

Field Research

[Impact of Skill-Building Capacities on Women Artisans]

**A Case Study of Banaras Crafts –
Gulabi Meenakari & Wooden Crafts**

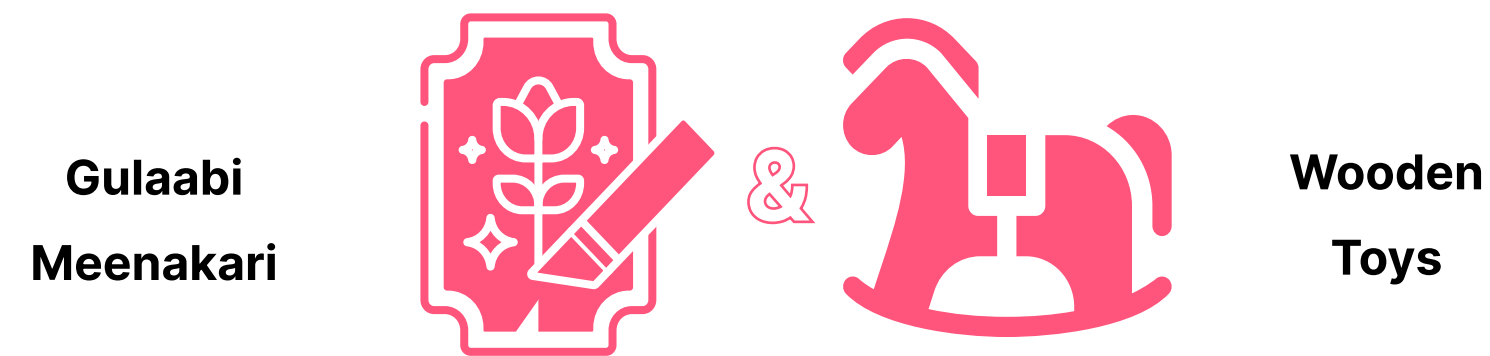
Field Visits

Data Collection

Qual UXR

Impact Evaluation

Context

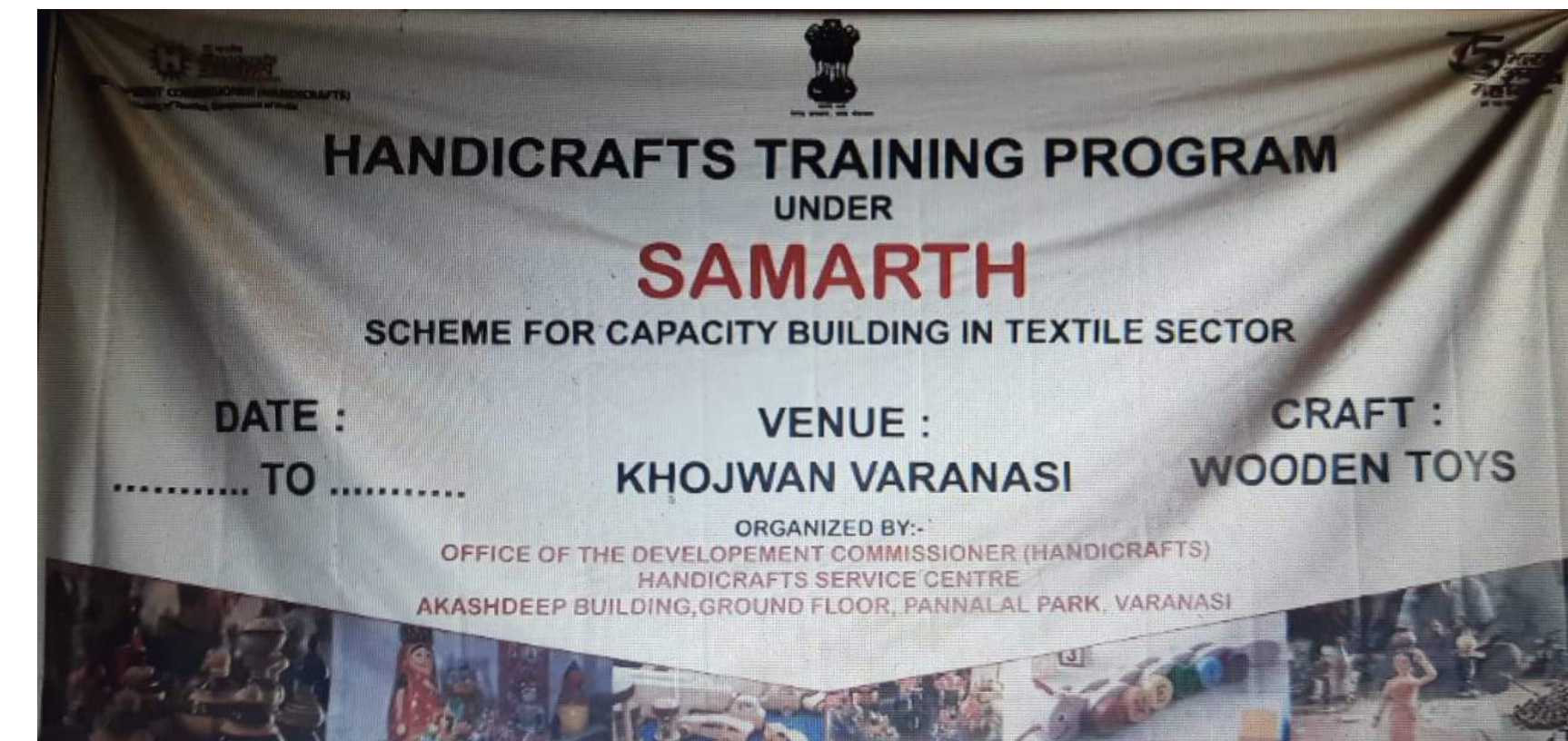


Gulaabi
Meenakari

Wooden
Toys

Clusters in Varanasi work in tandem with the **government training scheme, SAMARTH** to provide an opportunity to people, to learn and earn through acquiring