

CHAPTER 4

FINDINGS AND DISCUSSION

The investigation was undertaken to study the educational, economic and social impact of income-generating programmes offered by voluntary womens' training agencies, on low SES women of Baroda city.

This chapter comprises of various findings of the investigation, arrived at, by careful inspection and statistical calculations of the data collected by the investigator. The chapter includes description of the present trainees in regard to their age-group, their educational status, as well as of their family members, occupation and income of their family, objectives of training, reasons for which they work, problems faced by them with the training agencies, and the problems faced by them with their families, or in their personal lives.

The organisers of these training agencies furnished information regarding source of financing, objectives of training programmes, staffing pattern in the agencies, fees charged from the trainees, financial assistance available to trainees, minimum qualification

required for trainees, type of assistance available for job placement after completion of training and follow-up of the trainees after completion of training.

The Instructors/Supervisors were asked questions pertaining to the various objectives of the training programme, age of the respondents, duration of the course/programme, timings of the classes for training programme, number of trainees per programme, facilities available for training programme in terms of space and equipment, criteria for selection of trainees in the programme, methods of teaching used in training, problems faced in execution of training and skills developed during the training programme.

The past trainees from bakery section provided information regarding their knowledge about baking, besides the distribution of their income on various expenditures and about family decisions. Similarly information was provided by those who were trained for tailoring/sewing.

The relevant data were obtained from 22 organisers of the training agencies, 33 instructors/supervisors, 314 current trainees of these agencies, and 144 past trainees of the agencies. The frequency, percentage, chi-square, and correlation were used to analyse the data.

4.1 Preliminary Information Regarding the Functioning of the Agencies

This section reviews various aspects of functioning of the training agencies which were objectives of the training programme, source of the finance - whether self or by Government, the staffing pattern in these agencies - both administrative and training, the amount of fee charged from the trainees per month or term, type of financial assistance which is available to the trainees while on training, minimum qualification which is required of the trainees for getting selected for a particular programme or course. Also, the type of assistance which is available to the trainees for job placement after they had finished training. The various programmes and activities carried out by these training agencies were also reviewed.

4.1.1 SOURCE OF THE FINANCE

The information regarding the functioning of the agency viz. Kamubala Sahakari Audyogic Vikas Mandir Limited; was obtained mainly from Mr. Kantilal C. Dudhwala, the Executive Secretary of this agency. Besides Mrs. Pushpaben Patel, President, and Mrs. Kalaben Patel were also contacted. The investigator met almost all the members on the management board of this agency

in order to get an insight into the objectives with which this agency had started working.

It was found that this agency was established on 28th of June in 1940. The source of finance of this agency had been mainly generated by the agency, itself. There had been no financial help from the Government, but the agency had however, been getting some grants from various semi-Government bodies.

The information regarding the functioning of the agency viz. Diamond Jubilee Cottage Industries Institute was mainly furnished by the Assistant Director of the Institute Mr. J.S. Trivedi. The investigator also met and consulted the Deputy Director Mr. A.V. Macchar and the incharge of the workshop Mr. N.J. Parmar.

It was found that this agency was established in 1936. The source of finance of this agency was mainly from the Government.

The information regarding the functioning of the agency viz. Kareli Baug Bhagini Samaj Trust was obtained mainly from Smt. Rama Ben Patel, President of the agency. The investigator also contacted various staff members of this agency to get the exact picture of its functioning.

It was found that Kareli Baug Bhagini Samaj Trust was established in the year 1975. The source of finance of this agency had been mainly generated by the agency,

itself. There had been no financial help from the Government but the agency had, however, been getting some grants from various semi-Government bodies.

In Vikas Jyot Trust, the information regarding its functioning was mainly furnished by Mrs. Jyotsnaben Shah, the President of this agency. The source of finance of this agency was generated from all the three sources viz. by self, by the Government and by donations. A Family Counselling Centre is provided with 75% of its finance through Government and 25% is incurred by the Trust. Rest of the projects are financed by the Government, Trust and donations (under Income Tax Exemption of Section 80C). The production units run by Shri Lalitadevi Women's Industrial Co-operative Society are financed by the Trust and Government.

Vikas Jyot and Lalita Devi gave some additional information regarding their profit and loss statement which is given in Table 3.

It was found that Chimnabai Trust was established in the year 1914. The source of finance was mainly generated by the agency itself. Besides, there was a bulk of financial help from the Maharani Chimnabai Trust. Also from Central Government, Municipality and contributions from beneficiaries and donations.

FIGURE 1 : ADMINISTRATIVE HIERARCHY OF VIKAS JYOT

I. Projects:

Chairman
President
Managing Trustee
Trustee
Executive Secretary
Production Department
Accountants
Workers

II. Central Body:

President
Secretary
Board of Directors
(Director of Cottage Industry, Representatives of
Apex Body and Supply Department)
Production Department
Accountants
Workers

III. Family Counselling Centre:

Social Defence Department
Social Worker

FIGURE 2 : ADMINISTRATIVE HIERARCHY OF SHRI LALITADEVI
WOMEN'S INDUSTRIAL CO-OPERATIVE SOCIETY

President

Secretary

Board of Directors

(One Government Representative of Co-operative Society)

Shareholders

Supervisors

(Production Department)

Accountants

Workers

TABLE 3

PROFIT AND LOSS FINAL STATEMENT OF VIKAS JYOT TRUST

Name of Department	Turn Over Rs.	Profit Rs.	Loss Rs.
File Department ..	1,07,277	23,724	-
Bakery ..	3,24,228	-	56,610
Madhyastha Karyalaya..	32,24,134	53,629	-

PROFIT AND LOSS FINAL STATEMENT OF

SHREE LALITADEVI WOMEN'S INDUSTRIAL CO-OPERATIVE SOCIETY

Name of Department	Turn Over Rs.	Profit Rs.	Loss Rs.
Dry Nashta ..	17,40,277	1,60,471	-
Other production departments ..	32,59,723	21,000	-

The information regarding the functioning of Chimmabai agency was mainly furnished by Miss P. Pandit who is the Managing Director of this particular agency. The contact persons were :

Smt. Hansaben Zaveri .. President

Smt. Savitaben Patel .. Vice President

4.1.2 STAFFING PATTERN OF THE AGENCIES

Table 4 gives the staffing pattern in six of the selected eight agencies. The staffing pattern in remaining two agencies i.e. Shramik Vidyapeeth and Premdas Sewa Niketan is dealt with separately.

In Kamubala, there is one Executive Secretary on the managerial staff. There are six training teachers, who are trained in their respective jobs, there are also two attendants and 1 watchman on the non-teaching staff.

In Vikas Jyot and Lalita Devi, they have a President, Secretary and Board of Directors (as shown in Figures 1+2). Besides, they have supervisors in Bakery, Masala and Papad sections. In sewing section they have trained teachers.

Chimmabai has a superintendent who looks after the managerial jobs. They have got supervisors in book binding and filing sections. For sewing classes they have got trained teachers.

TABLE 4
STAFFING PATTERN OF THE EIGHT SELECTED TRAINING AGENCIES

Agency	Category of Staff			
	Managerial	Technical	Teaching	Non-Teaching
1 Kamubala Sahakari Audyogic Mandir	Executive Secretary 1		Training Teachers 6	Attendants 2 Watchman 1
2 Vikas Jyot Trust and	Managing Trustees and Head of the Departments	Supervisors 5	Training Teachers 4	Accountants 2 Workers 3
3 Lalita Devi				
4 Chimmabai Industrial Home for Women	Superintendent 1	Supervisors 3	Trained Teachers 5	
5 Diamond Jubilee Cottage Industries	Deputy Director 1 Assistant Director 1	Office Superintendent 1 Assistant Fireman	Trained Teachers 10	Head Clerk 1 Clerk 1
6 Kareli Bang Bhagini Samaj Trust	Executive Secretary 1		Teachers 6	Attendants 2 Helper Peon 1
7 Shramik Vidyapeeth	Director 1	Programme Officers & Assistant Programme Officer		Accountant 1 Clerks 3 Peon 2
8 Prem Das Sewa Niketan	Manager		Trained Teacher 1	Accountant 1 Peon 1

The Diamond Jubilee has a Deputy Director and an assistant director on its managerial staff - on technical staff they have an office superintendent, assistant fireman and instructors and also have trained teachers in sewing and dolls making sections.

Kareli Baug is headed by an Executive Secretary and has all trained teachers in its sewing section. They also have supervisors to look after the Masala and Papad making section.

Prem Das Sewa Niketan has a manager to look after its over-all functioning. They have one trained teacher for teaching sewing and also has one accountant and one peon.

In Shramik Vidyapeeth, all the posts are filled up through staff selection committee. There are no airtight compartments regarding responsibilities and functions in the jobs held by the Director, programme officers and other staff members. All the members work in the best interest of the Shramik Vidyapeeth with dedication and a team-spirit.

Being the Head of the office, the Director looks after administration and financial aspects, implements policy decisions and directives. As a Member Secretary of the Board of Management the Director looks after all other aspects. At the initial stages, the Director has

to formulate and orient the functionaries and resource persons. He also establishes contacts with the various agencies, explains to them the objectives and programmes of this agency and explores the possibility of their co-operation. Besides the Director also looks after publicity through different medias, organises exhibitions, arranges group discussions, participants as resource person in allied activities, plans programmes on survey based reports, prepares course-outline, teaching learning materials, identifies resource persons for the training programme, supervises evaluation programmes and looks after follow-up activities in the interest of the participants.

Programme Officer/Assistant Programme Officer in Shramik Vidyapeeth

They have to perform the following jobs :

- conduct surveys and gather factual data of labour population and prepare profile; identification of target group through orientation meetings; help resource agencies in providing physical facilities, resource persons and workshop facilities; monitoring programme and sponsor desired and needy candidates. Besides they also have to formulate course outline, teaching learning material and methods, help in keeping programme details, recording and supervision. They also find out

trainees' needs and organise and promote education programme, help in internal and external evaluation of training programmes, conduct follow up and promotional activities.

They work towards developmental programmes in collaboration with Government departments, industries, etc. They undertake or experiment various research methodologies in the field of adult education with the object of measuring the effectiveness of their programmes.

4.1.3 FEE CHARGED FROM THE TRAINEES

Table 5 gives the fee charged from trainees in six training agencies. Two training agencies did not furnish information regarding this.

It was generally observed that the trainees did not have to spend much money on tuition fee as maximum amount which was charged was only Rs.100 per term. In Diamond Jubilee Cottage Industries and Prem Das Sewa Niketan, the trainees were not charged any tuition fees at all. Thus, it was clear that the tuition fees to be paid was not a hurdle coming in the way of training.

4.1.4 FINANCIAL ASSISTANCE AVAILABLE TO THE TRAINEES

In Kamubala, no financial assistance or stipends had been available to the trainees, while on training. However, some trainees were given either stipends or

TABLE 5
FEE CHARGED PER MONTH FROM THE TRAINEES

Name of the Training Agency	Fees charged from the trainees
1 Kamubala Sahakari Audyogic Mandir	Gen Class : Rs. 5 Govt Course: Rs.10
2 Shri Chinnabai Industrial Home for Women	Rs.100 per term
3 Diamond Jubilee Cottage Industries	No fees
4 Vikas Jyot Trust	-
5 Lalita Devi	-
6 Kareli Baug Bhagini Samaj	Gen Class : Rs. 5 Govt Course: Rs.10
7 Prem Das Sewa Niketan	No fees
8 Shramik Vidyapeeth	for some courses only

financial assistance as per Government rules but not from the agency as such.

In Diamond Jubilee Cottage Industries, the ST (Scheduled Tribes) trainees in this agency were given stipends, upto Rs.125/- per month whereas the trainees from BC (Baxi Community) were given stipends upto Rs.100/- per month. Trainees from other communities were paid upto Rs.75/- per month.

Vikas Jyot Trust gave financial assistance to its trainees in the form of stipends. They also provided assistance to some trainees for job placement on completion of their training. They did not give help in the form of providing transportation money but they did call the potential employers to the agency, for on the training, job placement of their trainees. They also gave the addresses to their trainees, of people who had the authority to employ them or enable them to seek an employment or a job.

Kareli Baug Bhagini Samaj did provide assistance to some trainees for job placement on completion of their training. It had neither given any transportation money to the trainees nor called any potential employer to the agency for, on the training job placement. They did give the addresses of people who had the authority to employ their trainees or help them seek an employment

outside. They had been giving a general guidance and knowledge to their trainees for job placement.

In Diamond Jubilee, they provided assistance to some trainees for job placement. They either called the potential employees to the agency or gave to their trainees, the addresses, of people who had the authority to employ such trainees.

