

CHAPTER 5

SUMMARY

5.1 Concept of Development of Women

Development is a process which leads to continuous rise in the capacity of people to control their environment, accompanied by a wider distribution of benefits resulting from such control. Development is also defined as a type of change in which new ideas are introduced into a social system, in order to produce higher per capita income and levels of living, through more modern production methods and improved social organisation.

5.2 Womens' Development Activities

Womens' development activities are defined as any activities which help women to have a better, happier, healthier and more satisfying life, by making their life more meaningful, and removing all the obstructions or hurdles due to which women have remained neglected or unattended to in the national scene. The area of womens' development is very vast and it covers practically every aspect of life, in which women are involved.

5.3 Need and Significance of the Study

The income-generating programmes in a society where 50% of the people live below poverty line, can become the pivot to serve as places of attraction and incentives. They can provide facilities for improving the economic conditions and technical skills.

For the past three or four decades, employment of women is becoming an important issue at national level in India. This trend makes it all the more essential that women who have the potential to develop certain skills, get the right kind of training to join the world of employment with all confidence and faith.

It was further realised that these training agencies become pivotal in development by way of developing womens' earning power. So studying them in depth was considered important. It was observed that these agencies have been evaluated by themselves but no one from the university or outside the agencies has studied them. The researcher felt that there was a need to undertake a detailed and descriptive study of such agencies in a systematic manner to recognise their importance and publicise their contribution to womens' development. The training agencies cater to women from low socio economic status, who have a low

literacy level. As they are semi-literate or low literate women and because of repeated pregnancies, these women are not able to get trained for higher level jobs. So, training for lower level jobs becomes important. For this particular reason such training agencies have an important role to play. The researcher hopes that by studying these agencies in depth some improvements for working of these agencies could be suggested. Further, for higher level training for jobs there are a number of different agencies, which makes it all the more essential to have training agencies for semi-skilled and low level women workers. It is hoped that this research study will do good work for many women who will be trained by these agencies.

The researcher is particular about encouraging and motivating womens' economic independence and realises that women could be a strong asset after their economic development. The researcher wants that women should turn from economic liabilities to economic assets. This is only possible when they have the earning power, which is further made possible by womens' training agencies for income generation.

5.4 Objectives of the Study

The objectives of this study were :

- (1) to study the impact of training programmes oriented to development of income generating skills, offered by voluntary womens' training agencies in Baroda city, on women of low SES, the functioning of socio-economic status,
- (2) to describe the training agencies and training programmes in relation to finance, objectives and duration of training programme,
- (3) to study the composition of trainees with reference to age, education, occupation and income of the family of the trainees,
- (4) to study the impact of training programmes for current and past trainees, in three areas of education, economic and social.

5.5 Method of Procedure

5.5.1 POPULATION

The data for the study were collected through questionnaire from eight selected voluntary agencies offering income generating skills to low socio-economic status women of Baroda city. The respondents for the study were, all organisers and all instructors of these

training agencies; all available current trainees and past trainees available during the time frame. Only those training agencies were selected which satisfied the following three conditions and criteria :

- (1) the training agencies which trained women in income-generating skills.
- (2) the training agencies which have regular training programmes and run regular classes with proper training staff, and
- (3) the training agencies which have been existing for the last five years. An exhaustive list of training agencies for income generation by women was prepared.

5.5.2 PILOT STUDY

The investigator conducted a Pilot Study on ten voluntary womens' training agencies to establish the feasibility of the present research study. These ten voluntary training agencies were located in Baroda city, Gujarat State. These agencies offered income-generating programmes for women and thus trained women in income generating skills.

The investigator proposed to take-up all 10 training agencies as indicated in the Pilot Study (Appendix 2) but could not do so and finally only eight training agencies were taken up.

5.5.3 INSTRUMENT

The instrument used for the investigation consisted of four sets of questionnaires, one each for Administrators, Instructors, Present Trainees and the Past Trainees. The questionnaires were developed on the basis of review of available literature, personal experience of the investigator and discussions with people from various walks of life.

After reviewing the literature available, a set of open-ended questions was prepared and used for Pilot Study.

