

**Effectiveness of Skill Based Vocational Training to Promote the Income Generating Skills among Girls of Varanasi Slums.**

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**Abstract -**

Slums women are lives worst condition in the world. Varanasi's slum women's living in very poor condition. This paper reports a study of the skill development training program of slum women residing in Varanasi slums. The study consisted a group of women from a selected slum of Varanasi city. Here the paper endeavors to investigate the effectiveness of skill based vocational training to promote the income generating skill and self-reliance among adolescent girls of Varanasi city's slums. Finding that an income generating training project for adolescent girls and women was both acceptable to parents in this traditional slum community and feasible to implement.

**Keywords** – training, development, vocational training, income, generating skill, self-reliance, adolescent.

**Introduction** –Slums dwellers are the most substantial but overlooked section of the Indian society. At a sizable 26 percent of India's population: they represent the poorest of urban poor. Different states have different meanings of the word slum. But a few characteristics are hard to escape. Minuscule living areas, a burgeoning population living below. The poverty line, drinking water and latrines shored among hundreds a non-existent sewage system. The record is endless.

We know that many migrants to urban areas arrive seeking jobs or fleeing economic hardships in their places of origin. Yet, women are sometimes said to be newer entrants in the global migration trend. Today, about half of international and national migrants globally are women. Women are often convinced that cities have better opportunities to offer than what they can achieve in their own home villages or towns. They are hopeful that even with a little capital – or none at all – their prospects of making ends meet are still better in the big cities. Women thus join the population of migrants who find their way into urban areas each year. Their hope is for a better life in terms of opportunities, living conditions, access to services, and autonomy. Many hope for a quick acquisition of resources to improve their situation back home. Because women often come to the city with very limited resources and job skills, however, many women end up in urban slums where they can be close to commercial areas and work opportunities. Youth unemployment is one of the most critical social and economic problems that less developed countries face today. Yet little is known about how best to smooth the school-to-work transition or to boost human capital for those not on the academic track. Vocational education is one promising avenue for addressing the problem.

**Vocational and Skill based Training for Women**

Women in our society are completely financially dependent on their husbands since they usually don't get an opportunity to gain any kind of vocational skills or qualifications. Instead of practicing an income-generating profession they are considered to be housewives, i.e. their common task assignment is restricted to housework and parenting. This discrimination of women also extends to the job market. Even if a woman is allowed to go for work, the only jobs they can find are in farming, constructing and tailoring sectors where they earn far less money than men. But with regard to the poor families in Varanasi, an additional income by the wives would be an important relief. This holds even more true for widows and their families. For them an income-generating job is nothing less than vital. Skill

development for employability will be used as an agent of change in promoting women's employment. Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effect of globalization or otherwise and advancing to higher level jobs, as well as returning to the labour market after a period of absence spent, for example, in raising children.

Vocational Training and Employment opportunities should include the initiatives to match the market requirements and opportunities. It is required to design a quality training process which will build the technical and soft skills of girls but also engages the commitment of employers to hire the participants. Vocational training for young women economic empowerment not only depends on the availability of jobs but also on protective policies in job environments and community-based support for their entrance into the workplace. Policymakers must ensure that laws promote gender equality in the workplace and incentivize employers to create a women-friendly work environment. Vocational Training for Women is essential because they are hard workers and can make significant contributions towards their quality of life.

### **Statement of the Problem-**

Those women who residing in slums, are living in worst condition and facing many problems all over their life. One of the challenges facing women in slums and poverty are health, and especially maternal health. Living in these difficult condition, most of women interviewed by for the good. Working women of slums also faced to many challenges, they faced double burden of work. They work hard for their family in the worst condition. They don't get any health services in working place and not aware to free health services. Tripathi found that slum working women do heavy manual work even till the day of delivery. Women were delivered by neighboring women or relatives or traditional midwives. The slum women workers do not know that if pregnant women carry heavy loads run a high risk of abortion. According to various survey conducted by government and non-government organization, their knowledge about health services provided by government and development program running by state and local government are limited. (As reported by various survey conducted to various government and non-government organization). poverty is an unseparatable part of slum dwellers. So the slum population is backward socially and economically. Poverty affects the health, education, nutrition, birth and death ratio, sex ratio, life expectancy, the socio-economic due to poverty economic status is lower, so education level is low, unskilled or low skill, so the socio-economic status of slums dwellers is low. To improve this lower economic conditions slum women are earning and try to support family income. Some are the house headed women. So they have needed to earn they are lower educated unskilled, have poor economic condition so they perform the work as per their capacity and ability which provide low income and hence the socio-economic status is low. So therefore there is a needed to study about the effectiveness of skill based vocational training to promote the income generating skills and self - reliance among adolescent girls of Varanasi city's Slums.

