

Livelihood skill education of Kishori Balika Mandal Pariyojana and information empowerment of adolescent girls

ANITA JOSHI AND SNEHLATA MAHESHWARI

See end of the paper for authors' affiliations

Correspondence to:

ANITA JOSHI

Department of Home Science
Extension and Community
Management, College of
Home Science, Maharana
Pratap University of
Agriculture and Technology,
UDAIPUR (RAJASTHAN)
INDIA
joshi.anita28@gmail.com

ABSTRACT

The objectives of the present investigation were to study the concept of K.B.M.P., the information possessed by adolescent girls in livelihood skill education of K.B.M.P. The study was conducted in four villages of Gogunda Panchayat Samiti of Udaipur district. The sample consisted of randomly selected 100 beneficiaries (adolescent girls). The data were collected through personal interview with developed schedule and analyzed using frequency, percentage and mean percent score. The major findings of the study were that majority of respondents belonged to 17-19 years (46%) and 14-16 year (41%) age groups, SC/ST were 96 per cent, educated up to Primary School (51%) unmarried (52%), belonged to joint family (75%), small (48%) and medium (42%) size of family and had low socio economic status (100%). Majority of respondents (81%) possessed good knowledge followed by 19 per cent having average knowledge. Hence, the MPS 76.33 also reflected good conceptual knowledge of K.B.M.P. among respondents. In case of livelihood skill education of Kishori Balika Mandal Pariyojana, majority of respondents (93%) possessed good knowledge and only 7 per cent respondents possessed average knowledge. The MPS 76.7 reflected good knowledge in LSE of K.B.M.P.

KEY WORDS: Livelihood skill, Decision making, Communication, K.M.B.P. (Kishori Balika Mandal Pariyojana)

How to cite this paper: Joshi, Anita and Maheshwari, Snehlata (2011). Livelihood skill education of Kishori Balika Mandal Pariyojana and information empowerment of adolescent girls. *Asian J. Home Sci.*, 6 (2) : 207-210.

Article chronicle: Received: 13.06.2011; Revised: 15.09.10.2011; Accepted: 12.11.2011

Adolescent girls form a considerable proportion of India's human resources. It is very active and potential segment of society. Genuine human development can be achieved by prioritizing the development of women, with a particular focus on the adolescent girls.

Looking to the importance of adolescent girls who are the future mother of the Nation United Nations Population Fund (UNFPA) has initiated "Kishori Balika Mandal Pariyojana (K.M.B.P.)", for empowering rural adolescent girls.

The main aims of K.B.M.P. are to develop livelihood skills among out of school and school drop out adolescent girls (10-19 years) through Balika Mandal, improve reproductive health and to link them with formal and non formal education. In Rajasthan state, this programme was implemented in four districts. Out of four districts, Udaipur was one where programme implemented in 2009 with two Panchayat Samiti. In this investigation attempt has been made for assessing the knowledge of livelihood skill education and the concept of K.B.M.P. The objectives are as follows: to study the concept of "Kishori Balika Mandal Pariyojana" as perceived by adolescent girls and to find out the information empowerment of adolescent

girls in livelihood skill education of "Kishori Balika Mandal Pariyojana".

RESEARCH METHODS

The study was conducted in randomly selected Gogunda Panchayat Samiti of the Udaipur district in Rajasthan. From the selected Panchayat Samiti, four villages having maximum numbers of Kishori Balika Mandal Pariyojana beneficiaries were selected. From all four selected village, 25 girls who have attended the K.B.M.P. (1-1/2 year standing) were selected randomly from each village to make a total sample of 100 adolescent girls. Interview schedule was developed and respondents were personally interviewed.

RESEARCH FINDINGS AND DISCUSSION

The findings obtained from the present investigation are presented below:

Background information of the respondents:

Majority of respondents belonged to 17-19 years (46%) and 14-16 years (41%). Majority of respondents belonged to scheduled caste (96%) educated up to Primary

School (51%), having to joint family (75%), 48 per cent belonged to medium size of family with 52 per cent unmarried respondents. All the respondents belonged to low socio-economic status.