After conducting the Pilot Study, the final drafts of the questionnaires were prepared. The questionnaires were then given to five experts. Four experts were from different faculties of the M.S. University of Baroda viz. one each from the Faculty of Education & Psychology and the Faculty of Social Work, two from the Faculty of Home Science, and one was the Director of one of the training agencies - Diamond Jubilee Cottage Industries, Baroda.

The investigator consulted an expert in the field of Research Methodology and Statistics from the Faculty of Educational Psychology for finding out reliability of the research instrument. It was suggested that in this type of non-parametric study and instrument, there

was no need to find out reliability through traditional methods. Validity was considered more important in this type of instrument and study.

All the instruments were then pre-tested with Organisers, Instructors, Present Trainees and Past Trainees.

5.6 Collection of Data

The investigator went personally, to the selected agencies after proper communication with the organisers. A good rapport was already created during and before the Pilot Study period. The data collection was thus, conveniently made.

Personal visits were planned and questionnaires were filled in the presence of the investigator. All the respondents were able to fill the questionnaires themselves. The investigator practically shelved all other jobs during the data collection period and concentrated wholly on data collection. The data were collected during the period June 1988 to September 1988. The investigator had hired a rickshaw for the purpose as the distant locations of the training agencies would otherwise come in the way of progress, and hamper the pace of the work.

5.7 Procedure for Analysis of the Data

The following statistical measures were used to analyse the data :

Items	Statistical Measures
5.7.1 Background information about -	
* training agencies	percentage and frequency
* organizers of training agencies	percentage and frequency
* instructors of training agencies	percentage and frequency
* current trainees of training agencies	percentage and frequency
* past trainees of training agencies	percentage and frequency
5.7.2 Relationship between the selected variables of age, educational qualification, occupation of the family and income of the family of the trainees and the problems they face with the training agencies	Chi-squares
5.7.3 Relationship between the selected variables of the trainees and their families regarding training	Chi-squares
5.7.4 Relationship between the selected variables of the trainees and the objectives of their training programme	Chi-squares
5.7.5 Relationship between the selected variable of the trainees and the reasons for which they get the training	Chi-squares

5.8 Major Findings

5.8.1 DESCRIPTION OF TRAINING AGENCIES REGARDING THEIR FUNCTIONING

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 for training agencies 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.

5.8.2 INFORMATION REGARDING THE TRAINING PROGRAMME

Inadequate finance and unsatisfactory programmes made 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 programme. This was a good state of affairs.

5.9 Preliminary Information About Current Trainees

Majority of the trainees, 92.35%, were from the age group 13-25 years. Only 0.32% were from the age group 46 years and above.

The same pattern was followed for the individual training 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.

(The above findings revealed 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 indicated that young girls are becoming aware of

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the economic dependence on men, and thus, want to become independent economically. They want to earn and thereby have an income of their own.

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 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,

4 % 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.

It was found that the maximum number of trainees 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.

Further, even those parents who were not highly qualified themselves, wanted their children to be economically viable and sound.

Also, husbands seemed to have encouraged their young wives to be independent economically by way of getting trained for income generation.

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%, was unemployed.

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

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.

The fathers of these trainees were found mostly in clerical jobs or business. Thus, even fathers who are not highly qualified themselves, and do not even have professional jobs, encourage their daughters to get trained in some skill. Further, 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 husbands of married trainees were in clerical, business, semi-skilled and professional jobs. Even, these husbands wanted their wives to get trained for income-generation.

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. This amount can hardly meet the bare-minimum necessities of life. 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,

find some more money for the household. It is at this stage, that the value of getting a training for some kind of employment is realised.

5.10 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 available, records of past trainees and other such factors. The only way possible for the investigator to study the impact was on the basis of the perceptions and beliefs of the 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, as a means of raising quality of life.

However, for the present study the investigator had to depend on written responses pertaining to 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.

5.10.1 EDUCATIONAL IMPACT

For measuring educational impact by present trainees, the parameter used was skill development. The various skills which were developed during the training programme, were

- 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 was clear from the above list that the various skills which were developed in the trainees would help them in generating income in some way. Thus, the training programme had its impact in terms of developing skills which would 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.

5.10.2 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 could also be considered as monetary or economic benefits which the trainees considered while taking up training programme.