In Kamubala, no financial assistance or stipends had been available to the trainees, while on training. However, some trainees were given either stipends or financial assistance as per Government rules but not from the agency as such.

In Shri Chinnabai Industrial Home for Women, no financial assistance was provided to their trainees i.e. no stipends, scholarships or apprenticeship was given. They were not able to provide transportation money or call the potential employers to the agency but at the same time they did give addresses, of people who, according to them, had the authority to employ their trainees.

In Prem Das Sewa Niketan also no financial assistance was provided to their trainees but they helped their trainees in terms of giving them orders for work from outside agencies, which would give them some income.

4.1.5 MINIMUM QUALIFICATION REQUIRED FOR THE PROGRAMME

Table 6 gives the minimum qualification required for various training programmes. Shramik Vidyapeeth does not specify any qualification for any particular programme. Prem Das Sewa Niketan is not very rigid about the same.

It was observed that generally 7th standard pass was the minimum qualification required for getting admission into W.C.G.M. (Women's and Children's Garment Making) course.

However, for general courses no specific qualification is required.

In Chimnabai Industrial Home for seeking admission into certificate course, those who have passed 4th class examination are taken.

In Diamond Jubilee for tailoring and dolls making even vernacular Std. IV passed are taken for chemical trades.

4.1.6 TYPE OF ASSISTANCE AVAILABLE FOR JOB PLACEMENT

When the organisers were asked whether they tried to find out where their trainees had been working on the completion of the training. Their reply was that only seldom they were able to do so.

The organisers in Kamubala were asked whether they sometimes tried to find out where their trainees had

TABLE 6
MINIMUM QUALIFICATION REQUIRED FOR TRAINEES

Name of the Training Institute	Name of the Programme	Minimum Qualification Required
1 Kamubala Sahakari Audyogic Vikas	W.C.G.M.-Women's and Children's Garment Making. Embroidery & Work W.C.G.M.-General	Govt. VII Std. Pass Course No specific qualification required.
2 Shri Chinnabai Trust	Diploma in Women's and Children's Garment Making	7th Standard Pass
3 Industrial Home for Women	Diploma in Embroidery and Fancy Work Certificate Course	7th Standard Pass 4th Standard
4 Vikas Jyot Trust	Bakery	-
5 Lalita Devi Trust	Filing and Binding	-
6 Diamond Jubilee Cottage Industries Institute	Tailoring Dolls Making Chemical Trades Cosmetic Trades	Vernacular Std. IV Vernacular Std. IV Those who can read and write S.S.C. Pass
7 Kareli Baug Bhagini Samaj	W.C.G.M.-Women's and Children's Garment Making Embroidery Fancy Work	Govt. Course VII Std. Pass W.C.G.M.-General Course No specific qualification required.
8 Prem Das Sewa Niketan	Sewing Class	No specific qualification required.

been working on the completion of the training, they expressed that only very few times they had done so.

An enquiry was made from organisers of Diamond Jubilee whether they sometimes tried to find out the whereabouts of their past trainees with the object of ascertaining whether the trainees were working on the completion of the training. The reply of the organisers in this regard was very encouraging as they said that they had been always doing so.

Kareli Baug Bhagini Samaj did provide assistance to some trainees for job placement on completion of their training. It had neither given any transportation money to the trainees nor called any potential employers to the agency for, on the job placement. They did give the addresses of people who had the authority to employ their trainees or help them seek an employment outside. They had been giving a general guidance and knowledge to their trainees for job placement.

When the organisers were asked whether they sometimes tried to find out where their trainees had been working on the completion of the training, they expressed that only very few times they had done so.

4.1.7 IDENTIFICATION OF OBJECTIVES OF THE TRAINING PROGRAMME BY THE ORGANISERS

Table 7 gives the objectives of the training

TABLE 7
FREQUENCY DISTRIBUTION OF ORGANISERS ACCORDING TO THE
OBJECTIVES OF TRAINING

n = 23

Objectives	Responses of Organisers					
	Yes		No		No response	
	f	%	f	%	f	%
1 To enable women to generate supplementary income	22	95.65	-	-	1	4.34
2 To impart certain vocational skills to trainees to make them self-dependent	21	91.30	2	8.69	-	-
3 To raise their educational status by imparting certain basic general knowledge	20	86.95	2	8.69	1	4.34
4 To help trainees in setting up their own industries	19	82.60	2	8.69	2	8.69
5 To raise the social status of these trainees	17	73.91	4	17.39	2	8.69
6 To raise their standard of living by teaching them income generating skills	15	65.2	5	21.73	3	13.04

programme as given by the organisers of the training agencies.

When asked about the objectives which they considered important for their trainees, they all ranked almost all the six objectives which were laid down by the investigator of equal importance. They, however, did not consider the one very important objective about enabling women to generate additional income or supplementary income, as this agency catered to the needs of both boys and girls.

In Kamubala the objectives which they considered important for their trainees they ranked almost all the six objectives which were laid down by the investigator, of equal importance. They, however, had not been able to fulfil the one objective of helping the trainees in setting up their own industries or projects. The rest of the objectives, were, however, fulfilled by this agency.

The following objectives were, however, fulfilled by this agency:

- To enable women to generate subsidiary income/ supplementary income
- To impart certain vocational skills to the trainees to make them self-dependent
- To raise the standard of living of these trainees by teaching them income generating skills

- To raise the social status of these trainees
- To raise their educational status by imparting certain basic general knowledge
- To make the trainees self supporting.

Diamond Jubilee, functions as a Department of Cottage Industries Institute under the Government of Gujarat. This agency has the following six sections under its Training branch :

- 1) Vocational Trades
- 2) Engineering Trades
- 3) Handicraft
- 4) Textile Section
- 5) Chemical Section
- 6) Cosmetic Section.

Vikas Jyot Trust came into existence, for the multi-dimensional development of women to make them self sufficient, self reliant, self-dependent and thereby create confidence in them to develop personality for a better society to live in. In the year 1970, some ten eminent women gathered together and their ideology emerged in the form of a trust named as Shri Lalitadevi Stri Audyogic Sahakari Mandir. At that time they were mostly interested in economic development of women and later they also took up women's personal life problems and tried to solve them. Thus, in May 1973, under the Public Charity Trust Act, Vikas Jyot Trust was established. Now, the organisation also conducts various

vocational, training and counselling activities, which are listed as follows :

- 1) Training Centres - i) Sewing
ii) Embroidery
- 2) Bakery Centre
- 3) Filing and Binding Department
- 4) Youth Training Centre
- 5) Day Care Centre
- 6) Family Counselling Centre
- 7) Working Women's Hostel
- 8) Helping Centre.

It has a production section named Shri Lalitadevi Women's Co-operative Society Ltd. This name has been given as a recognition of Smt. Lalitadevi Shastri, wife of late Shri Lal Bahadur Shastri who has done considerable amount of work for the upliftment of women. It started with a meagre fund of rupees 500 and a separate room provided by Baroda District Industrial Co-operative Society. Later, the society expanded as they were provided with two more rooms. This society/agency runs various activities which are as follows :

- 1) Masala Making
- 2) Pickle Making
- 3) Making of high protein powder for children under ICDS (Integrated Child Development Scheme)
- 4) Papad Making
- 5) Making Snacks, Lunch and Dinner Packs for People
- 6) Making Wafers
- 7) Making Wadi

- 8) All eatables as ordered by the customers, and
- 9) Training women in making uniforms.

Objectives of Vikas Jyot and Lalita Devi

Vikas Jyot aims at providing social, economic and educational justice to women and also children to some extent, for their overall development and to cultivate in them a sense of independence, self sufficiency, self reliance, and thereby create confidence in them to develop a better personality. Its future plans like providing a work place, a working women's hostel, a destitute home and a VISAMO (Rest House) are under consideration.

(a) Training Centre at Vikas Jyot:

To avoid the financial dependency amongst women and to provide them financial aid opportunities to earn for self, this centre provides various trainings as follows:

- 1) T.C.W. & C.G. (G.T. Diploma)
-Tailoring for Children's and Women's and
Children's Garments (General Tailoring)-
- 2) Aya Training
- 3) Institute Decoration
- 4) Classes for S.S.C.
- 5) Machine Ambulance and Machine Knitting.

About 1200 women have already received and completed training successfully and 50% of them have been recruited or are earning at home.

(b) Sewing and Knitting Class:

It started in 1976 and in 1979 Sewing Diploma Course

was introduced. Trained women get loan for buying machine.

(c) Aya Training Class:

It started in January 1980 for training nurses or Aya who can work in a hospital and as care takers. Some 80% of the trained women are working in hospitals and rest are working as care takers. The above training centres satisfy the following objectives:

- 1) Provide employment opportunities and give financial aids
- 2) Teach importance of individual
- 3) Democratic living
- 4) Programmes are based on felt needs
- 5) Local resources and talents are utilized
- 6) Provide certain services and prepare the women and youths to understand their needs and learn to utilize services already available
- 7) Bring a consciousness for self improvement.

In Vikas Jyot the objectives which they considered important for their trainees, were viz. to raise the standard of living of their trainees by teaching them income generating skills and also to help them in setting up their own industries, were not being fulfilled.

As regards the fulfillment of the objectives which they considered important for their trainees, they expressed that the two objectives which they were not able to fulfil were - raising the standard of living

and raising the social status of these trainees.

Gujarat's first graduate lady Smt. Shardaben Mehta wanted to do something for the women. With the help of Maharani Chimnabai of Baroda State and others, this organisation was established by Smt. Shardaben Mehta. Chimnabai gave additional information regarding their objectives, the broad objectives were:

- To help the poor and middle class women
- To make them economically independent by giving them industrial training.

Sewing, embroidery, typing, working women's hostel, competition, festival celebrations.

Shramik Vidyapeeth gave some additional information regarding its organisation and management which is as follows:

The scheme of Shramik Vidyapeeth was started by the Ministry of Education and Culture. It symbolises the growing awareness of the need for educational, vocational and occupational growth of the workers and where possible his family, employed in various sectors, industries, business concerns, mines, plantation, manufacturing and servicing units and other organised and unorganised sectors in urban, semi-urban, plantation, mineral and industrial areas.

Organisation and Management

The programmes of Shramik Vidyapeeth have to be organised with flexibility and such a mechanism has to be evolved which can take quick decisions on programme issues. Besides, scope has to be provided for the management of Shramik Vidyapeeth to remain in constant touch with the employers as well as the workers and their organisations. Flexibility is also needed on financial procedures e.g. engaging of part-time faculty members and for hiring of accommodation where needed. It is, therefore, essential that a Shramik Vidyapeeth is set up as an autonomous organisation. Generally speaking an autonomous organisation would be set up as a registered society. However, in some cases it would be able to set up an independent unit or body forming part of a university, as a distinct organisation within a voluntary agency, statutory or other such organisation.

The basic idea behind the multi-dimensional or the polyvalent approach to the education of workers in Shramik Vidyapeeth is to meet the various inter-related needs of workers with specifically tailored programmes. As the educational and vocational attainments, the kinds of experiences and the needs of workers vary widely, the programmes to be developed to meet their needs also vary widely. The programme to be developed to meet their

needs would also have to be diversified and made flexible and adaptable to the varying situations.

A typical Shramik Vidyapeeth is expected to have the following functions:

- to identify and ascertain through surveys, the varieties of educational needs of different categories of labour population;
- to plan and organise educational programmes and other activities to serve the educational needs of workers and their families; to undertake the training and orientation of staff particularly resource persons and specialists involved in planning and implementation of various programmes;
- to provide consultation services to agencies and enterprises planning to organise programmes for training and education of workers.

There is a need to add that Shramik Vidyapeeth does not just stop at the training stage. Follow-up, post-training consultations and promotional programmes form an essential responsibility of Shramik Vidyapeeth functionaries.

In Kareli Baug Bhagini Samaj the objectives which they considered important for their trainees, were all the six objectives which were laid down by the investigator. They, however, had not been able to fulfil the one objective of helping the trainees in setting up

their own industries or projects. The rest of the objectives, were, however, fulfilled by this agency.

4.1.8 PROGRAMMES AND ACTIVITIES IN THE TRAINING AGENCIES

In India we are in the midst of an economic revolution. Rapid industrialisation during the last 20 years have given rise to numerous psychological problems. A new way of life has brought higher family income and happiness to some but unhappiness and slum conditions to others. Rising prices have sent out lakhs of women in search of jobs to gain economic independence. The number of women applicants increases day by day. The majority of women seeking employment have no sources of income. It is therefore, necessary that due important and adequate employment opportunities should be provided.

In ¹Vikas Jyot, various programmes which are income generating and provide employment opportunities are enumerated as given in Table 8.