### **Review of literature –**

**Grant, Mensch, & Sebastian (2011)** conducted a training in Allahabad city's Slum “**Introducing adolescent livelihoods training in the slums of Allahabad, India**” with the cooperation of **CARE - INDIA** and reveals that that a livelihoods project for adolescent girls was both acceptable to parents in this traditional slum community and feasible to implement. Short-term projects can raise awareness, self-esteem, social skills, knowledge of safe spaces, and group identification; however, they cannot be expected to alter the structure of opportunities available to adolescent girls. To reduce deeply entrenched gender disparities and enhance girls' ability to influence their own lives, future projects should incorporate greater interaction with other participants and with older family members. Moreover, increased effort should be devoted to developing group cohesion and improving young women's communication, negotiation, and decision making skills.

**“Enhancing the benefits of girls’ livelihood initiatives”** Prepared by **Sajeda Amin (2011)** stated that The Council’s work on adolescent livelihoods during the past decade has yielded valuable lessons to guide current and future programs. Instead of applying adult programs to adolescents (“junior micro-finance”), programs should consider participants’ age, sex, life-cycle stage, and other contextual cues. Social support should be an integral feature of adolescent livelihood programs; a mentoring component can multiply the economic benefits gained. Reaching the most vulnerable adolescents is a continuing challenge because program participants are typically better-off economically, older, attending school, and male. One way to encourage the participation of marginalized young people is to promote a phased model through which entry-level programs provide a safe and supportive space where young people can gather; offer opportunities for individual, voluntary savings; and impart training in life skills, financial literacy, and health education. When they feel ready, adolescents can participate in more demanding options, including goal-oriented savings, vocational and business-skills training, and micro-credit. Such a phased approach may be the most nurturing option and, over time, may prove the most effective. Finally, program planners should not overlook the value of mentors and role models, who can promote positive aspirations among the most marginalized girls.

**Sandeep tripathy (2013)** conducted a study on **“Assessment Of Socioeconomic Status Of Marginalized Semi-Urban Slum-Dwellers On The Basis Of Attainment Of Education: A Case Study in Patharghata slum, Ballavpur Mouza, Midnapur District, West Bengal ”** and told that the assessment of any area has been always relative to time. Further in this study researcher also founded that Education, income and occupation are the basic three factors that are causes of change of socio economic status. It is already examine that not only economy condition effect the poverty but also there are more factors such as education, occupation, type of assets, livelihood status. This multidimensional poverty concept already been developed by UNESCO. Socio economic status is always influenced by multidimensional poverty in marginalized areas of urban outskirts.

The review of literature revealed that very little study has been done on efectieness of skillbased vocational training in slums of Varanasi city. The present study of therefore taken up in order to know the impact of skill based training of women& girls living in slums of Varanasi city.

### **Main objective of the study-**

The main purpose of present project is to equip youth from the ages of 15 - 24 years’ girls living in Varanasi slums with employable skills to improve their social economic situation. Project was specifically involved in building the capacity of vulnerable youth through provision of vocational skills training in arts and craft, toys making, soap making, candle making and support to compete in the job market.

### **Methodology –**

#### **Locale of the study –**

Present study conducted in Utter Pradesh state, which was selected purposely.

#### **Sampling plan –**

#### **Selection of district –**

Varanasi district was taken up purposively as for the demand of the topic.

#### **Selection of slums –**

Varanasi district has 227 slums. 3 slums were selected with the help of convenience sampling methods.

### **Table No.1 Number & Name of the Selected Slums.**

S.N.	Selected Slum	No.of Household	Number of selected respondents
1	Sunderpur (Batuapura)	200	20
2	Naria Harijan Basti	1477	20
3	Saket Nagar	382	20
Total			60

#### **Selection of respondents and source of data –**

The respondents are the main source of data. 20 respondents from the list of each selected slum, were selected with the help of convenience sampling methods. The required information were collected from only female of the family of selected household as respondent. Finally, total number of respondents for this study was 60 slums girls.

#### **Data collection –**

Data was collected from primary as well as secondary sources. The primary data are those, which all collected a fresh and for the first time and those supposed to be original in character. The primary data pertain to study about socio economic status of slums women, explore their educational status and know about problem they faced while working according the objectives of the study. Data has been collected from selected respondents by using personal interview technique. At time of primary data collection structured interview schedule was used. Each of the selected respondents was personally interviewed. Questions were asked in the local (Hindi, Bhojpuri) dialect. The critical observation were noted on spot by the investigator. The secondary data are those which are collected by someone else and which have already passed through the statistical process. The secondary data such as detailed information about district, slums, number of slums, population of slums etc. had been collected from the concern government organization such as Vikash Bhawan, DUDA office.

