the women because education plays an important role in helping women identify and take advantage of economic opportunities. For women basic numeracy is particularly important in managing their agricultural fields and off-farm activities, more so when credit and savings are involved. The activities of the Women Learning Centre are aimed at building women's capacity to take advantage of economic opportunities that can make them financially and psychologically independent while simultaneously boosting women's self-confidence and improving their ability to achieve goals that are important to them.

1.3. Overview of Women Education Centre:

The 6 months Joy Du bangle funded Women Learning Centre aims

- I. To impart education on basic life skill on diverse topics for an improved quality in life to support the process of empowerment

II. To ensure leadership among local educated women through engaging her as local educator cum organizer in the community

The project works with 17th Women of Jharkhali in Basanti Block. The project seeks to help women develop their capacity to address challenges they face at the household level.

Table-1: Demography of the learners

Age			Caste	Education profile		
18-25 Yrs	26-35 Yrs	more than 35 yrs	SC	1-5	6-8	>8
4	6	5	15	8	5	2

2. Methodology

2.1. Objective:

- To do final impact assessment of a women learning centre initiated 8 months ago in Jharkhali by JGVK.

2.2. Methodology:

i. Geographical Location:

- **Village:** Sardar Morh,
- **Panchayet:** Jharkhali
- **Block:** Basanti
- **District:** South 24 Parganas

ii. Data collection Method and techniques:

Focus Group Discussion was held with the women at the same time collect a few primary data, by using different techniques of PRA i.e. Spider Diagram, Matrix scoring and ranking to understand the key results of learning centre. The surveyor personally observed the best practices of families during home visit. During discussing with the women it was tried to find out the Knowledge level, Attitude and Practices of the women before getting the training and end of participating in 6 months class. As written earlier, the evaluation would be done on making a comparison between achieved objectives against the set objectives outlined in Project Proposal.

7. FGD

8. PRA: Spider diagram and matrix scoring

9. Observation

10. Case study

3. Analysis the impact

3.1. Comparative Analysis:

A comparative impact analysis has been done among the women on four aspects of benefit of the women education centre. Table -2 summarizes the study findings regarding the improvement of knowledge level, economic benefit, health benefit and Environmental impacts of the centre after 6 months.

The data show that by the end of the 6 months program, more women who attend regular class of the learning centre shared that now they able to earn Rs. 1000-1500 per month. From the programme the capacity of the women have been built which will help them in future to increase their income and to develop self esteem and confidence—crucial components of sustainable empowerment programming. This centre faced several challenges, especially given the conservative social norms where women are often isolated, marry and bear young children, and have time-consuming household and farm responsibilities. Despite the women's interest and high demand for the capacity building training, for example, attendance for many women was irregular and their families often objected to their participation.

3.2. Attendance Status:

Table-2: The attendance status of women Learning Centre at Jharkhali Sardar Morh, (Agust,2014 - February,2015)

Name of the Participant	August		September		October		November		December		January (till 9th)		February	
	Clas ses held	Atten ded	clas ses held	Atten ded	Clas ses held	Atten ded	Clas ses held	Atten ded	Clas ses held	Atten ded	Clas ses held	Atten ded	Clas ses held	Atten ded
Anjali Goldar	8	8	11	10	11	11	12	10	16	15	16	15	14	14
Runu Mojumder	8	8	11	11	11	11	12	12	16	9	16	10	14	13
Suchitra Bachhar	8	8	11	11	11	10	12	12	16	15	16	13	14	14
Namita Bishnu	8	7	11	11	11	11	12	10	16	14	16	15	14	14
Bithika Biswas	8	8	11	11	11	11	12	12	16	16	16	16	14	14
Kabita Das	8	6	11	10	11	10	12	8	16	14	16	16	14	14
Lata Biswas	8	7	11	10	11	7	12		16		16	Drop out for Pregnancy		
Saraswati Mondal	8	7	11	9	11	10	12	6	16	14	16	16	14	14
Bhanu Halder	8	7	11	10	11	10	12	8	16	10	16	16	14	14

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Bhanu Swarnakar	8	7	11	9	11	10	12	6	16		16	Drop out for house hold work		
Bhanu Halder	8	7	11	11	11	8	12	8	16	14	16	15	14	14
Rama Foujder	8	7	11	11	11	11	12	12	16	15	16	16	14	14
Lakshmi Gain	8	8	11	11	11	10	12	9	16	14	16	16	14	14
Sabitri Golder	8	5	11	9	11	11	12	9	16	12	16	16	14	14
Monorama Das	8	8	11	10	11	9	12	7	16	13	16	16	14	14
Pramila Halder	8	6	11	9	11	9	12	8	16	11	16	14	14	10
Renuka Samaddar	0	0	11	10	11	8	12	9	16	12	16	16	14	13