¹Vikas Jyot gave additional information regarding the various programmes and activities which they run.

TABLE 8

NUMBER OF EMPLOYEES PER PROJECT/UNIT IN VIKAS JYOT

Name of Project/Units				No. of Employees
Papad	..	..	..	10 - 12 Women
Snacks	..	..	..	10 Women
Mini Packs..	..	..	..	12 Women
Spices	..	..	..	7 - 8 Women
Tissue Papers and Cloth Bags	..	..	..	60 Women
Others	..	..	..	25 Women

In ²Shramik Vidyapeeth the number of beneficiaries per programme is as shown in Table 9.

²Shramik Vidyapeeth gave additional information regarding the number of functionaries in their various programmes.

TABLE 9
NUMBER OF BENEFICIARIES PER PROGRAMME
IN SHRAMIK VIDYAPEETH

Programme Status (1987 - 1988)
(April to December 1987)

<hr/>				
I.	Total Number of Programmes	150		
	(Organised courses plus other activities)			
	(a) Number of organised courses ^a	88		
	(b) Number of other activities ^b	62		
<hr/>				
		<u>Male</u>	<u>Female</u>	<u>Total</u>
II.	Total Number of Beneficiaries }	1758	2033	3791
	(a) Total Number of beneficiaries in organised courses }	785	1076	1861
<hr/>				
		<u>SC</u>	<u>ST</u>	<u>Others</u> <u>Total</u>
III.	SC/ST participation (in organised courses)			
	Actual Number ..	233	163	1465 1861
	% of Total ..	12.53	8.75	78.72

^aOrganised courses are those which have been conducted for more than 3 instructional sessions.

^bThe other activities represent demonstration, exhibitions, film shows, meetings, conferences, special activities such as Melas etc., duration of which ranges from 1 to 3 sessions.

Prem Das Sewa Niketan was started by Swami Prem Das in 1966. Activities of Swami Prem Das Sewa Niketan are as under:

Economic activities in Prem Das

Garments Making - Some 21 sewing machines are provided to poor women to earn their livelihood. Some women work for only half-day, while those who work for the full day earn Rs.450/- to Rs.500/- per month.

Educational activities in Prem Das

Reading Library - Various types of daily and weekly newspapers in various languages are arranged for the readers. Almost, 10500 readers read these papers every year.

Library

Some 3555 books in various languages viz. Hindi, Sindhi, Gujarati and English are made available to the readers. About 13000 readers are said to be taking advantage of this facility every year.

Book Bank

Some 3774 books are given to the poor and needy students of colleges and high schools of all the faculties i.e. Medicine, Science, Technology and Law. About 600 to 700 new books are purchased every year. This is done in view of the changes made in the syllabus, now and then. Almost 300-350 students take advantage of this scheme

every year.

Medical

Medical Centres: Free medicines are given to poor and needy. Free treatments of pains in joints, polio, paralysis by magnets and bio-chemicals are also provided by the Centre. Camps are arranged in winter to serve asthma patients. About 900 to 1000 patients take advantage of this treatment from all over Gujarat beside some other parts of the country. Some necessary equipments like thermometers, ice bags, sunglasses etc. are also provided free of cost to the patients. In addition, free consultation and check-up by experts and experienced qualified doctors for all kinds of diseases are also made available.

Service Centre: Under the 20 point programme, some economic schemes were run by the Government, such as loans to the educated unemployed, backward classes and others, scholarships to widows and pensions to the aged. Necessary forms were made available free of cost to the needy. Necessary help and proper guidance were also made available free of charge, to the widows and the aged.

Prem Das Sewa Niketan, is also running an old people Home for Old and Helpless People.

(b) For ³Lalitadevi Women's Industrial Co-operative Society the beneficiaries were only women. Yearwise statistical figures for members and beneficiaries are given in Table 10.

TABLE 10

YEARWISE STATISTICAL FIGURES FOR MEMBERS
AND BENEFICIARIES IN LALITADEVI

Year	Members	Beneficiaries
1970-71	11	3
1971-72	23	17
1972-73	71	22
1973-74	84	30
1974-75	93	28
1975-76	100	53
1976-77	100	52
1977-78	100	40
1978-79	100	61
1979-80	140	81
1980-81	286	115
1981-82	318	113

³Lalitadevi furnished this additional information regarding the yearwise distribution of beneficiaries.

In carrying out the various activities Vikas Jyot Trust satisfies the objectives by using Community Organisation as a method through different projects and activities which are as follows :

- 1 To secure and maintain an adequate factual basis for sound planning and action.
- 2 To initiate, develop, modify, and terminate social welfare programme and services.
- 3 To establish, maintain, and improve social welfare standards, and to increase the effectiveness, efficiency, and economy of operation of social welfare agencies.
- 4 To improve and facilitate inter-relationships, and to promote coordination between organizations, groups, and individuals concerned with social welfare programmes and services.
- 5 To develop better public understanding of social welfare needs, resources, objectives, services, methods, and standards.

The objectives of the training programme which were considered useful by the organisers, were all considered important by the investigator. These objectives mostly point towards raising social, educational and economic status of the trainees by way of raising their income.

It was found that the main source of finance in these training agencies was from the Government but a very handsome amount was also raised through semi-government agencies and through donations. It could be judged from various sources that more financial assistance would mean better working of these agencies.

It was further found that though the agencies have good staff but at the same time inadequacy in terms of number was a drawback. So more training staff in these agencies would be an ideal thing.

Though, it was found that the fee charged from the trainees was not much and in some training agencies no fee was charged from the trainees but still nothing very certain could be said about as to how expensive the course becomes from the trainees. Because they have to buy raw materials and also spend on the transport.

It was found that very little is possible by the training agencies rather minimal efforts are possible, in providing financial assistance to the trainees and also in terms of help for job placement.

The minimum qualification required by the trainees for the programme varied from one programme to other and it was only in Government courses that they were very rigid about the same. In general courses and certificate courses, they were quite lenient in selecting

the trainees. This gives an opportunity to even those trainees who have very little education.

Some training agencies have a wide range of activities. Some others could add to their activities, considering the present needs.

4.2 Information Regarding the Training Programme

Some 33 instructors from the eight agencies were asked to fill up a questionnaire, wherein they were asked various questions regarding the objectives of their training agencies, spectrum of the age group of trainees, duration of the course or programme which they teach, timings of classes, number of trainees they take up per programme, facilities available for training programme in terms of space and equipment, methods of teaching used, both group and individual problems faced in the execution of the programme, and the skills which they are able to develop in their trainees.

4.2.1 IDENTIFICATION OF OBJECTIVES OF THE TRAINING PROGRAMME BY THE INSTRUCTORS

This section deals with the objectives of the training programme, as identified by the instructors. Table 11 gives the identification of objectives by the instructors. The objectives for which women get trained were mainly related to increasing the income of the

family. The two objectives of generating supplementary income and raising standard of living by teaching them income generating skills were related to economic aspects and well-being of the trainees. These two objectives were checked by the majority of the instructors, 100% each. This fact clearly indicates that the objectives which the investigator thought were important for women, were also considered important by the instructors of these training agencies. This brings forth a fact that people have started looking at women from new angles. They have started realising the importance of women having independent income. This also shows that people have started giving importance to women's economic independence.

The other two objectives related to imparting vocational skills and raising social status of these trainees were also checked by a vast majority of the instructors, 96.96% each. This finding proved that people have started giving recognition to the fact that women can bring about the improvement in their social status through independent income. The other objective, again checked by a majority, 90.90% of the instructors, was regarding women wanting to set up their own industries. This reflects that people are changing and want women to become modern in choosing ways of

generating income. These instructors also want that women should start their own industries after getting trained and develop in them the skill of entrepreneurship.

Again, some 84.84% instructors thought it important to raise the educational status of these trainees by imparting certain basic general knowledge to them. Thus, all objectives selected by the investigator, were confirmed by the majority of the instructors. It was clear from the fact that all the objectives were checked by the majority of the instructors.

4.2.2 METHODS OF TEACHING USED BY THE INSTRUCTORS

When the instructors were asked about the methods of teaching they were using, 69.69% instructors responded by saying that discussion was the most commonly used group teaching method. Next to discussion, special weekly meetings were held. This method of teaching was used by 51.51% of the instructors. Some 48.48% instructors were resorting to question-answer, followed by 45.45% instructors using competition as a group method. Some 42.42% instructors even used educational games and 39.39% used workshop as a method of teaching. It was quite surprising to find that only 30.30% instructors were using lecture or talk method for teaching their trainees. The methods of demonstration, role play and

TABLE 11
FREQUENCY DISTRIBUTION OF INSTRUCTORS ACCORDING TO
THE OBJECTIVES OF TRAINING

n = 33

Objectives	Responses of Instructors			
	Yes		No	
	f	%	f	%
1 To enable women to generate supplementary income	33	100	0	0
2 To raise standard of living by teaching them income generating skills	33	100	0	0
3 To impart certain vocational skills to trainees to make them self-dependent	32	96.96	1	3.03
4 To raise the social status of these trainees	32	96.96	1	3.03
5 To help trainees in setting-up their own industries	30	90.90	3	9.09
6 To raise educational status by imparting certain basic general knowledge	28	84.84	5	15.15

field trip were undertaken by only 27.27%, 18.18% and 9.09% respectively. For individual teaching methods, person to person talk and home work were used by 51.51% each and apprenticeship by 18.18% instructors. Table 12 shows various methods of teaching used by the instructors in the agencies.

Thus, it was evident that practically all teaching methods were used by the instructors though some methods were more commonly used than others. Group discussions seemed to be the most popular method being used. Amongst less popular methods were field trips and role-play. Another finding was that even lecture or talk method of teaching was not very popular with these instructors.

Besides, the group teaching methods, some of the instructors were taking trainees to some relevant exhibitions, where the latter could learn something related to their courses. Some instructors in sewing courses also taught their trainees to make designs from readymade albums available in the market. Besides, they were taught to learn from the designs, which were already made or were available. In individual teaching methods, some trainees in one agency, were reported to participate in 'Hena Competition' (making designs on palm of hands and feet with Mehndi).

TABLE 12
FREQUENCY DISTRIBUTION OF INSTRUCTORS ACCORDING
TO THE METHODS OF TEACHING

n = 33

Methods of Teaching	Responses of Instructors			
	Yes		No	
	f	%	f	%
<u>Group Methods</u>				
1 Discussion	23	69.69	10	30.30
2 Special weekly meetings	17	51.91	16	48.48
3 Question-Answer	16	48.48	17	51.51
4 Competition	15	45.45	18	54.54
5 Game (educational)	14	42.42	19	51.51
6 Workshop	13	39.39	20	60.60
7 Song-Bhajan	12	36.36	21	63.63
8 Lecture or talk	10	30.30	23	69.69
- Regular teacher				
- Special person				
9 Demonstration	9	27.27	23	69.69
10 Role play	6	18.18	27	81.81
11 Field trip	3	9.09	30	90.90
<u>Individual Methods</u>				
1 Person to person talk	17	51.51	16	48.48
2 Home-work	17	51.51	16	48.48
3 Apprenticeship	16	48.48	17	51.51

4.2.3 DURATION OF THE TRAINING PROGRAMME

All the courses which were selected for the study were of 1 year duration. Bakery training was mostly one month course and Masala making was a 6 months course. Also the courses in Cosmetic section were either six weeks certificate course, a short term - 10 day course or 10 days refresher course. In the Chemical section the courses varied from 3 to 10 days. The courses in Textile section were three months' duration. The duration of other courses which were need based, varied with course and time taken by the trainee to learn the skill.

4.2.4 TIMINGS OF CLASSES

The timings of classes varied in all the eight training agencies, as given in Table 13. However, the total hours of work put in per day varied between as low as 3 hours per day to as high as 8 hours and ten minutes per day.

The timings of the classes were found quite convenient by the instructors and the trainees. The afternoon timings i.e. between 12 noon and 5 p.m. were found more suitable especially by the instructors and trainees having children. They could utilize their morning hours at home, looking after home and children and come to training agency during comparatively less

TABLE 13
TIMINGS OF CLASSES AND TOTAL WORKING HOURS
PER DAY FOR SEVEN AGENCIES^a

Training Agency	Timings of Classes	Total Working Hours
1	10.30 a.m. to 5.30 p.m.	8
2	9.00 a.m. to 4.00 p.m.	7
3	10.30 a.m. to 6.10 p.m.	7
4	12.00 noon to 5.00 p.m.	5
5	1.00 p.m. to 5.00 p.m.	4

^aShramik Vidyapeeth - no specific timings were fixed. All timings would vary according to the local needs and demands of the community.

loaded afternoons, when the husbands and children are away at work and school, respectively.