#### **Study duration –**

The study was conducted from May 2019 to April 2020

#### **Statistical analysis –**

The data were processed to undergo statistical analysis using SPSS windows program. Microsoft word and Microsoft excel were used to represent the tabular and chart icon.

#### **Statistical measures-**

Based on the nature of data and relevant information. The following statistical measures were used in the present study – class interval, percentage.

#### **Results –**

Study presented that 36.6% of trainee believed that this training is only good for learn something new while 31.6% of respondents participated in this training for utilizing their free time. Only 16.6% of trainee understands that this training is good for additional income. Ten percent of respondents believe that training was increased their standard of living and only five percent of respondent said training was not very effective as there was not market linkage of produced good.(Table .2.)

**Table 2. Distribution of the respondents according what they understand about this type of program. (Pre training)**

S.N.	What they understand about this program	Frequencies	Percentage
1	Good for raising the standard of living	6	10
2	Good for learn something new	22	36.6
3	Good for utilizing free time	19	31.6
4	Good for additional income	10	16.6
5	Not very effective	3	5

Post training study shows some positive changes after training into their attitudes toward the training program. In this table about 31.6 percent respondents realized that training could help them to learned something new in their life which could be used by them in their near future. One fourth of respondent had opinion that skill development training programme was very good for their free time utilization and for increase their additional income. (Table.3)

**Table 3. Distribution of the respondents according what they understand about this type of program. (Post training)**

S.N.	What they understand about this program	Frequencies	Percentage
1	Good for raising the standard of living	11	18.4
2	Good for learn something new	19	31.6
3	Good for utilizing free time	15	25
4	Good for additional income	15	25
5	Not very effective	0	0

Here 40 percent of respondents were not sure that what they will do after the training they utilized it when they got some financial opportunity and proper market linkage while 30 percent of respondents confirmed that they will start an organization such as SHG with the help of their friends and other fellow trainee. Only seven respondents out of sixty were interest to self-employment. (Table.4)

**Table no. 4 distribution of the respondents according to the their planning after training**

S.N.	Planning after the training	Frequencies	Percentage
1	Start their own entrepreneur/self-employment at home	7	11.6
2	Start a small organization with the help of SHG/ fellow trainee	18	30

<b>3</b>	Work under the fellow trainee	11	18.4
<b>4</b>	Not sure	24	40

Present study shows that 70 percent respondents belongs to the category those said that there was change in their knowledge. About 85 percent of respondent said they learn new skills through training and 36.6 percent respondents having opinion about change in their attitude and behavior. (Table.5)

**Table 5 distribution of the respondents according to the changes**

<b>S.N.</b>	<b>Major changes</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>1</b>	Change in knowledge	42	70
<b>2</b>	Change in skill	51	85
<b>3</b>	Change in attitude	22	36.

\*Multiple Answers

Study confirms that only 5% of the respondents were unsatisfied of the project while 16.6% of respondents were fully satisfied of the project. 43.4% of respondents were partially satisfied and rest of the population were simply satisfied with the project. (Table.6)

**Table 6 distribution of the respondents according to the satisfaction level of the respondents**

<b>S.N.</b>	<b>Satisfaction it the project</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>1</b>	Fully satisfied	10	16.6
<b>2</b>	Satisfied	21	35
<b>3</b>	Partially satisfied	26	43.4
<b>4</b>	Unsatisfied	3	5

### **Discussion –**

Result founded that in slum of Varanasi city considerable number of respondentsbelieved that this training is only good for learn something new while 31.6% of respondents participated in this training for utilizing their free time. One fourth of respondent had opinion that skill development training was good for increase their additional income.Whereas after the training most of the respondents confirmed that they will start an organization such as SHG with the help of their friends and other fellow trainee. Post training study shows that more thanhalf respondents belongs to the category those said that there was change in their knowledge attitude and skill after receive the training and also stated that they were satisfied of the project.

### **Lessons learned**

Several lessons emerged from this pilot project. We found that an income generating training project for adolescent girls and women was effective and acceptable. Short-term projects can raise awareness, self-esteem, social skills, knowledge, and group identification.

**Expanding livelihoods efforts**

ICSSR-New Delhi has incorporated the project's skill development approach into its women empowerment program programs. Several other groups visited the project site to learn how to conduct skill development training for women.

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