Conceptual knowledge of respondents about Kishori Balika Mandal Pariyojana:

An effort was made to study the basic awareness of respondents about the programme (Table 1).

Data of Table 1 depict that majority of respondents (93%) had knowledge about name of the programme creating mandal *i.e.* K.B.M.P. All respondents had knowledge about starting time of the programme *i.e.* year 2009, followed by majority of respondents (93%) had knowledge about goal of the programme as women empowerment. The main aims of the programme such as development of livelihood skills, improvement in reproductive health and to link them with formal and non-formal education were known to 88 per cent respondents.

Table 1 further reveals that all the respondents had knowledge about all aspects of programme discussion subjects. Adolescent girls of 10-19 years were aware of all the beneficiaries of programmes. Only 13 per cent

respondents had knowledge about number of Panchayats (30-35) included in the programme from their Panchayat Samiti.

All respondents had knowledge that the sathin is responsible for guidance in Mandal but only 15 per cent respondents had knowledge about women and child development programme in their Panchayat Samiti and village.

The reasons for such findings might be that all the adolescent girls belonged to the programme and its a new programme in the village hence having conceptual knowledge of the programme.

Information empowerment of the adolescent girls in livelihood skill education of Kishori Balika Mandal Pariyojana:

Among the five discussion subject's, livelihood skill education was selected for detailed study based on its coverage and importance. Hence, the details of livelihood skill education are presented in this section.

Livelihood skill education:

Livelihood skill education (L.S.E) of K.B.M.P. information includes related to decision making, effective communication, solve problem and to develop self-reliance etc.

Data of Table 2 reveal that majority of respondents (71%) stated the meaning of livelihood skills *i.e.* ability to face day to day needs and challenges. All the respondents reported the beneficiaries (adolescent girls) of livelihood

Table 1: Distribution of respondents by their knowledge related to the concept of Kishori Balika Mandal Pariyojana (n=100)

Sr. No.	Aspects	f/%
1.	Name of the project creating mandals-K.B.M.P.	93
2.	Starting year of programme- 2009	100
3.	Goal of the programme - women empowerment	93
4.	Main aims of the programme:	
	Development in livelihood skills among adolescent girls	88
	Improvement in reproductive health and linking with formal and non-formal education	88
5.	Discussion aspects:	
	Adulthood	100
	Livelihood skill education	100
	Health	100
	Importance of education	100
	Gender: our society	100
	Women authority programme	100
6.	Beneficiaries –adolescent girls (10-19 years)	100
7.	No. of Panchayats (30-35) included in the programme from their Panchayat Samiti	13
8.	Sathin responsible for guidance in Mandal	100
9.	Women and child development department running the programme	15

Table 2: Distribution of respondents according to their knowledge of livelihood skill education in K.B.M.P. (n= 100)

Sr. No.	Items	F/%
1.	Concept of livelihood skills	71
2.	Beneficiaries of livelihood skill- adolescent girls	100
3.	Necessary livelihood skills for development	
	Deciding objectives	79
	Decision making	87
	Problem solving	100
	Creative thinking	59
	Critical thinking	51
	Effective communication	87
	Inter personal relation	58
	Self-reliance	94
	Clear perception	66
	Balancing emotions	75
	Stress relief	100

skill. Regarding necessary livelihood skills, all the respondents knew that the skills were problem solving and stress relief followed by majority respondents having knowledge of self-reliance (94%), decision making (87%), effective communication (87%), deciding objectives (79%) and balancing emotions (75%). A good number of respondents also had knowledge of clear perception (66%), creative thinking (59%), interpersonal relation (58%), and critical thinking (51%) as skills needed by adolescent girls for their development.