4.2.5 NUMBER OF TRAINEES PER PROGRAMME

The information regarding the number of trainees per programme was also gathered from the instructors and supervisors of these training agencies, as indicated in Table 14.

TABLE 14
DISTRIBUTION OF CURRENT TRAINEES ACCORDING TO
THE NUMBER OF TRAINEES PER PROGRAMME

Sr No	Name of the Programme	No. of trainees
1	Bakery Section ..	15
2	Dolls Making Section ..	20
3	T.C.W.C.G. ..	22 - 100
4	W.C.G.M. ..	22 - 30
5	Embroidery ..	22 - 30
6	Sewing Diploma ..	28 - 30
7	Embroidery Diploma ..	30
8	Women's Sewing ..	60 - 70

The number of trainees per programme varied from as less as fifteen per programme to as high as seventy trainees per programme. In some agencies, however, the number of trainees per programme was decided by the grant sanctioned by the Government.

4.2.6 FACILITIES AVAILABLE FOR TRAINING PROGRAMME IN TERMS OF SPACE AND EQUIPMENT

It was found that all the training agencies were well equipped in terms of equipment. They did not have

many problems regarding space facilities, also. All the agencies had their laboratories or class rooms. Only two agencies which required kitchens for their activities had their own kitchens viz. Vikas Jyot, Lalita Devi and Bhagini Samaj. Two agencies which required workshop for conducting their activities had the required workshops viz. Diamond Jubilee and Shramik Vidyapeeth, as shown in Table 15.

TABLE 15
FACILITIES AVAILABLE FOR TRAINING PROGRAMME IN
TERMS OF SPACE AND EQUIPMENT

				n = 8 (agencies)			
				Yes		No	
				I	%	I	%
<u>Space</u>							
Laboratory	..	..	8	100	-	-	
Workshop	..	..	2	25	2	25	
Class rooms	..	..	8	100	-	-	
Kitchen	..	..	2	25	6	25	
<u>Equipment</u>							
Machines	..	..	8	100	-	-	
Tools	..	..	8	100	-	-	
Audio-visual Aids	..		8	100	-	-	
Gadgets or Appliances			8	100	-	-	

4.2.7 PROBLEMS FACED IN EXECUTION OF THE TRAINING PROGRAMMES

The instructors were asked to state briefly the problems faced in execution of the training programmes. They were asked to put their problems with reference to:

- 1 Trainees e.g. excessive number, inability to grasp, no motivation to learn
- 2 Programme e.g. not satisfactory
- 3 Finance e.g. inadequate
- 4 Facilities e.g. unsatisfactory
- 5 Expertise e.g. incompetent teachers, no motivation to teach.

Here, majority of the instructors did not state many problems. However, a brief list of problems was put forth. This list includes problems stated by all the instructors:

- 1 Fail to develop understanding and motivation in trainees,
- 2 Lack motivation as well as competence to teach,
- 3 Have excessive numbers of trainees in a course,
- 4 Teach trainees who lack motivation as well as an ability to grasp,
- 5 Find programmes unsatisfactory,
- 6 Find finance inadequate,
- 7 Have unsatisfactory payment from the training agency.

It could be suggested here that instructors, supervisors or teachers should try to be more vigilant and understanding about trainees' problems and try to build up their own motivation, in order to be able to motivate the trainees. Further, while the organisers and the executive bodies of these training agencies, select the teachers, instructors or supervisors in their agencies, they should make sure that they select competent and trained teachers who apparently seem to be motivated enough.

Again, the organisers should be very strict about enrollment of trainees in various courses. They should make sure that they do not enrol excessive number of trainees in their courses. This will give opportunity to the instructors to give individual attention to their trainees. This would also solve the problem of inability to grasp on the part of the trainees. In order to solve the problem of lack of motivation in trainees, the instructors should try to use different methods of teaching to make training programmes more interesting.

Besides, inadequate finance and unsatisfactory programmes make it difficult for the instructors. The instructors are also dissatisfied due to unsatisfactory payment from the training agency. These problems refer to policy decisions and they may not be under the power

of instructors. The management therefore needs to assess the agencies and provide possible solutions.

The instructors identified almost the same objectives which were considered important by the organisers of these training agencies. All these objectives are quite good and would help the trainees a long way in achieving self dependency. They would be able to raise their standard of living by earning a living. This would further raise their educational, economic and social status.

It was further found that the methods of teaching trainees by these instructors were all quite modern methods. Duration and timings of the training programmes were conforming to the needs of the trainees. The facilities which were provided for the training programmes were all good. They were well equipped in terms of equipment.

It was also found that the instructors did not face many problems in execution of the training programmes. This was a good state of affairs.

4.3 Preliminary Information About Current Trainees

This section deals with preliminary information about current trainees according to the age groups, educational status, income, and occupation of the family,

objectives of training, reasons for undertaking training and various problems faced with the training agency and with the family. These are presented in the following subsections.

4.3.1 DISTRIBUTION OF CURRENT TRAINEES ACCORDING TO THEIR AGE GROUPS

In this section general information about current trainees' age groups is discussed. There were four age groups as shown in Table 16.

Table 16 gives the distribution of current trainees of all the agencies together according to the age-group of the trainees. Majority of the trainees 92.35% were from the age group 13-25 years. Only .32% were from the age group 46 years and above.

The same pattern was followed for the individual training agencies, as shown in Appendix 4 to 10.

Along with large percentage of young trainees, .32% of middle age trainees, were also found in the eight agencies. The women of 46 years and above also aspired to be economically independent. This is a progressive outlook to life. In present times, when cost of living is so high, it becomes necessary for all women to be economically productive.

TABLE 16

PERCENTAGE DISTRIBUTION OF CURRENT TRAINEES OF ALL THE AGENCIES
TOGETHER ACCORDING TO THE AGE GROUP OF THE TRAINEES

n = 314

Name of the Agency	13-25 years		26-35 years		36-45 years		46 and above years	
	f	%	f	%	f	%	f	%
0. All agencies together	290	92.35	20	6.37	3	0.96	1	0.32
1 Kamubala	60	86.96	7	10.14	2	2.90	0	
2 Vikas Jyot and	61	96.83	2	3.17	0	0.00	0	
3 Lalita Devi								
4 Shramik Vidyapeeth	12	85.71	1	7.14	1	7.14	0	
5 Karelibaug	10	76.92	2	15.38	0	0.00	1	7.69
6 Diamond Jubilee	75	98.68	0	0.00	0	0.00	0	
7 Chinnabai	57	93.44	4	6.56	0	0.00	0	
8 Prem Das Sewa Niketan	14	77.78	4	22.22	0	0.00	0	

The above findings reveal that the majority of trainees in all the training agencies came from the age-group of 13-25 years. This is a healthy trend, which indicates that young girls are becoming aware of the economic dependence on men, and thus, want to become independent economically. They want to earn and thereby have an income of their own.

4.3.2 DISTRIBUTION OF CURRENT TRAINEES ACCORDING TO THE EDUCATIONAL STATUS OF THEIR FAMILY

In this section the educational status of trainees and their families are discussed. There were seven levels of education which were fixed by the investigator. They ranged from highest professional degrees to the lowest level of illiterates (Table 17).

Table 17 gives the distribution of current trainees according to educational status of their family.

When the researcher studied the educational status of the trainees and their families, it was found that the percentage distribution of the trainees and their fathers, mothers and husbands, if married, was as follows:

Collectively viewing, the maximum yet comparatively small number of the 35.67% and 37.89% trainees had either passed high school certificate examination or

TABLE 17
PERCENTAGE DISTRIBUTION ACCORDING TO THE EDUCATIONAL STATUS
OF THE CURRENT TRAINEES AND THEIR FAMILIES,
IN ALL THE AGENCIES SURVEYED

Educational Status		n = 314							
		Trainee		Father		Mother		n=31 Husband	
		f	%	f	%	f	%	f	%
1	Professional degree or Hons., M.A. and above	3	.96	17	5.41	0	.00	8	25.80
2	B.A. or B.Sc. degree	9	2.87	26	8.28	5	1.59	5	16.12
3	Intermediate or post high school diploma	28	8.92	36	11.46	14	4.46	1	3.22
4	High School certificate	112	35.67	105	33.44	40	12.74	7	22.58
5	Middle School certificate	43	13.69	40	12.74	39	12.42	7	22.58
6	Primary School/ literate	119	37.89	75	23.89	104	33.12	3	9.67
7	Illiterate	0	.00	15	4.78	112	35.67	0	.00
Total		314	100.00	314	100.00	314	100.00	31	99.97

they had passed primary school examination. The fathers of the trainees also followed the same trend, with 33.44% and 23.89% respectively with high school certificates and with primary school examination. Among the mothers, 33.12% and 35.67% had passed the primary school examination and 35.67% were illiterate.

Those who were married, a small proportion though, had their husbands well read, with 25.80% having professional degrees or Honours; M.A. and above, followed by 22.58% each in the categories of High School Certificate and Middle School Certificate.

The agency-wise distribution of current trainees according to educational status of the current trainees and their families is shown in Appendix 4 to 10.

In Kamubala Kendra, majority of the trainees, 72.46%, were primary school pass, 40.57% of the fathers had High School certificate and 37.68% mothers were illiterate. Also, 36.36% husbands were with professional degrees or Honours; M.A. and above degrees.

In Vikas Jyot and Lalita Devi, largest number of the trainees that is 44.44%, belonged to the category of high school certificate, 34.92% of fathers and 74.44% mothers, were mere primary school pass. The husbands, were equally distributed with 50% in the two categories having passed the high school or primary school examination.

In Shramik Vidyapeeth, the trainees, 42.86% and 50% of their fathers had high school certificates. The mothers, 42.86%, were primary school pass. All the husbands, 100%, were with professional degrees.

In Bhagini Samaj, the majority of the trainees, 76.92%, were merely primary school passed. The fathers and mothers of the trainees, however, were equally distributed amongst professional and masters degrees. The fathers with professional degrees, forming 23.08% of the total and those with middle school certificate, also forming 23.08% of the total. The mothers formed 23.08% of the category of intermediate or post high school diploma and middle school certificate respectively.

The married trainees had 100% husbands having B.A. or B.Sc. degrees.

In Diamond Jubilee Cottage Industries, 50% trainees, had high school certificates. The largest number of fathers, 34.21%, and mothers, 50%, had passed the primary school examination.

The married trainees had 66.66% husbands, having high school certificates, and primary school certificates.

In Chimnabai Industrial Home, the largest number of trainees, 54.09%, was primary school/literates. The fathers, 50.82%, were having high school certificates,

52.45% mothers, were illiterate and 50% of married trainees, had their husbands having either B.A. or B.Sc. degrees, or high school certificates.

In Pram Das Sewa Niketan, the 38.89% trainees were in high school certificate category and 38.88% had passed the primary school examination. The bulk of fathers, 44.44%, were with intermediate or with a post high school diploma. The maximum number of mothers, 61.11%, were illiterate.

When we studied the educational status of the trainees, it was found that the maximum number only 35.67% had passed the high school examination. This was an encouraging finding, that even after passing high school, young girls found it more sensible to go in for vocational training rather than going for traditional, formal education, after which jobs are very difficult to get. Some trainees had decided to go in for this training for income-generation, right after passing their primary standard of education. This clearly indicated, that vocational training was considered important.

When it came to parents' education, it was found that the fathers of the trainees had also passed either high school examination or primary school examination. The mothers of these trainees, had also passed either

primary school examination or were illiterate. This further goes to prove that even those parents who are not highly qualified themselves, want their children to be economically viable and sound.

The married trainees, though a very small proportion, had well qualified, husbands. These husbands' may have encouraged their young wives to be independent economically by way of getting trained for income generation.

4.3.3 DISTRIBUTION OF CURRENT TRAINEES ACCORDING TO OCCUPATION OF THE FAMILY

This section deals with occupations of the trainees' families, which varied from that of highly professionals like engineers to unemployed (Table 18).

Table 18 gives an overall picture regarding the occupation of the family. The majority of the trainees, 94.26%, had no occupation other than getting trained. However, 1.27% were found to have professional occupations and 3.5% were with either semi-professional occupations or were self employed. The fathers of the trainees, 28.98%, were found to have clerical jobs or business, followed by 17.83% in semi-professional jobs. A large majority of mothers, 92.99%, were unemployed.