handicraft knowledge for skill building so as to enable themselves for better job prospectives.

To **understand the ground level efficiency** of such schemes two case studies are taken : Gulabi Meenakari and Wooden Toys.



Two case studies : Gulabi Meenakari and Wooden Crafts.

project timeline.



PROBLEM DISCOVERY

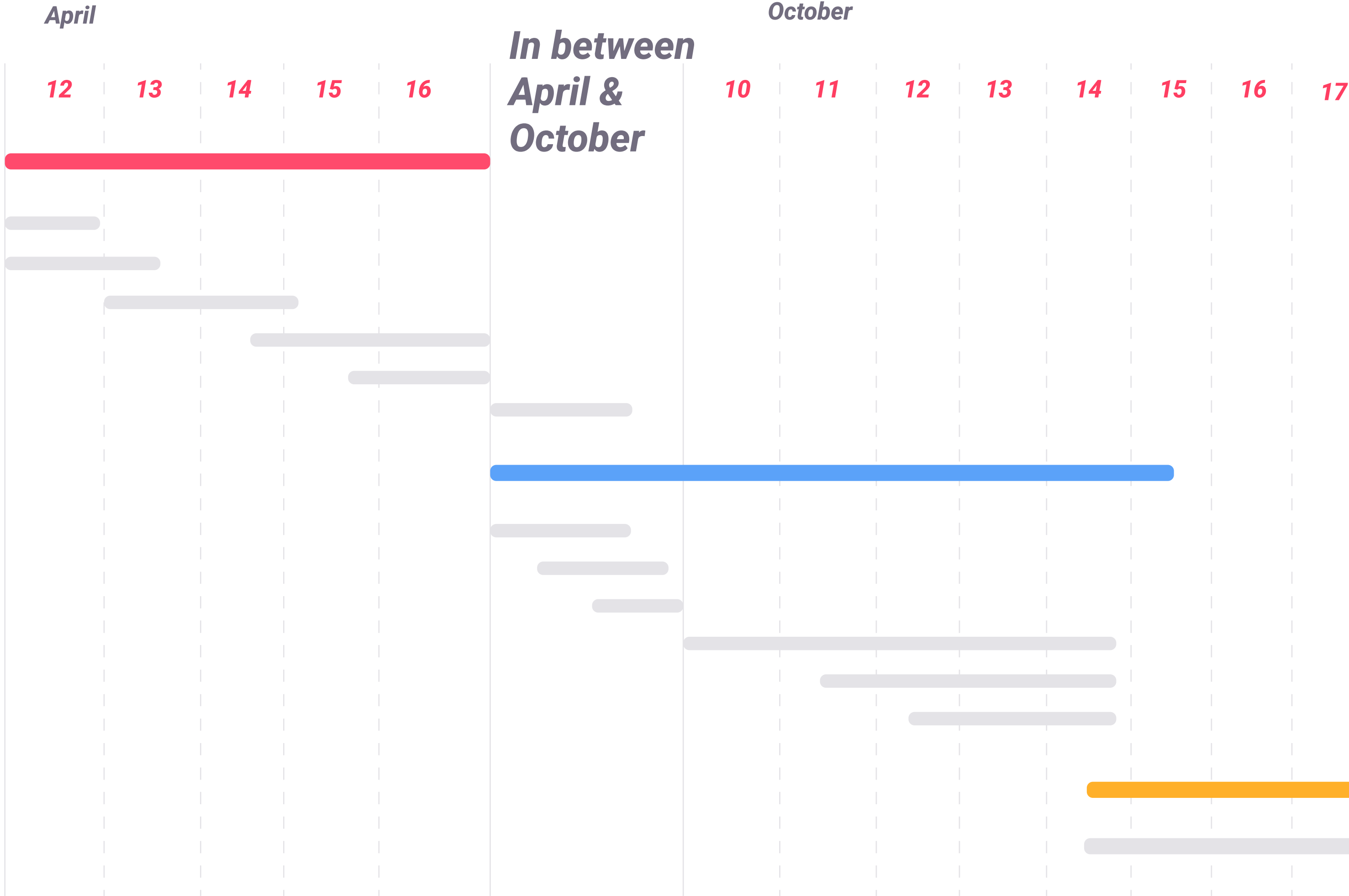
- Kickoff
- Field Explorations
- Visiting Training Centers
- Artisans Interactions
- Market study
- Problem Definition