Table 3 shows that all the respondents had information about meaning of decision making, concept of effective communication and understanding the way to solve the problems. Majority of respondents (94%) the possessed the information about usefulness of self-reliance. Half of the respondents (50%) were knowing the significance of critical analysis. More than half of the respondents (56-58%) had knowledge about needs of creative thinking and inter personal relation.

Table 3 further reveals the utility of livelihood skills in day to day life. Majority of respondents had knowledge that L.S. is helpful in effective communication (87%), useful in personality development (79%) and development of self-confidence (70%). These aspects are useful for personality development and to improve their life.

Findings of Table 3 further reveal that all the

respondents had knowledge about home, school and Anganwadi centre as the source of information for livelihood skills. Regarding three basic levels of livelihood skills, only one fourth of the respondents (27%) had knowledge about issues related to special risks situations. Only 5 per cent respondents had knowledge about the general daily routine and major issues related to life.

Reasons of such findings could be that the major focus of discussion in Mandal was about the use of livelihood skills in special risk condition which may be related to social and health aspect therefore it had knowledge about basic level as compared to other general level.

Overall knowledge of respondents is presented in Table 4. In concept of "Kishori Balika Mandal Pariyojana" majority of respondents (81%) possessed good knowledge followed by 19 per cent respondents possessing average knowledge. Hence, the MPS (76.33) also reflects good conceptual knowledge of K.B.M.P. among respondents.

With reared of livelihood skill education (LSE) presented in Table 4 depicted that 93 per cent respondents possessed good knowledge and only 7 per cent respondents were having average knowledge. The MPS (76.7) reflects good knowledge in LSE of K.B.M.P. Kulshrestha (2002) and Mathur (2009) have made the investigation on emprovement of rural adolescent girls and knowledge utilization, respectively in Kishori Balika Yojana.

Table 3: Distribution of respondents having in-depth information of livelihood skills (n=100)

Sr. No.	Items	f/%
1.	Decision making-selection of right option	100
2.	Way to solve problem-knowing reason and solving with information	100
3.	Effective communication-clear expression	100
4.	Self-reliance helps in moments of tension	94
5.	Inter personal relation for positive relation	58
6.	Creative thinking helpful in decision making	56
7.	Critical analysis helps to understand behaviour	50
8.	Utility of livelihood skill in day to day life	
	Helpful in effective communication	87
	Useful in personality development	79
	Development of self-confidence	70
9.	Home, school and Anganwadi centre as sources of information for livelihood skills	100
10.	Basic levels of livelihood skill	
	Main issues related to special risk conditions	27
	General daily routine	5
	Major issues/matter related to life	5

Table 4: Overall knowledge of respondents towards Kishori Balika Mandal Pariyojana (n=100)

Sr. No.	Aspect	Good f/%	Average f/%	Poor f/%	MPS
1.	Conceptual knowledge of KB.M.P.	81	19	-	76.33
2.	Livelihood skill education	93	7	-	76.7

Conclusion:

It can be concluded that the respondents possessed good conceptual knowledge as well as good knowledge in livelihood skill education of K.B.M.P.

Authors' affiliations:

SNEHLATA MAHESHWARI, Department of Home Science Extention and Community Management, College of Home Science, Maharana Pratap University of Agriculture and Technology, UDAIPUR (RAJASTHAN) INDIA

E-mail: snehlata2019@gmail.com

REFERENCES

Kulshrestha, R. (2002). A study on empowerment of rural adolescent girls in selected services of “Kishori Balika Yojana.” M.Sc. Thesis, Maharana Pratap University of Agriculture and Technology, UDAIPUR, RAJASTHAN (India).

Mathur, P. (2009). Knowledge utilization of selected services of Kishori Balika Yojana by the beneficiaries. M.Sc. Thesis, Maharana Pratap University of Agriculture and Technology, UDAIPUR, RAJASTHAN (India).

*** ***** **