The job/employment trend for husbands followed that of the trainees' fathers, 35.48%, being in clerical jobs

TABLE 18

PERCENTAGE DISTRIBUTION OF CURRENT TRAINEES OF ALL THE AGENCIES
TOGETHER ACCORDING TO THE OCCUPATION OF THE
FAMILY OF THE TRAINEE

n = 314

Occupation	Trainee		Father		Mother		Husband	
	f	%	f	%	f	%	f	%
1 Profession e.g. medicine, engineering, law, administration	44	1.27	47	14.97	5	1.59	5	16.12
2 Semi-profession e.g. self-employed	11	3.50	56	17.83	3	0.96	5	16.12
3 Clerical, shop-owners, business, farm owners	0	0.00	91	28.98	7	2.23	11	35.48
4 Skilled worker	0	0.00	44	14.01	0	0.00	5	16.12
5 Semi-skilled worker	3	0.96	15	4.78	3	0.96	1	3.22
6 Unskilled worker	1	0.32	53	16.88	4	1.27	0	0.00
7 Unemployed	296	94.26	8	2.55	292	92.99	4	12.90
Total	314	100.31	314	100.00	314	100.00	31	99.96

or business and 16.12% in semi-professional jobs. However, an equal percentage of respondents, 16.12%, were also found either in professional jobs or working as skilled workers. Unfortunately, 2.55% of fathers and 12.90% of husbands were unemployed.

The agency-wise distribution of current trainees according to the occupation of the family and trainees is shown in Appendix 4D10.

In Kamubala Kendra, the majority of the trainees, 99.5%, were unemployed in the sense that they did not have any occupation other than getting the training. The fathers of the trainees clustered around the two categories of semi-professionals, and self-employed; those having clerical jobs, formed 27.54% and in business, or as farm owners.

The mothers of the majority of trainees, 88.40%, were unemployed. The husbands of married respondents, some 45.45% were in clerical jobs, followed by 27.27%, who were self-employed.

In Vikas Jyot and Lalita Devi, the majority of trainees, 88.88%, were unemployed, in the sense that they had no occupation other than getting the training. Bulk of the fathers, 31.74% were having clerical jobs, and 19.04% were in professional jobs. Majority of the mothers, 95.23% were unemployed. Married trainees had

their 50% husbands either working in clerical jobs or as skilled workers.

In Shramik Vidyaapeeth, the majority of trainees, 92.85%, were unemployed. The maximum number of the fathers, who though formed only 28.57% had clerical jobs while 28.57% worked as unskilled workers. All the mothers, 100%, were unemployed. Husbands, 40% had clerical jobs. However, 40% of husbands were also unemployed.

In Bhagini Samaj all the trainees were only full-time trainees and did not have any other occupation. Maximum number of fathers, 30.77%, had clerical jobs followed by 23.08% having professional jobs. Majority of the mothers, 92.30%, were unemployed. Fifty per cent of husbands, of married trainees, were working for professional jobs, and 50% as skilled workers.

In Diamond Jubilee, majority of the trainees, 98.68%, were unemployed. Like in all other agencies, 31.58%, of the fathers were in clerical occupations followed by 19.74%, in unskilled category. The majority of mothers, 92.11%, were unemployed. Married trainees had their husbands distributed over three categories of workers semi-professional, skilled and semi-skilled with 33.33% in each category respectively.

In Chimnabai Industrial Home, majority of the trainees, 88.52%, were unemployed. The fathers were

mostly in clerical jobs, being 31.15% followed by 19.67% in professional, 16.39% each, in semi-professional and unskilled working category. The majority of mothers, 95.08%, were unemployed. Among the married trainees, 50% husbands, were working on clerical jobs and 50% on skilled jobs.

In Prem Das Sewa Niketan, again majority of the trainees, 83.33%, were unemployed. The fathers of the trainees were 27.78%, each in professional and unskilled workers categories. Majority of the mothers, 94.44%, were unemployed. Married trainees had their husbands in professional jobs.

Thus, majority of the trainees were found to be full-time trainees. This clearly showed that getting trained for income-generation was considered of prime importance in terms of becoming economically independent.

Also, the fathers of these trainees were found mostly in clerical jobs or business. This further goes to strengthen the fact that even fathers who are not highly qualified themselves, and do not even have professional jobs, encourage their daughters to get trained in some skill. They seemed to prepare them for some job in the world of work. Further, one thing which is noteworthy here is that, majority of these mothers are unemployed. This further goes to prove that even

mothers who are not employed themselves due to illiteracy, encourage their daughters to go in for training making them eligible for a suitable employment later.

The trainees who were married, had their husbands, in clerical, business, semi-skilled and professional jobs. These husbands wanted their wives to get trained for income generation.

Thus, these training agencies have a very important role to play by way of training women in some skills. These skills can be later utilised in generation of income. After getting the training, these trainees can either get employed on some job, where their training can be utilised or they can go in for self employment.

4.3.4 DISTRIBUTION OF CURRENT TRAINEES ACCORDING TO THE INCOME OF THE FAMILY

This section deals with the various income groups to which the trainees and their families belonged viz. Rs.2000 per month to as low as Rs.100 per month.

Table 19 gives the percentage distribution of the current trainees of all agencies, according to the income of the trainees' families. It was found that on the whole, maximum number of the trainees, 31.53%, belonged to families having a monthly income of Rs.1000 to Rs.1999. This number was followed by 21.97% falling in the category of Rs.800 - Rs.999 per month.

TABLE 19
PERCENTAGE DISTRIBUTION OF THE CURRENT TRAINEES
OF ALL THE AGENCIES TOGETHER
ACCORDING TO THE INCOME

			n = 314	
Income Groups			Trainees	
(per month)			f	%
1	Rs.2000	..	55	17.52
2	Rs.1000-1999	..	99	31.53
3	Rs. 800- 999	..	69	21.97
4	Rs. 500- 799	..	53	16.88
5	Rs. 300- 499	..	28	8.92
6	Rs. 100	..	10	3.18
			314	100

The agency-wise distribution of current trainees according to the income of the family is shown in Appendix 4 to 10.

In Kamubala Kendra, maximum number of trainees, 30.43% came from the families with an average monthly income of Rs.1000 to Rs.1999. This was followed by 28.99% coming from families with Rs.800 to Rs.999 as their monthly income.

In Vikas Jyot and Lalita Devi, also maximum number, 41.26%, belonged to the income group of Rs.1000 to Rs.1999, followed by 25.39% in the category Rs.2000 per month.

In Shramik Vidyapeeth, maximum number of the trainees, 28.56%, belonged to the income group of Rs.500 to Rs.799 per month. This was followed by 21.43% in the categories of Rs.800 to Rs.999 and Rs.300 to Rs.499 respectively.

In Bhagini Samaj, maximum number of the trainees, 30.77%, fell in the category of Rs.800 to Rs.999. This was followed by 23.08% each under the two categories of Rs.1000 to Rs.1999 and Rs.500 to Rs.799.

In Diamond Jubilee, maximum number of the trainees, 27.63%, were from the income group of Rs.500 to Rs.799. This was followed by 18.42% each under the first three categories of Rs.2000 per month, Rs.1000 to Rs.1999 and Rs.800 to Rs.999.

In Chinnabai Industrial Home, maximum number of the trainees, 40.98%, fell under the second category of Rs.1000 to Rs.1999. This was followed by 24.59% under the first category of Rs.2000 per month.

In Prem Das Seva Niketan, maximum number of trainees, 50%, were under second category of Rs.1000 to Rs.1999 per month. This was followed by 22.22% in the income group of Rs.500 to Rs.799 per month.

It was found that maximum number of families had their total family income ranging between Rs.1000 to Rs.1999. This number was followed by a second category of families with their income ranging between Rs.800 to Rs.999. This very clearly shows that the bulk of the families has rather low income. In the present times, when the cost of living is so high, monthly income of Rs.1000 to 2000 can hardly suffice a family. This amount can hardly meet the bare-minimum necessities of life. Thus, it becomes very difficult for the bread-winner to meet the basic requirements of the family. Under such conditions, it is a welcome idea, by all concerned, that the daughter, daughter-in-law, or even mother in the family seeks employment outside the home, which will in turn, send some more money for the household or the family. It is at this stage, that the value of getting a training for some kind of employment is realised. So, training agencies, which train women in income-generation, have a key-role, here. These agencies train women of all class and from various spheres of life-in terms of age, educational status, occupation of the family and even from various levels of income of the family.

4.3.5 IDENTIFICATION OF OBJECTIVES OF THE TRAINING PROGRAMME BY CURRENT TRAINEES

This section deals with the objectives as identified by the trainees for the training programme which they undertook.

Table 20 gives the identification of objectives by the current trainees. The objectives for which women get trained were mainly related to increasing the income of the family. The three objectives of generating supplementary income, imparting vocational skills to trainees to make them self-dependent, and raising the standard of living of those trainees by teaching income generating skills, were all related to economic aspects and well being of the trainees. These objectives were checked by the majority of the trainees, 90.45%, 92.68% and 90.76% respectively. This fact clearly indicates that the objectives which the investigator thought were important for women, were also considered important by women themselves. Thus it is evident that women have started looking at themselves from new dimensions. They have started realising the importance of the component of income in terms of their economic development, which would further lead them to greater self-development. This also reflects the fact that women have started giving importance to economic independence. They want

TABLE 20

FREQUENCY AND PERCENTAGE DISTRIBUTION OF CURRENT TRAINEES
OF ALL AGENCIES ACCORDING TO OBJECTIVES OF TRAINING

Objectives	Trainees					
	Yes		No		No response	
	f	%	f	%	f	%
1 To enable women to generate subsidiary income/supplementary income	284	90.4	2	6.3	10	3.1
2 To impart certain vocational skills to trainees to make them self-dependent	291	92.6	10	3.1	13	4.1
3 To raise the standard of living of trainees by teaching them income generating skills	285	90.7	4	1.2	25	7.9
4 To raise the social status of these trainees	279	88.8	11	3.5	24	7.6
5 To raise their educational status by imparting certain basic knowledge	280	89.1	9	2.8	25	7.9
6 To help trainees in setting up their own industries	253	80.5	35	11.1	26	8.2
7 Any other	31	9.8	107	34.0	176	56.0

to earn not only because they want to have an independent income or to supplement their families' or husbands' income, but also to have an independent income, of their own.

The next two objectives related to social and educational status of women were also checked by a vast majority of trainees, 88.85% and 89.17%, respectively. This finding proved that women have started giving recognition to the fact that they can bring about the improvement in their educational and social status through independent income. The other objective again checked by a majority, 80.57%, is regarding women wanting to set up their own industries. This reflects that women are becoming modern in choosing ways of generating income. They want to start their own industries. They want to earn and have an income which is not linked with their husbands'. They want to become entrepreneurs.

Thus, all objectives selected by the investigator, were confirmed by large number of trainees. It was clear from the fact that all the objectives were checked by large majority of the trainees. When trainees in all the agencies checked the objectives, it further led to a fact that all the training agencies have congruent thinking and have the same objectives and purposes.

All the agencies believed in raising the income potential of women and thereby, in raising their economic, social and educational status.

The agency-wise distribution of trainees according to identification of objectives of the training programme is shown in Appendix

4.4 Educational, Economic and Social Impact of Womens' Training Agencies on Low SES Women as Perceived by the Current Trainees of the Agencies

It was a very difficult task to study the impact produced by the training agencies on their current and past trainees. This was so because no real evidences could be gathered due to the difficulties which were involved in terms of time, records of past trainees and other such factors. The only way it was possible for the investigator to study the impact produced by the selected training agencies was on the basis of the beliefs of their trainees. Again, measuring impact in the real physical or tangible sense was not possible in this study. To find out about job-placement of past trainees was not possible due to time factor and unavailability of these trainees.

The investigator did realise that more tangible measures or indicators of impact could be the better

standard of living, better job placement, better food habits and above all a greater value placed on education.

However, for the present study the investigator had to depend on written responses, perceptions, views and beliefs of the trainees. This was because no previous records or information regarding the trainees was available. Another constraint of this investigation was the research design where due to the limitation of time, only ex-post facto design was possible and convenient.

It is very difficult for women of low socio-economic status to feel an impact in any area of work. One can understand this as it is known that these women generally have to start from a scratch. They have no support from their families and financially, they are from very poor backgrounds. Thus, as they come from generally with very low educational status and do not have any kind of formal training to their credit, they are not sound educationally and economically. Because they have low educational and economic status, they are generally relegated to low social status, also.

It is here that the voluntary training agencies have a very important role to play. They have to prove their credibility in terms of rendering services to those low SES women to uplift them and make a real and

positive impact in the three important areas viz. educational, economic and social spheres.

4.4.1 EDUCATIONAL IMPACT IN FORM OF SKILL DEVELOPMENT

For measuring educational impact by present trainees, the parameter used was skill development. Skills which are developed during the programme :

The organisers were asked about the various skills which were developed during the training programme. They gave the list which follows:

- 1) Making decorative items for home;
- 2) Learning skills for income generation;
- 3) Teaching others after they have learnt themselves;
- 4) Starting cottage industries; and
- 5) Producing various handicrafts.