RESEARCH

- Background Study
- Literature Review
- Research Plan
- Primary Research
- Interviews
- Survey Forms

EVALUATION

- Data Analysis



YEAR :2022

Research Goal

This research findings will inform about

- 1. future training strategies,**
- 2. marketing strategies,**
- 3. craft development, and**
- 4. efforts to increase the employment of rural Indian women**

and empower them, ultimately contributing to the sustainable growth and preservation of these traditional crafts.



Parameters set for evaluation



i. Percentage of **passed out trainees who have been employed** in the sector.



ii. Proportion of **trainees who did not seek employment** and the reasons thereof



iii. **Whether effective system of placement was put in place** at the institutional level for providing placements and suggestions for improvement.



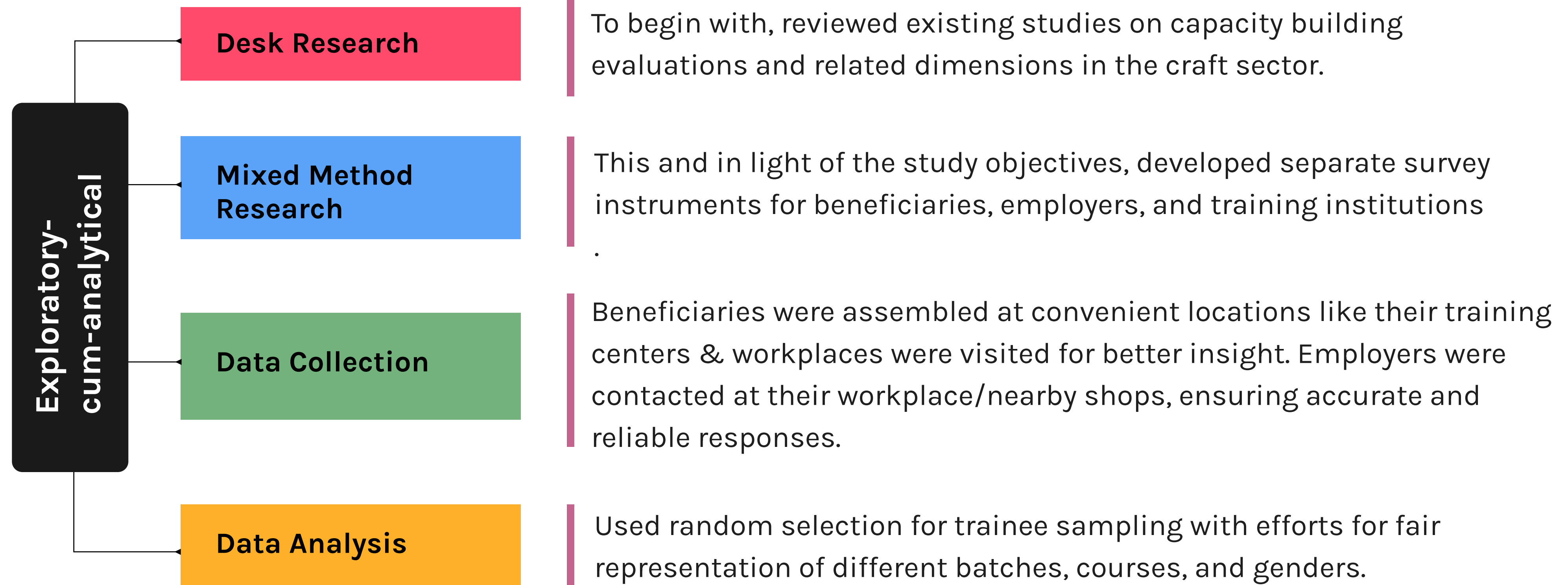
iv. **Inputs on the quality of training** as proposed by the trainers as well as the employers and suggestions for improvement.