3.3. Pretest and Post test of learners:

Table-3: Learners Pre and post assessment

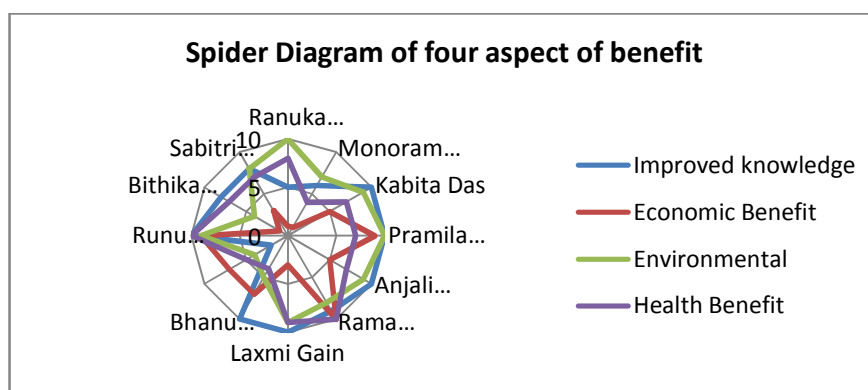
Name of the Participant	Basic reading, Mathematics & English		Basic health & hygiene		Organic firming & fish firming and medicinal plant		Animal husbandry		Food & Nutrition		Local self Government	
	Assessment											
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Out of 30		Out of 50		Out of 30		Out of 30		Out of 30		Out of 30	
Anjali Goldar	11	23	26	39	20	28	17	26	15	24	17	27
Runu Mojumder	9	28	26	42	20	28	18	27	16	24	15	25
Suchitra Bachhar	12	29	32	45	22	29	20	27	18	28	17	29
Namita Bishnu	8	21	30	40	19	27	18	25	18	25	14	26
Bithika Biswas	6	22	23	35	15	26	15	22	14	24	13	23
kabita Das	9	26	35	44	17	28	14	25	22	28	16	28
Lata Biswas	10	23	29	35	-	-	-	-	-	-	-	-
Saraswati Mondal	6	26	26	32	15	24	16	24	15	24	13	23
Bhanu Halder	7	22	28	38	14	24	14	24	16	26	15	25

Impact Analysis by JGVK

Bhanu Swarnakar	8	18	25	34	13	-	-	-	-	-	-	-
Bhanu Halder	10	21	22	34	14	25	14	23	15	22	12	24
Rama Foujder	6	24	24	36	17	25	16	26	16	24	14	25
Lakshmi Gain	8	27	29	36	17	26	15	26	17	27	15	26
Sabitri Golder	6	19	20	31	15	24	14	24	16	24	13	24
Monorama Das	8	22	26	34	14	24	13	24	17	25	14	22
Pramila Halder	5	25	29	39	15	26	15	25	18	26	15	26
Renuka Samaddar	5	25	25	33	15	25	16	24	15	24	12	22

The table indicates that there were also widespread positive benefits in terms of the impact of the course on numeracy, literacy, agriculture by using organic manure, animal rearing and health - hygiene and Panchyat Raj Institution. Some of them they had typical knowledge on some specific aspect like- Kabita Das in Nutrition and PRI, Suchitra Bachhar in farming. But all of them they gathered and developed their knowledge at minimum level from those classes. And gradually they are trying to start in technical way.

3.4. Evaluation by Spider diagram:



Spider Diagram is also referred to as evaluation wheel. It is used to show the relative performance of a group or individual knowledge level, economic benefit, environmental benefit and health benefit. Each arm of the diagram represents the performance of women and lines of the different color are used to denote different aspect of benefit of the learning centre.

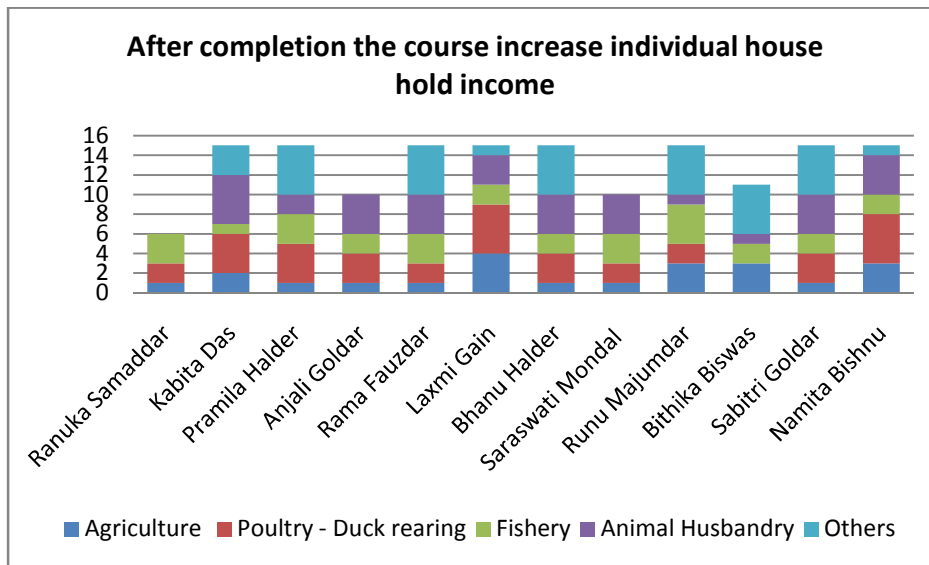
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Table-3: Benefit Aspect