It is clear from the above list that the various skills which are developed in the trainees would help them in generating income in some way. Thus, the training programme has its impact in terms of developing skills which will later help these trainees either in seeking employment to supplement their family income or go in for self-employment at home itself.

All the skills which were developed during the training programme reflected that the trainees had gained educationally. They could further make use of these

skills to gain economically, which is a positive impact of the training programme.

4.4.2 ECONOMIC IMPACT

The economic impact produced by the training agencies was studied in terms of monetary or economic reasons for which the trainees undertook training. It was found that there were various reasons which prompted women to go in for the training programme. All the nine reasons which were listed by the investigator clustered around monetary or economic reasons which can also be considered as monetary or economic benefits which the trainees considered while taking up training programme.

Table 21 gives the frequency and percentage distribution of trainees according to the reasons for which they undertook training.

The first seven reasons which the investigator thought were important for women were all related to monetary or economic concerns for which women work. Those who worked to improve their standard of living, formed 73.57% of women. It reflected that women have started giving prime importance to their self-development. This finding was followed by 67.83% women, wishing to have an independent income. This, again reflected a very important fact that women are coming out of their

ECONOMIC IMPACT FELT BY PRESENT TRAINEES

TABLE 21

FREQUENCY AND PERCENTAGE DISTRIBUTION OF CURRENT TRAINEES OF ALL AGENCIES TOGETHER
 ACCORDING TO THE REASONS FOR WHICH THEY UNDERTAKE TRAINING

		Trainees					
		Yes			No response		
		f	%	f	%	f	%
Monetary or Economic Reasons for which Women Undertook Training							
1	To improve standard of living	231	73.57	55	17.52	28	8.92
2	To have an independent income	213	67.83	81	25.80	20	6.37
3	To meet gross financial necessity	190	60.51	87	27.71	37	12.42
4	To supplement inadequate income of the principal earner	153	48.73	136	43.31	25	7.96
5	To supplement husband's income	104	33.12	162	51.59	48	15.29
6	To provide for food and education of children	99	31.53	172	54.78	43	13.69
7	To meet mishaps such as incapacity of the bread-winner	58	18.47	214	68.15	42	13.38
8	To survive death of the bread-winner	35	11.15	236	75.16	43	13.69
9	To buy items like TV or radio, etc.	7	2.23	191	60.83	47	14.97

n = 314

209.2

shells and trying to have their own footing. They wanted to have an independent income to which they can have a ready and an easy access. (There were 60.51% women who worked for gross financial necessity. It indicated that there were women who had to bear the economic burden and responsibility of their families. Again, quite a large percentage, 33.12% of women worked either because their husbands' income was insufficient or 33.33% wanted to supplement their husbands' income. Also, some 48.73% women found the income of the principal earner quite inadequate, and to supplement it, they wanted to work and earn. This was further emphasised, when 31.53% women responded positively to the statement that they wanted to work for food and education of their children. Other 18.47% and 11.15% women responded to the statements that they had to work because of mishaps such as, incapacity of the male bread-winner, or death of the male bread-winner. It meant that some women were compelled to work. It was only 2.23% women who wanted to work for buying items like television or radio. This fact showed that there is still a very small proportion of women who are working for buying anything which is not the basic requirement of life for them. Items like radio and television are still considered luxury items by women who belonged to Rs.1000-1999 category of income.)

4.4.3 SOCIAL IMPACT

The social impact which the training agencies were able to have on their present trainees could easily be judged by way of various problems and difficulties the present trainees were able to face. These trainees were very efficiently able to manage their world of work which is receiving training in this case, and managing the household front, with its various household responsibilities.

Table 22 gives the frequency and percentage distribution of trainees according to problems faced by them in undertaking social responsibilities. A 23.25% of trainees found it difficult to concentrate on their work. This could be attributed to other difficulties such as meeting the physical exertion demanded by the work. Also, 21.34% found it difficult to meet the amount of physical exertion which their work at home and at the agency caused.

Those who found it difficult to reach the training agency in time, formed 20.70% of the total. These women apparently needed better transportation or relief from house work, to reach training agencies, on time. Also, 20.70% trainees found it difficult to get the tools required for household practice. Such trainees indicated lack of support from their families in buying tools.

SOCIAL IMPACT AS PERCEIVED BY CURRENT TRAINEES

TABLE 22

FREQUENCY AND PERCENTAGE DISTRIBUTION OF PROBLEMS FACED BY THE CURRENT TRAINEES
IN UNDERTAKING SOCIAL RESPONSIBILITIES

		Levels of Difficulty							
		Not at all		To some extent		To a great extent			
		f	%	f	%	f	%		
Social Responsibilities Regarding Training Agency									
1	Being regular in attending work	208	66.24	49	15.61	57	18.15		
2	Planning long vacation from work	208	66.24	65	20.70	41	13.06		
3	Concentrating on work	202	64.33	39	12.42	73	23.25		
4	Meeting the physical exertion demanded by work	199	63.38	48	15.29	67	21.34		
5	Attending the extra-curricular activities e.g. songs, dance, bhajans	197	62.74	77	24.52	40	12.74		
6	Finding the facility to overstay in the agency when required	191	60.83	69	21.97	54	17.20		
7	Maintaining healthy relationship with organisers	179	57.00	112	35.67	23	7.32		
8	Maintaining healthy relationship with colleagues	172	54.78	100	31.85	35	11.15		
9	Reaching agency in time	170	54.14	79	25.16	65	20.70		
10	Buying raw material which are required	164	52.23	104	33.12	46	14.65		
11	Getting tools for household practice	160	50.96	89	28.34	65	20.70		

156

Those who found it difficult to great extent to plan long vacation from work formed only 13.06% of the total. This again could be due to financial difficulties in the family or due to household responsibilities.

Those who found it greatly difficult to have the facilities to overstay in the training agency when required formed 17.20% of the total number of trainees. This could have been due to the fact that the training agencies have fixed hours of working and could not arrange for the facilities and provisions required for overtime work.

Those who found it very difficult to buy the raw materials which were required, formed 14.65% of the trainees. This could again be attributed to financial problem. It meant that even after getting trained and acquiring the skill, the trainees were not able to work just because they were not able to spend on getting the raw materials required.

Some 12.75% trainees found it very difficult to attend to extra-curricular activities, such as songs, dance and bhajans. This could be again due to household responsibilities. They might not be getting the time for such activities due to household engagements.

Some 11.15% however, found it difficult to maintain healthy relationships with their colleagues, and 7.32%

with the organisers of the training agencies.

Problems of Current Trainees with regard to their Families

This section brings forth the problems of current trainees as faced with their families while on training. Table 23 gives the frequency and percentage distribution of trainees, who faced problems with their families in undertaking social responsibilities.

When it came to problems regarding their families, the trainees again did not have many problems. At the same time only 20.70% of trainees put forth that they found it very difficult to pursue any kind of hobbies. This could be attributed to the burden of family responsibilities which might not be giving them any time for personal hobbies.

Again, some 19.11% trainees found it very difficult to observe any religious rituals. This could again be associated with the fact that household responsibilities and training for job might not be leaving them any time for such activities.

When it came to seeking any kind of co-operation from the family, 17.20% of trainees said they were not getting any help from their families. This points out to a very common finding that women are split between their dual roles. They have to very dutifully perform their

SOCIAL IMPACT BY CURRENT TRAINEES

TABLE 23

FREQUENCY AND PERCENTAGE DISTRIBUTION OF CURRENT TRAINEES ACCORDING TO PROBLEMS FACED
IN UNDERTAKING SOCIAL RESPONSIBILITIES

Social Responsibilities Regarding Their Families		Levels of Difficulty					
		Not at all		To some extent		To a great extent	
		f	%	f	%	f	%
1	Giving proper care and attention to children	228	72.00	42	13.38	44	14.04
2	Visiting relatives	217	69.11	58	18.47	39	12.42
3	Visiting friends	213	67.83	69	21.97	32	10.19
4	Paying visits to parents	211	67.19	56	17.83	47	14.97
5	Seeking co-operation from the family	207	65.92	53	16.88	54	17.20
6	Finding time for adequate rest	197	62.00	84	26.75	33	10.51
7	Attending marriages and similar functions	191	60.83	93	29.6	30	9.55
8	Observing religious rituals	189	60.19	65	20.70	60	19.11
9	Taking adequate care of health	182	57.96	86	27.39	46	14.65
10	Entertaining relatives	177	56.37	89	28.34	48	15.29
11	Entertaining friends	177	56.37	98	31.21	39	12.42
12	Getting the required permission from the family	172	54.78	94	29.94	48	15.29
13	Pursuing hobbies	165	52.55	84	26.75	65	20.70

n = 314

159

household tasks without getting any help from their families. Getting a training for a job or actually going out on a job does not in any case, relieve or lighten them of household chores. On the other hand, work inside and outside the home, doubles the womens responsibilities.

Further, 15.29% trainees complained about not being able to get the required permission from their families. This strengthens a very known fact that inspite of so much being said about women's development and uplift of women by way of providing to them various developmental schemes and programmes, a large section of people are still not favouring women to break their shells and come out into the world of work. It is at this stage that voluntary agencies have to play a very pivotal role. They must assist women to learn to assist themselves. Only, when women are trained to be economically independent, can they actually become independent.

When it came to social relationships, 15.29% trainees put forth that they were not able to entertain their relatives. This, as remarked earlier, could be due to household responsibilities. Again, those who were not being able to pay visits to parents, formed 14.97% of the total number of trainees. This could be linked with the above reason, that the women are pressurised both

inside and outside their homes. They have no help for their household tasks. This fact led to negligence of their health, as brought forth by 14.65% of the trainees. Children also were neglected, when husbands did not share the responsibility. Some 14.01% trainees were of the opinion that they were not able to give adequate care and attention to their children. Entertaining friends, a social aspect of life was being neglected by some 12.42% of trainees on this account. Due to the some reasons, visiting relatives was becoming difficult; 12.42% of the trainees were of this opinion. On the whole, women who are working or going out for any kind of training, are running short of time. There is hardly any time left for any activity other than the household activities.

The findings collectively indicated that women trainees had the problem of being crushed under two roles, that of a housewife and a trainee, at an agency. If husbands share housework, women trainees can benefit more from training by improving their quality of employment skills.

Women do not even get time for adequate rest, 10.51% of trainees complained about this. Visiting their friends was also not possible due to lack of time and exertion, as revealed by some 10.19% trainees. Further, attending

to marriages and similar functions was also not possible due to extra pressure on the two valuable resources, time and energy.

In short, we could sum up that women have to play the dual that of home-maker and bread-winner. In this process, they are overworked due to no help or support from their families. This, further leaves them very little time for pursuing hobbies, observing religious rituals, entertaining friends and relatives, paying visits to parents, relatives and friends, taking adequate rest, taking adequate care of their health, giving proper care and attention to children; and attending marriages and other social functions.

Training programmes will not be able to give full benefit to women due to household responsibilities. Full potential is not developed due to these problems. To some extent, all these problems have to be reduced, if the families and women have to reap the fruit of training.

The training agencies may have day-care centres for children of trainees. But only if such facility is subsidized or free, the low SES-socio economic status women can avail of this facility.

Although, the potential to earn in women is as much as in men, it is generally, observed that in women the

earning potential is either killed or drastically reduced. It is here that the training agencies have an important role to play. They can either enhance the already existing skills in women or develop new skills in them, according to their aptitudes by way of training.

It was observed that to some extent trainees were not able to have full benefit of training, due to their household responsibilities. In other words, full potential for job/employment is not developed in these women due to entire burden of housework, assigned to them. Also, it was observed that to some extent almost all the problems were felt by these women. So, these problems have to be reduced, if these families and women have to reap the full fruit of training programmes.

The women who are getting trained should not be pressurised on account of unnecessary social commitments like attending marriages and other such functions. These women as it is run short of the two valuable resources of time and energy on account of their commitments to the programme at the training agency. The expectations of the families from women under training or serving should be less compared to sole housewives. This is natural as the working women are overburdened.

One good finding is that not many current trainees had problems. The problems were faced in general, by 10%

to 20% only. Some fifty per cent trainees came from such families where they did not have problems. These women evidently belonged to enlightened or advanced families or they were so used to have problems that they considered these problems inevitable.

4.5 Educational, Economic and Social Impact as Perceived by Past Trainees of the Agencies

The various parameters which were used to judge the educational, economic and social impact in this study were, knowledge of stitching and bakery, mastery of the skill in sewing and baking, spectrum of people for whom they stitched or baked, the various use to which left-over materials were put, the mode of expenditure of their income on various household expenses and personal expenses, and their involvement in decision-making process.