Research Methodology

Methodology approach taken was **exploratory-cum-analytical**, aiming to retrospection and prospection of training to improve employable skills and economic opportunities in the handicraft sector.



Study procedure



End User Segmentation

Included all major stakeholders - **beneficiaries, employers, and training institutions.** Beneficiary sample size was 10 out of 30 per batch. Interviewed 5 employers from nearby project tendering locations.

Sr. No	Segment	Sample size
1.	Trainees	
	10 trainee from each passed out batch of 30	10*3*2 =60
2.	Training Institution	
	Gulabi meenakari + Wooden toys	2
3	Employers	
	Other master artisans	6
	Total	68

User Segmentation - one on one qualitative study

Categories

Focus of Inquiry

Trainees (Beneficiaries)

- Demographic background including education.
- Training programmes undergone.
- Employment status, salary, designation etc. Before training and on being trained and employed.
- Sector of employment and overall assessment of the training.
- Importance of training to their personal life and job prospects.



Interviewing artisans at another case study location



Group interaction and fun activities

Scheduled Categories

Focus of Inquiry

Employers

- Mode of recruitment of trainees.
- Feedback on the trainees and course contents and suggestions for improvement.



Market Study for the craft understanding



Interviewing employers in their workplace.

Training centre

- Mode of admission and response to courses;
- Preparedness (in terms of equipments and infrastructure, faculty etc.
- Further measures to strengthen the schemes, support mechanisms etc.



Interviewing the passed out trainees



In discussion with Master Artisan

Research Questions

1. What motivated you to pursue learning Gulabi Meenakari and Wooden Crafts? What specific aspects or qualities of these crafts appealed to you?
2. How did you initially approach learning Gulabi Meenakari and Wooden Crafts?
3. What are the key challenges or difficulties you have encountered while learning Gulabi Meenakari and Wooden Crafts? How did you overcome or address these challenges?
4. What types of learning resources or materials have you found most helpful in acquiring the techniques and knowledge required for Gulabi Meenakari and Wooden Crafts?
5. How do you prefer to learn and practice Gulabi Meenakari and Wooden Crafts? Do you find hands-on practice, step-by-step instructions, demonstrations, or other methods more effective?
6. Have you had any opportunities for mentorship or guidance from experienced artisans or instructors? How has this mentorship impacted your learning journey and skill development?
7. How do you access the necessary tools, materials, and workspace required for practicing Gulabi Meenakari and Wooden Crafts? Have you faced any challenges in obtaining these resources?
8. How important is community engagement and interaction with fellow learners and experienced practitioners in your learning experience of Gulabi Meenakari and Wooden Crafts? How do you currently connect with others in the craft community?
9. What are your aspirations and goals in learning Gulabi Meenakari and Wooden Crafts? How do you envision incorporating these skills into your personal or professional life?

When asked, these questions were translated in hindi on the spot. To make participants understand the question fully. And even inputs taken were then translated in hindi.