The first seven reasons which the investigator thought were important for women were all related to monetary or economic concerns for which women work. Some 73.57% women worked to improve their standard of living, 67.83% women, wishing to have an independent income, 60.51%, women for gross financial necessity. Again, some 33.12% women because their husbands' income was insufficient and 33.33% to supplement their husbands' income. Also, some 48.73% found the income of the principal earner quite inadequate, 31.53% women for food and education of children. Other 18.47% and 11.15% because of mishaps or death of the male breadwinner. It was only 2.23% women who wanted to work for buying items like television or radio. All these

findings reflected that women have started giving prime importance to their self development, they are coming out of their shells and are trying to have their own footing. They want to have an independent income to which they can have a ready and an easy access.

5.10.3 SOCIAL IMPACT

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

It was found that 66.24% trainees each did not find it difficult at all in being regular in attending work or even planning long vacation from work and concentrating on their work. Some 63.38% were able to meet the physical exertion demanded by the work. This was followed by 62.74% who were able to attend the extra-curricular activities like songs, dance and bhajans. Again, 60.83% did not find it difficult to overstay in the agency when required. More than 50% of trainees did not have problems regarding maintaining

healthy relationships with their organisers and colleagues or reaching agency in time, in buying raw materials and even getting tools for household practice.

Only, upto maximum of 23.25% of trainees were found to have some problems like concentrating on their work to or large extent. These findings clearly indicate that women have learnt to face their problems. They want to get benefit from the training and social problems and responsibilities can in no way diminish their urge and enthusiasm to get trained. This is a very positive impact of these training programmes.

Again, when it came to social responsibilities regarding their families, there were 50% of trainees who found not having many problems. Visiting relatives, friends and parents was not found difficult by more than 67%. Attending marriages, finding adequate rest and seeking cooperation from the family was not found difficult at all by more than 60% of the trainees. Further, entertaining friends, relatives, taking adequate care of health and observing religious rituals was not found difficult by more than 56% trainees. Getting the required permission from the family and persuing hobbies was not difficult for more than 52% of the trainees.

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 belong to enlightened or advanced families, or they were so used to have problems that they considered these problems inevitable.

5.10.4 EDUCATIONAL IMPACT BY PAST TRAINEES

Educational impact produced was found according to the variety of garments the past trainees were able to stitch with mastery or proficiency. Largest number of the past trainees, 69.77%, were mostly stitching children's 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 on training.

5.10.5 ECONOMIC IMPACT BY PAST TRAINEES

The economic impact produced by the training agencies on the past trainees could be felt on the basis of the amount of income these women were able to spend on household or personal expenses and also the amount they were able to save from their personal income. The impact was also positive because only when these women were able to have a personal income would be able to spend on various household and personal expenses.

It was found that past trainees most of the times 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.

When the past trainees were asked about what use they made of the left-over cloth pieces, maximum number of the past trainees, 48.89%, made children's dresses from the left-over pieces.

5.10.6 SOCIAL IMPACT BY PAST TRAINEES

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. Again, some 9.30% women were even consulted on the issue of having more socially oriented 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.

5.11 Conclusion

- 1) The voluntary training agencies are playing a good role because they are providing income generation opportunities to women. Women generally have very few vistas open to them where they can earn a decent livelihood. Thus, these training agencies are providing earning opportunities to even those women who are not qualified for professional jobs neither do they have any formal training to take up various jobs.
- 2) It was found that all the agencies can have better working facilities. These agencies could certainly improve their working conditions if they were provided with bigger budgets. At this juncture Government bodies, private agencies like philanthropists could help these training agencies by way of financial assistance.

5.12 Recommendations for Further Study

- 1) Department of Education and Extension and Faculty of Home Science can have two way collaboration with these training agencies. The Department of Education and Extension has good data base for monitoring and assessing facilities. So, they

can help these training agencies by way of monitoring and assessing the impact of their programmes. On the other hand, agencies can provide feedback as to what courses can be taught and how to initiate them, for instance, how to set-up garment making laboratories.

- 2) Some of the training agencies which are doing well could be taken up for case-study. This would give a more in-depth picture about their functioning, problems faced by them in execution of various training programmes, problems and difficulties faced by the trainees.
- 3) The information obtained from various training agencies can be summarised and sent to various funding agencies and media for publication to help different voluntary agencies, womens' polytechnics and other such agencies to know about the income generating programmes.