4.5.1 EDUCATIONAL IMPACT

The parameters which were used to measure the educational impact were the past trainees' knowledge about the skill which they had been trained for, their mastery of the skill and the wide spectrum of people for whom the skill was being used.

When the past trainees were judged on these lines, it was found that these women had the faith in themselves, they had the faith that they could earn money by way of using the skill for which they were trained. This is a very positive impact of the training programme on its trainees which could be felt even after six years of completion of training in some cases. The past trainees' educational gains and benefits could be felt very clearly as is indicated in the Table that 55.81% did not know stitching before joining the training agency and thus they were able to learn this skill only after coming to the training agency.

It was very encouraging to note that almost 44% of the past trainees knew stitching before joining the training agency. However, 55.81% past trainees did not know stitching at all at the time of joining the training agency. This goes to prove that these training agencies are playing a very important role in training women from various walks of life. Further, as some women already knew stitching to some extent, the trainees already learnt skills by way of practice, could be taught some higher order skills. For example those who already knew how to draft, cut and stitch simple garments could be taught to design various garments or even make use of left-over materials in some useful manner.

For the 55.81% who did not know stitching at all before joining the training. The training agencies were actual take-off points for such trainees.

Here the impact of the training agencies could be easily felt as even those trainees who knew some stitching before joining the agency cared to get trained for further improving and perfecting their skill besides learning various other skills.

Distribution of Past Trainees According to Experience in Terms of Years

It was very encouraging and a good sign that the impact of training programme could be felt even after six years of completion of training as shown in Table 24.

Maximum number of the past trainees, 13.95%, each had been tailoring i.e. stitching various garments for more than two years, three years and four years. Some 11.63% of the past trainees had been doing so for five years, 6.9% for 6 years and only 4.65% of the past trainees had been stitching for many years. While 6.98% trainees had been doing so for about a year. From the above finding one could conclude that all the past trainees were making full use of their training as some trainees were continuing to stitch even after six years of completion of their training. This indicates that the training has left its impact on the trainees.

TABLE 24
PAST TRAINEES' DISTRIBUTION ACCORDING TO STITCHING
EXPERIENCE IN TERMS OF YEARS

n = 136

Number of years		f	%
4 years	..	24	11.63
3 years	..	24	13.95
2 years	..	24	13.95
5 years	..	20	6.98
6 years	..	12	4.65
1 year	..	12	6.98
3 months	..	8	4.65
10 months	..	4	2.33

Educational impact by past trainees
in terms of mastery of the skill

Table 25 gives the past trainees' distribution according to the variety of garments they were able to stitch with mastery or proficiency.

IMPACT IN TERMS OF MASTERY OF THE SKILL

TABLE 25

DISTRIBUTION OF PAST TRAINEES' ACCORDING TO STITCHING
OF SOME PARTICULAR TYPE OF GARMENTS

n = 172						
	Most of the times		Sometimes		Never	
	f	%	f	%	f	%
Childrens' wear e.g. frocks	120	69.77	36	20.93	16	9.30
Petticoats	112	65.12	36	20.93	24	13.95
Blouses	108	62.79	40	23.26	24	13.95
Dresses	88	51.16	56	32.56	28	16.28
Salwar-Kameez	84	48.84	60	34.88	28	16.28
Mens' wear	40	23.26	68	39.53	64	36.04

The largest number of the past trainees, 69.77%, were mostly stitching childrens wear e.g. frocks, followed by 65.12% and 62.79% stitching ladies garments like petticoats and blouses. Some 48.84% trainees stitched dresses like Salwar-Kameez and only 23.26% past trainees stitched mens' wear. Again, an interesting finding was that a large proportion of past trainees, 39.53%, stitched mens' wear only sometimes while 36.04% past trainees never stitched mens' wear. Also, 16.28% past trainees fell under the category who never stitched Salwar-Kameez or dresses.

When we compared the stitching of the type of garments the past trainees were stitching, it was found that they stitched, only those garments that they were taught during their training programme. The impact of the training programme was very clear that the trainees were able to stitch with proficiency only those types of garments that they were taught while they were under training.

Educational impact according to spectrum of people for whom the trainees stitched

The positive impact of the training programme was felt as people from various areas trusted these trainees with their stitching work as shown in Table 26.

TABLE 26
DISTRIBUTION OF THE PAST TRAINEES ACCORDING TO THE
SPECTRUM OF PEOPLE FOR WHOM THEY STITCHED

n = 172

	Most of the times		Sometimes		Never	
	f	%	f	%	f	%
Relatives	72	41.86	56	32.56	44	25.58
Neighbours	64	37.21	64	37.21	40	23.26
Friends	56	32.56	68	39.53	48	27.91

Maximum number of the past trainees, about 41.86%, most of the times stitched for their relatives only. This was followed by 37.21% stitching for neighbours and 32.56% stitching for their friends. The reverse trend was followed by those trainees who only sometimes stitched for friends, some 39.53% followed by 37.21% stitching for neighbours and only 32.56% for their relatives. However, 27.91% never stitched for their friends followed by 25.58% who never stitched for their neighbours.

It was found that these past trainees not only stitched for themselves but also stitched for friends, neighbours and relatives thereby earning some money. As it is, the fact, their friends, neighbours and relatives trusted them with their work of stitching, it is a clear indication that these trainees had mastered their sewing skill. The training programme has therefore had its impact in terms of the past trainees having attained a high degree of proficiency in their skill.

Educational/economic impact in terms of
use of left-over materials

A very positive impact of training programme could be felt by way of use of left-over materials as shown in Table 27.

When the past trainees were asked about what use they made of the left-over cloth pieces, almost all of them gave one or the other use to which they put the left-over materials. Maximum number of the past trainees 48.89%, made children's dresses from the left-over pieces. This was followed by 46.51% past trainees each in the categories who had made either patterns or bags and covers or made handkerchiefs from such pieces. Some 37.21% past trainees had used these for mending clothes of their neighbours. From such pieces some past

EDUCATIONAL/ECONOMIC IMPACT IN TERMS OF
USE OF LEFT-OVER MATERIALS

TABLE 27

DISTRIBUTION OF THE PAST TRAINEES ACCORDING TO
THE USE OF LEFT-OVER CLOTH PIECES

n = 172

	f	%
1 Make children's dresses	84	48.84
2 Make patterns	80	46.51
3 Made bags and covers	80	46.51
4 Made handkerchiefs	80	46.51
5 Used for mending clothes of neighbours	64	37.21
6 Made covers	56	32.56
7 Made mattresses	48	27.91
8 Made dolls	24	13.95
9 Made pipings	20	11.63
10 Used for straining tea	12	6.98
11 Used for filtering water	4	2.33
12 Made pillow covers	1	0.58

trainees had made pillow covers, quilt covers, mattresses, dolls and bias-pipings of various dresses. However, some 6.98% past trainees made use of these materials as tea-leaves strainer or for filtering water.

This is a healthy trend as usually it is observed that people tend to waste the left-over materials while stitching garments. It is as very encouraging to know that some of these past trainees were making profitable use of the materials which are otherwise considered a waste. In fact, instructors and supervisors should train the trainees for using such cloth pieces in some creative fashion like making patch-work or quilts, pillows, dresses, table covers and other such items.

Thus, it could well be gathered from the Table that the training programmes helps the trainees in developing a certain amount of creativity. These facts could be considered as one of the major educational and social impacts of the major educational and social impacts of the training programme.

4.5.2 ECONOMIC IMPACT

The economic impact produced by the training agencies on the past trainees could be felt according to the amount of money these women are able to spend on household or personal expenses and also the amount they are able to save from their personal income.

The impact is positive because only when these women are able to have a personal income would they be able to spend on various household and personal expenses, as shown in Table 28.

TABLE 28

DISTRIBUTION OF THE PAST TRAINEES ACCORDING TO THE
AMOUNT OF MONEY THEY SPENT ON HOUSEHOLD EXPENSES

n = 172

Amount spent on household expenses			f	%
- the whole amount	..	..	24	13.95
- major portion	..	..	8	4.65
- 25 per cent	..	..	8	4.65
- saving in the bank	..	..	8	4.65
- rupees 200	..	..	8	4.65
- rupees 170	..	..	8	4.65
- rupees 145	..	..	8	4.65
- rupees 100	..	..	8	4.65
- rupees 60	..	..	8	4.65
- rupees 30	..	..	8	4.65
- whole amount spent on buying				
raw materials	..	..	8	4.65
rupees 150	..	..	4	2.33

It was found that some 4.65% trainees spent the major portion of their monthly income on household expenses. Again, some 13.95% trainees were found to spend the entire amount of their income on household expenditures. It was quite encouraging to find that some 4.65% trainees saved a minimum of 25 per cent of their monthly income in a bank. The amount spent on household expenses ranged from as less as Rs.30 per month to as much as Rs.200 per month. Only 0.58% trainees were found to be spending their minimum amount of monthly incomes or household expenses.

It was heartening to find that these women have started realising the need for a personal income to which they could have an easy access. It is worth appreciating that some trainees have started feeling the need to save, though this formed a very small percentage, only 4.65% trainees of the total.

It is therefore quite evident that the trainees come from families which are not very backward. Thus these training programmes had a healthy awareness amongst the women who are working conscious efforts towards the goal of a better future.

Table 29 gives distribution of past trainees according to the frequency of their spending on various items.

ECONOMIC IMPACT BY PAST TRAINEES

TABLE 29

DISTRIBUTION OF THE PAST TRAINEES ACCORDING TO THE
FREQUENCY OF SPENDING MONEY ON VARIOUS ITEMS

n = 172

Items	Most of the times		Sometimes		Never	
	f	%	f	%	f	%
1 Food	88	51.6	20	11.63	64	37.31
2 Health	88	51.6	16	9.30	68	39.53
3 House	88	51.6	16	9.30	68	39.53
4 Children's education	84	48.84	16	9.30	72	41.86
5 Transport	80	46.51	12	9.98	80	46.51
6 Visiting friends and relatives	76	44.19	12	6.98	84	48.84
7 House rent	72	41.86	20	11.63	76	44.19
8 Domestic help	68	39.53	12	6.98	92	53.49
9 Recreation	68	39.53	12	6.98	92	53.49

It was found that most of times, 51.16% trainees spent on food, health and household items and some 48.84% trainees spent on children's education. Further, it was found that some 46.51% trainees spent on visiting friends and relatives most of the time. Again, 41.36% trainees spent on the rent of their house. However, only 39.53% trainees each were able to spend on some kind of domestic help or recreation.

This clearly indicated that the mode of spending on various expenses centres around food, health, house and children's education. Only some women could afford to spend on personal expenses like visiting friends and relatives, domestic help or recreation.

It was further found that 11.63% each of the trainees sometimes spent on food items and rent of the house, while 9.30% trainees each fell under the categories who sometimes spent on items related to health, house, and children's education. Some 6.98% past trainees sometimes spent on transport, visiting friends and relatives, domestic help and recreation. Thus, it is evident that very few women spent money on their personal expenses. This fact was further strengthened in view of the fact that some 53.49% trainees never spent on recreation or domestic help and 48.84% trainees never spent on visiting friends

and relatives.

However, it was also found that 46.51% trainees never spent on transport followed by 44.19% who never spent on house rent further followed by 41.86% who never spent on children's education. Some 39.53% each of the trainees fell under the category who never spent on health or house related items which was followed by 37.21% past trainees who never spent on food items.

It is quite evident from the Table that women are still not very used to spending on self-related activities. They are still not in the habit of spending on items and activities which are totally self-related. Eventhough there was a very small percentage of them, the women have started realising the need of self-development by being financially sound. This can again be viewed as one of the positive impacts of the training programme.

Table 30 gives the distribution of past trainees according to the frequency of spending on personal expenses.

It was found that the past trainees most of the time spent on buying clothes for themselves, followed by spending on food outside home, which was again followed by personal recreation, entertainment and spending on their friends and on other such expenses. Almost the

TABLE 30
DISTRIBUTION OF PAST TRAINEES ACCORDING TO THE
FREQUENCY OF SPENDING ON PERSONAL EXPENSES

n = 172

	Most of the times		Sometimes		Never	
	f	%	f	%	f	%
1 On buying clothes for yourself	36	20.93	60	34.88	76	44.19
2 On food outside home	20	11.63	40	23.26	112	65.12
3 Personal recreation	16	9.30	48	27.91	108	62.79
4 Entertainment	12	6.98	12	6.98	108	62.79
5 Friends	12	6.98	48	27.91	112	65.12
6 On other expenses	12	6.98	24	13.95	136	79.07

same pattern was sometimes followed, where, however, entertainment was the last item on the list. Coming to items on which they never spent, was friends, food outside home, entertainment, personal recreation and buying clothes for themselves. Almost the same pattern

was sometimes followed, where, however, entertainment was the last item on the list. Coming to items on which they never spent, was friends, food outside home, entertainment, personal recreation and buying clothes for themselves.