Responses Insights

→ had no idea about it
→ came only for interests
→ if gets projects / work
→ otherwise she will
→ Better ways to teach designs
as lot of people can't learn it
well & find difficulty in learning

"Considers only as hobbies, Will do job in teaching"

Drawings and Design Teaching is very traditional and hard

→ Needs more training to fine enough.
→ There is a huge gap.
→ gender based equipment was scary [creating / burning issues]

"Huge gap in what is taught and what employer needs"

"She scares using cylinder based equipment- no safety mehods"

→ she has no idea what to do with this learning.
→ part time [tution]
→ if not given project on time they will forget what they have had learnt

"If not given project on time, they will forget what they learnt"

पिछाकार छोड़े मत
Huge Gap.
→ feedback
Continuous Projects just after training.

"Do not just teach and leave us, Continuous project arrangement after training atleast."

→ per month 4k, 5k, 6k based on work.
→ she takes pride in talking and telling people about the craft

"Takes pride in talking about the craft she learnt"

→ She doesn't know any people either & even if she wants to outsource the project from outside she can't.
→ Seminar about business happened once.
→ Temporal registration (individual/group)
→ 10 from each batch would also

"Doesn't know any employer she can outsource a job from"

• To spread the Jaankari
• 65 days is not enough.
* 2nd batch must have started with few shortlisted
* Word of Mouth. she thinks its about spreading
* fayda hua bas 21,000 ka Jaankari
Agar ghar Baitha Raha to pakka gharud dungi considered as a last option to pursue.
ghar se side ke aise the designs
* better designer outlet

"I wonder if we can get 2nd stage of training"

"She scares using cylinder based equipment- no safety mehods"

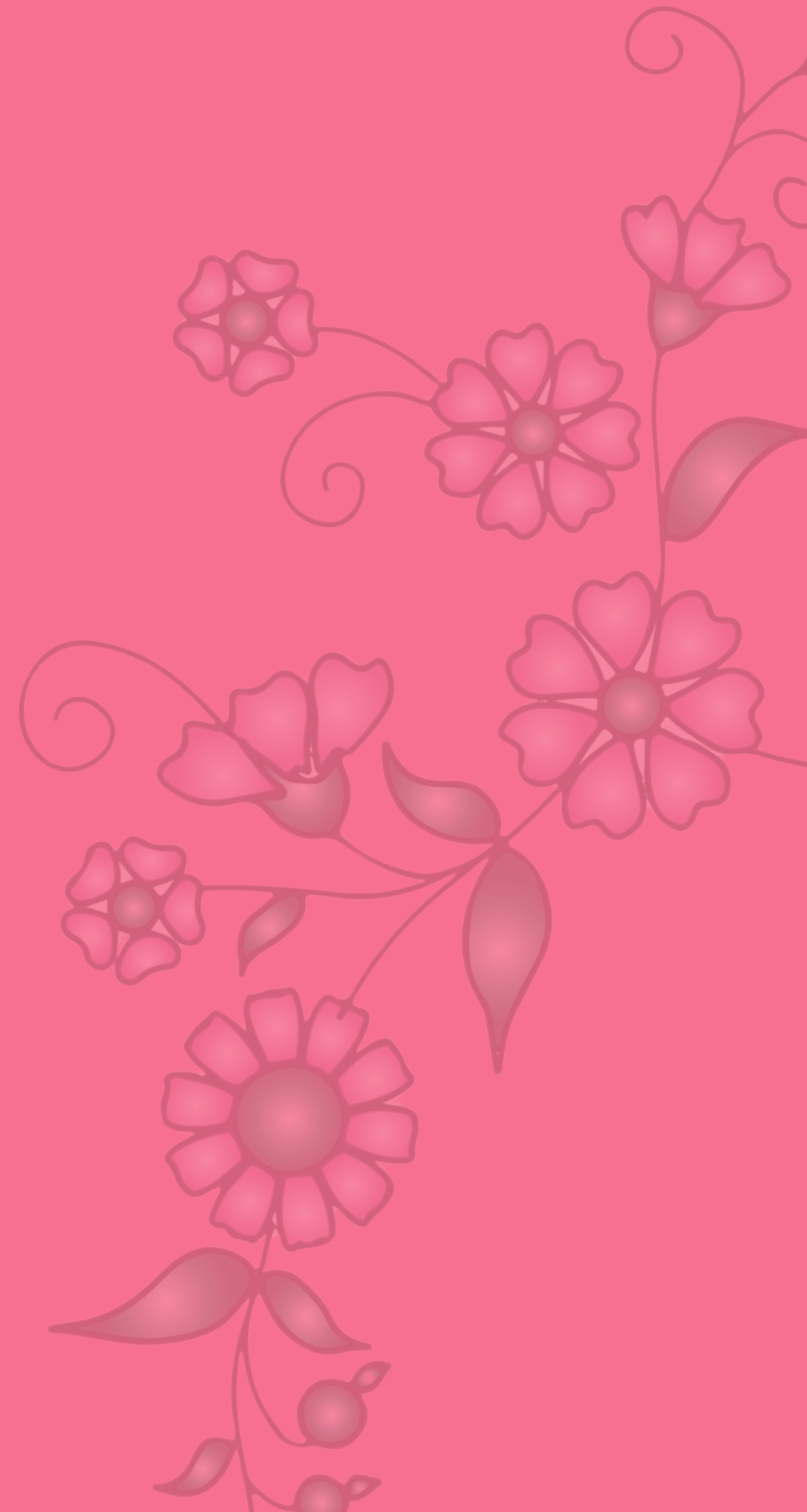
* Wants to get trained more.
* Gap → April Ended
* No projects or job opportunity for 7 months.
* Efforts zyada / Output ~~more~~ is lesser.