Name	Improved knowledge	Economic Benefit	Environmental	Health Benefit
Ranuka Samaddar	5	1	10	8
Monorama Das	6	1	7	4
Kabita Das	10	5	9	7
Pramila Halder	10	9	10	7
Anjali Goldar	10	5	9	7
Rama Fauzdar	9	10	8	10
Laxmi Gain	10	3	9	9
Bhanu Halder	10	7	5	4
Saraswati Mondal	2	7	4	5
Runu Majumdar	10	9	9	10
Bitthika Biswas	8	1	4	7
Sabitri Goldar	8	3	8	7



3.5. Description of individual income:



The above describe diagram show the increasing level of individual house hold income. There are large economic benefits associated with undertaking and completing learning centre. One third of women indicated that they had changed their old practice after improve the knowledge. The analysis illustrates that the longer term prospects and economic outcomes of learners were also improved. Three in fifteen learners indicated that after getting skill they have start agricultural activity in large scale by using organic manure. Five among fifteen learners has shared that they change their old poultry shed and keep 20-35 poultry. The analysis indicates that average income is increased for these individuals from 1000 to 1500 per month.

A home visit has been conducted after Focus Group Discussion to follow up their initiation.

3.6. Impact:

i. Education as an empowerment tool for learners:

Nearly all women now can read book, news paper and write what ever need, Nearly all women can now add and subtract and also able to dial numbers on mobile phones.

The classes of women education centre have allowed women to overcome social isolation, giving them a chance to meet other women and learn collectively. In their lives, education had reduced their self-image so drastically, that sometimes they would say "I am not educated, so I cannot tell you anything." Women's participation in the learning centers, both as educators and as learners, broke these stereotypes and helped them develop a new image of women's capabilities. In addition to their participation in the centers gave women a platform to talk about challenges they face in agriculture. Women can also now calculate the seed or fertilizer rate or a pesticide dose. Since the women participants now leave

their households and are more prevalent in market operations, they have become more aware of fair value market prices.

ii. More opportunity to earn income:

Moreover, women saw improvements in their agricultural productivity and incomes. Women who participated in the capacity building training adopted almost all the agricultural practices taught through the project. Several also became lead farmers, teaching good agricultural practices to others. One 35-year-old woman had gone to school up to class five, but was unable to receive any additional education. Over the years, she never had the opportunity to learn to read and write and had lost her confidence. After joined the center and now they assists the family in increase the income. In another similar case, a woman has started to use new concept of farming.

iii. Increased Mobility:

When women come to the centers, they adjust the timing of their other responsibilities accordingly. They attend trainings and meetings, and participate in other activities. This has given them an opportunity to move out alone from their houses and see the world outside their villages.

iv. Increased school enrolment for girls:

The literacy program has motivated and encouraged women learners to educate their children, particularly girls, by enrolling them in school. As women realize the importance of education, more and more girls, especially in the secondary classes, are receiving opportunities to continue their education.

v. Being part of SHGs and accessing credit:

Many women who were not members of SHGs but started coming to learning centers, have gradually become a part of SHGs too. They now have 15 financial management skills and the ability to increase income and access credit.

4. Challenges and solutions:

i. Regular attendance:

Regular attendance is a big issue, especially during the sowing and harvest seasons. Those who go to work as daily laborers are also not able to attend classes regularly. We tried to shift the regular timing of classes to suit the needs of the learners.

ii. Intermittent problems by the participants' families:

During the early stages of developing the center, it was common for women to hear discouraging words from their family and the community. Gradually, the families and larger community became supportive of the women as they understood their new potential in generating income.

iii. Capacity Building of Educators:

Since the educator was chosen within the community, she was initially skeptical of engaging in education centre. They were all born and brought up in a submissive atmosphere to follow all the norm of being a "good daughter in-law."

10.1. Need Modification:

- I. For the educator need induction training where they developed an understanding of the curriculum, the teaching methodology and how to maintain a learning center
- II. During the beginning stages of opening each literacy center, the educators conducted a baseline survey by using standard format that was tailored to the objectives of the program. The educators wrote down each learner's information, took the requisite fee and officially registered the learner. However, it should be noted that there were a few women who withdrew from the program for different reasons. At the same time, there were several others who joined the program during the later stages. Therefore, follow-up surveys do not track.