Thus, it is clear from the above finding, that most of the trainees were not very conscious about self development and self-reliance. Although, there were women who have become aware of their self-development, they are still neglecting their personal lives.

4.5.3 SOCIAL IMPACT

For measuring social impact by the past trainees the parameter which was used was the involvement of the past trainees on being consulted on certain family decisions, as shown in Table 31.

It was found that some 18.60% women were consulted on the decision about buying some important long range items, followed by 13.95% each past trainees being consulted regarding children's education and in grooming and dressing matters. When it came to going on some important visit, about 11.63% past trainees were involved and same percentage of women were consulted on decisions regarding rearing and raising of children and on the subject which was quite unthinkable of one or two decades back viz. allowing employed women to travel alone.

TABLE 31
DISTRIBUTION OF PAST TRAINEES ACCORDING TO THE
FREQUENCY OF BEING CONSULTED ON SOME DECISIONS
REGARDING FAMILY MATTERS

n = 172

Family Matters	Frequency of Consultation					
	Most of the times		Sometimes		Never	
	f	%	f	%	f	%
1 Buying some important long range items	32	18.60	28	16.28	112	65.12
2 Regarding children's education	24	13.95	12	6.98	136	79.07
3 In grooming and dressing	24	13.95	36	20.93	112	65.12
4 Going on some important visit	20	11.63	40	23.26	112	65.12
5 Rearing and raising children	20	11.63	40	23.26	112	65.12
6 Allowing employed women to travel alone	20	11.63	36	20.93	116	67.44
7 In having more social get-togethers	16	9.30	16	9.30	140	81.40

Again some 9.30% women were even consulted on the issue of having more social get-togethers. The fact that women are being involved in family decisions and they are being consulted on some important family decisions, itself is a proof enough that women are becoming socially aware and this is a great social impact which could be attributed to the training agencies.

Further, they have gained a higher status in their families and societies due to the importance of the share they have in the family income. Also, because, they now have the power of spending, it is but natural that they feel more secure and confident. This could be considered a real milestone in bringing about social impact.

4.6 Relationships Between the Variables and Impact Produced by the Training Programmes on Current Trainees

In this section the relationship of various variables like age groups, occupation of the family, educational level of the trainee and their family, income of the family with various other variables related to the programme was studied. This was considered important to find out if relationship between the variables and impact of the training programmes, was existing. Table 32 reveals these relationships.

Table 32

RELATIONSHIP BETWEEN THE VARIABLES
RELATED TO TRAINEES' AND THEIR EDUCATIONAL
AND ECONOMIC IMPACT.

Agency	Impact	Variables			
		Age	Education	Occupation	Income
1	Education	.0753949 NS	.4373198 NS	5988817 NS	.2587769 NS
	Economic	.5938397 NS	.7915152 NS	1.429685 NS	1.080687 NS
	Education	.3193111 NS	.4795437 NS	.9118601 NS	.5201559 NS
	Economic	.1448336 NS	.8801057 NS	1.445029 NS	.7353993 NS
	Education	-.192474 NS	.120511 NS	.208393 NS	.3684566 NS
	Economic	.708048 NS	.9912081 NS	.749487 NS	1.024366 NS
	Education	.5273873 NS	471589 NS	.9664951 NS	.3337193 NS
	Economic	4.276976 NS	.8260358 NS	.6836329 NS	1.064201 NS

Agency	Impact	Variables			
		Age	Education	Occupation	Income
	Education	.5258839 NS	.5427652 NS	.5849092 NS	.4278535 NS
	Economic	.2708907 NS	1.169868 NS	1.098635 NS	1.175902 NS
	Education	-1.20533 NS	.5570228 NS	.2926751 NS	.7932932 NS
	Economic	-.624925 NS	1.267794 NS	.9299654 NS	1.312539 NS
	Education		.5570225 NS	.2926751 NS	.7932932 NS
	Economic	-.624925 NS	1.267794 NS	.9299654 NS	

The four variables of age, occupation, education and income of the trainees' family were considered important for studying impact in three areas of education, economic and social areas. Further analysis of the variables was made to study impact in the eight training agencies.

As the main objective of the investigation was to study the impact of voluntary training agencies offering income generating programmes it was considered essential to find out the relationships between the variables under study and determine which variables contribute maximum towards this end.

4.6.1 RELATIONSHIPS BETWEEN TRAINEES' AGE GROUPS AND THE EDUCATIONAL IMPACT IN TERMS OF OBJECTIVES OF THEIR UNDERTAKING THE TRAINING PROGRAMME

Age is considered an important factor in undertaking any formal kind of training. However, in this study it was found that age does not come in the way of getting a training for income generation. Some women at as high an age as 46 years were also coming forward for getting trained.

The present investigation revealed that there was not any significant positive relationship between the age group of the trainees and the objectives which were considered important for getting trained.

4.6.2 RELATIONSHIPS BETWEEN AGE GROUP OF TRAINEES' AND THE ECONOMIC IMPACT IN TERMS OF MONETARY OR ECONOMIC REASONS FOR WHICH THEY UNDERTAKE TRAINING

It was revealed that there was not any significant positive relationship between the age group of the trainees and the monetary or economic reasons for which they get trained.

4.6.3 RELATIONSHIP BETWEEN AGE GROUPS OF TRAINEES' AND SOCIAL IMPACT IN TERMS OF THEIR DIFFICULTIES IN UNDERTAKING SOCIAL RESPONSIBILITIES

It was revealed that only two agencies had respondents who had significantly positive relationship between age group of respondents with the amount of difficulty faced by them in undertaking various social responsibilities related to training agency like reaching the agency in time.

Again, when it came to being regular in attending work, all the agencies were found to be significantly related only above .975 level, which shows that age does not have a very significant role to play while carrying out social responsibilities. The same trend was followed for carrying out other social responsibilities like finding the facility to overstay in the agency when required and so on.

For undertaking social responsibilities related to family like paying visits to parents and so on; again it was revealed that age group and social responsibilities are not significantly related.

The above findings strongly reveal that age is not an important factor to be considered while planning various such training programmes for income

generation. In other words, age does not come as a hurdle or a barrier in the way of getting trained for income generation. Further, the age of trainees did not vary the educational economic or social impact produced by these training agencies while training the trainees of various age groups.

4.6.4 RELATIONSHIP BETWEEN TRAINEES' FAMILY'S EDUCATION AND THE EDUCATIONAL IMPACT IN TERMS OF THE OBJECTIVES OF THEIR UNDERTAKING THE TRAINING PROGRAMME

Educational background of the respondents and their families are considered important in any formal kind of training. However, in this study it was found that educational background of the respondents' and their family do not generally come in the way of getting trained for income generation. It was found that even parents who had very low education sent their daughters for getting trained for income generation.

The present investigation revealed that there was not any significant positive relationship between the education of the trainees and their families with the objectives which were considered important for getting trained.

4.6.5 RELATIONSHIP BETWEEN TRAINEES' AND FAMILY'S
EDUCATION AND THE ECONOMIC IMPACT IN TERMS OF
THE MONETARY OR ECONOMIC REASONS FOR WHICH
THEY UNDERTAKE TRAINING

It was revealed that there was not any significant positive relationship between the education of the trainees and their families and the monetary or economic reasons for which they get trained.

4.6.6 RELATIONSHIP BETWEEN EDUCATION OF TRAINEES'
AND THEIR FAMILIES AND SOCIAL IMPACT IN
TERMS OF THEIR DIFFICULTIES IN UNDERTAKING
SOCIAL RESPONSIBILITIES

It was revealed that all the agencies were found to be significantly related only at .975, .95, .900 or .995 level, which shows that education does not have a very important role to play while carrying out social responsibilities. The same trend was followed for carrying out other social responsibilities as well.

Again, for undertaking social responsibilities related to family, it was revealed that education and social responsibilities were not significantly related.

The above findings reveal that education background of the trainee and the family are not very important factors in planning various income generating programmes for income generation for women. In other

words, educational background of the trainee and their families is not a hurdle in the way of getting trained for income generation. Further, educational level of trainees and educational background of their families do not have any effect on producing educational, economic or social impact.

4.6.7 RELATIONSHIP BETWEEN TRAINEES' FAMILY OCCUPATION AND THE EDUCATIONAL IMPACT IN TERMS OF OBJECTIVES OF THEIR UNDERTAKING TRAINING

This investigation showed that most of the trainees' fathers were in clerical or business occupations. The mothers were mostly housewives.

It was revealed that there was not any significant positive relationships between the occupation of the trainees' parents and the objectives for which they were getting trained.

4.6.8 RELATIONSHIP BETWEEN TRAINEES' PARENTS' OCCUPATION AND THE ECONOMIC IMPACT IN TERMS OF MONETARY OR ECONOMIC REASONS FOR THEIR UNDERTAKING TRAINING

It was revealed that there was not any significant positive relationships between the occupation of the trainees and their families and the monetary or economic reasons for their undertaking training.

4.6.9 RELATIONSHIP BETWEEN TRAINEES' PARENTS' OCCUPATION AND SOCIAL IMPACT IN TERMS OF UNDERTAKING SOCIAL RESPONSIBILITIES

It was revealed that there was positive and significant relationship between the occupation of the trainees' parents and the social responsibilities faced by them only at .975, .95, .900 and .995 levels.

The above findings further reveal that occupation of the trainees' parents does not come in the way of performing various social responsibilities related to their training agencies and their families. Thus, occupation of the trainees' family does not have any effect on producing educational, economic or social impact.

4.6.10 RELATIONSHIP BETWEEN INCOME GROUP OF TRAINEES' FAMILIES AND THE EDUCATIONAL IMPACT IN TERMS OF THE OBJECTIVES OF THEIR UNDERTAKING TRAINING

It was found that most of the families under study belonged to the category where they had monthly family income between Rs.800 and Rs.1000.

It was revealed that there was not any significant positive relationships between the income of the trainees' family and objectives of their undertaking training.

4.6.11 RELATIONSHIP BETWEEN TRAINEES' FAMILY INCOME
AND THE ECONOMIC IMPACT IN TERMS OF ECONOMIC
OR MONETARY REASONS FOR WHICH THEY UNDERTAKE
TRAINING

It was revealed that there was not any significant positive relationship between the income of the trainees' families and the economic or monetary reasons for which they undertake training.

4.6.12 RELATIONSHIP BETWEEN TRAINEES' FAMILY INCOME
AND SOCIAL IMPACT IN TERMS OF UNDERTAKING
SOCIAL RESPONSIBILITIES

It was revealed that there was positive and significant relationship between the income of the trainees' families and the social responsibilities faced by them only at .975, .95, .900 or .995 levels.

The above findings further go to prove that the income of the trainees' families did not come in the way of performing various social responsibilities related to their training agencies and their families and do not have any direct effect on producing any kind of educational, economic or social impact.

Thus, the above findings reveal that the overall impact produced by these voluntary training agencies offering income generating programmes would remain the same inspite of the varying backgrounds from which the trainees came viz. different age groups, educational levels, occupation and income of their families.

All the objectives selected by the investigator, were confirmed by large number of trainees. It was clear from the fact that all the objectives were checked by large majority of the trainees. When trainees in all the agencies checked the objectives, it further led to a fact that all the training agencies have congruent thinking and have the same objectives and purposes. All the agencies believed in raising the income potential of women and thereby, in raising their economic, social and educational status. This descriptive study was undertaken to find the impact of voluntary training agencies offering income generating programmes to low socio-economic status women of Baroda city. It was found that these training agencies were working well inspite of some constraints, like inadequate finance and staff. Nevertheless, these agencies were able to reach women and train them. If these agencies were supported financially, this would reach more women. Further, it was clear that these training agencies did produce an impact and thus had a definite place in the development of women.

The investigator has a strong belief that Home Science can help these training agencies in various ways. The Home Science Faculty, especially Department of Education and Extension can collaborate with these

training agencies. The department can contribute toward evaluating their programmes, in finding out funding agencies, in educating them about different teaching methods and in educating their instructors about use of modern techniques of teaching, learning, evaluating-monitoring processes. Besides, if these training agencies are interested in publishing literature about their work, the Department of Education and Extension could help them in writing reports. Lastly, the Department could help them in determining needs and potential of the trainees by conducting surveys.