10.2. Conclusion

The women education centre is an essential supporting activity for development of agriculture and allied activities and women's empowerment. Through the implementation of this activity, we have learned that education is a basic yet critical element in creating positive change in practices and attitudes. Illiteracy and poverty are the norm in rural women's lives, and functional literacy should be the key

component of any coordinated effort to bring about long-lasting and dynamic change. The women involved with the learning centers are able to learn good practice for agriculture and allied activities. Furthermore, it also helps build the local capacity of the SHGs and sustaining empowerment; multiple efforts focused on the same challenge magnify results.

11. Case Study:

5.1. Achieve the unachievable with sheer determination

Respondent Name: Runu Majumdar

Husband's Name: Rabin Majumdar

Address: Village- Bagmari, G.P- Jharkhali, P.S- Basanti, Dist- 24 Parganas

Age: 39 years

Family member: 3

Education: Eight

Cast: Schedule Cast

Runu Majumdar, 37 yrs old vibrant lady, who was married off at the age of 15. She is considered a successful learner who attends the class



regularly than other. She is a very progressive, vocal and confident woman. When assessment team met with her she was all ready to leave for her SHG meeting. Although she was getting late for her work she was more than willing to share her



experiences. She had studied till class viii. She is currently the secretary of Kachipata SHG.

She shared her own experience on learning centre and about education in general:

- The classes were stopped as the Instructor stopped teaching.
 - Mothers rarely came as they were busy tending to their children.
 - Presently people wished to at least know how to improve their individual income.
- 10-15 yrs back people sent children to school, the govt. authority

motivated for the same. Now a day they enrolled their children with self initiative.

- All children went to school in regular basis.

During home visit she told that now she had a lot of

work-cooking, farming and attending to livestock.

She was inspired by many to take a leap in life. She is now an inspiration for other learners. Her insight, struggle



Figure 2: Poultry Shed



Figure 1: Practice new techniques after getting skill



Figure 3: Chicken rearing house



Figure 5: Duck rearing



Figure 4: Duck keeping house

and determination have made her an example for the women. She very clearly conveys the message that there is no age for learning and one can achieve the unachievable with sheer determination and commitment.

Education leads to self-reliance.....

Respondent Name: Suchitra Bachhar

Husband's Name: Mukanda Bachhar

Address: Village- Bagmari, G.P- Jharkhali, P.S- Basanti, Dist- 24 Parganas

Age: 37 years

Education: Nine

Cast: Schedule Cast

Family member: 5

Suchitra Bachhar did not have the opportunity to pursue her studies during her childhood. She was not allowed to go to school by her



Figure 6: Guava and Mango Garden with drip irrigation



Figure 7: Composting Pit

parents who felt that education was really not necessary for a girl child. With great difficulty she could manage to go

to her maternal uncle's house and

pursue her studies.

By a Herculean effort, she succeeded in passing her 7th standard. When the women learning centre start she



Figure 8: Farming by using organic manure



Figure 8: Drip irrigation

decided to enroll for starting the study. She felt that nobody should undergo the kind of suffering that she had experienced in her childhood. Thus she started the education with commitment and zeal determined to see that the female community. Her village should not miss this last opportunity to acquire basic education. She enrolled 3 women, selected specially from the marginal family. Simultaneously she started preparing to qualify herself up to the 8th class.

"Earlier I never took interest in agricultural but now I am amazed that this too requires a lot of and technical understanding. I cultivated tomato nursery in low poly-tunnels. The good produce made respected in the family as well as the community.



Figure 9: Maintain health hygiene of backyard poultry

am prepare a and Mango garden drip irrigation which fulfill nutrition of my family as well as increase income.

From this center I learned basic calculation i.e. weighing produce, calculating investments, family income and expenditure and getting the information on homestead garden, management of backyard poultry, organic farming, fish farming etc.



Figure 10: Backyard poultry

fields, skill me Now I Guava with

Some initiatives by women:



Figure 12: 'Panchyagovya' (Liquid manure) preparation by Bhanu Halder



Figure 11: Conservation of Medicinal plants by Bithika Biswas



Figure 13: Homestead Garden by Laxmi Gain



Figure 14: Soak pit by Laxmi Gain



Figure 15: Soak pit made by Pramila Halder



Figure 16: Prepare the pond for fish culture



Figure 17: Conservation Medicinal plant by Namita Bishnu



Figure 19: Poultry Rearing by Bhanu Halder



Figure 18: Goat Shed prepare by Bhanu Halder



Figure 20: Goat rearing and fish culture by Rama Foujdar



Figure 21: Soak pit prepare in Rama Foujdar's House