"Sitting jobless from last 7 months"

"Efforts Zyada, Output is lesser"

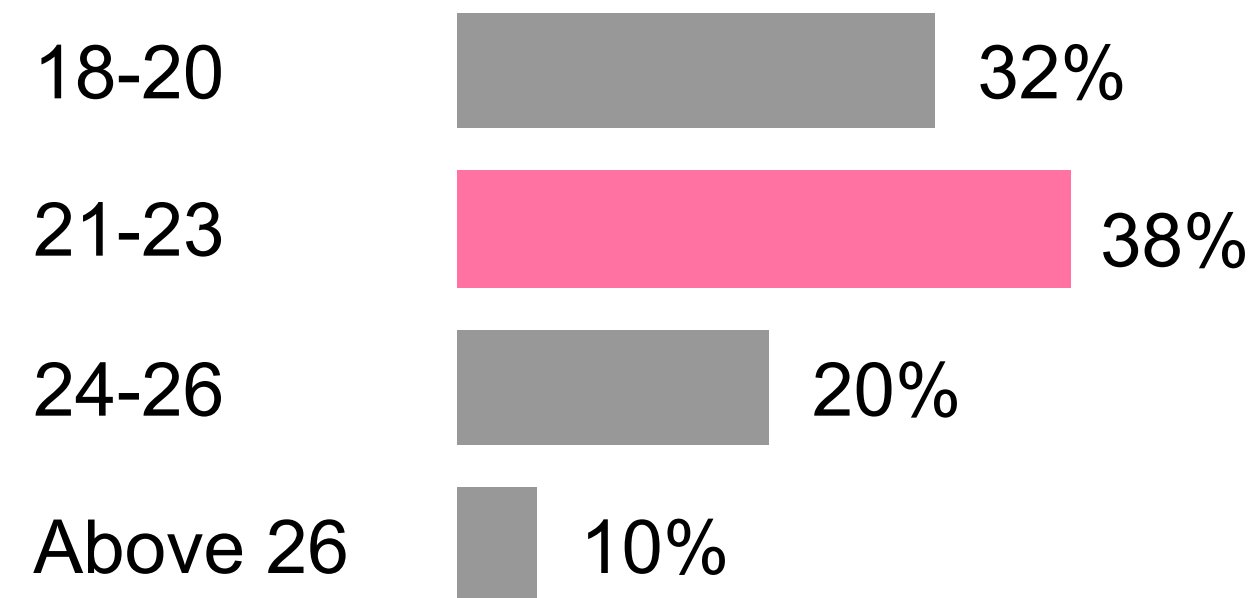
Data Analysis

Both qualitative and Quantitative data got collected from the responses of mixed method interviews. Analysis was then done to form insights and decide on actions that could be suggested.

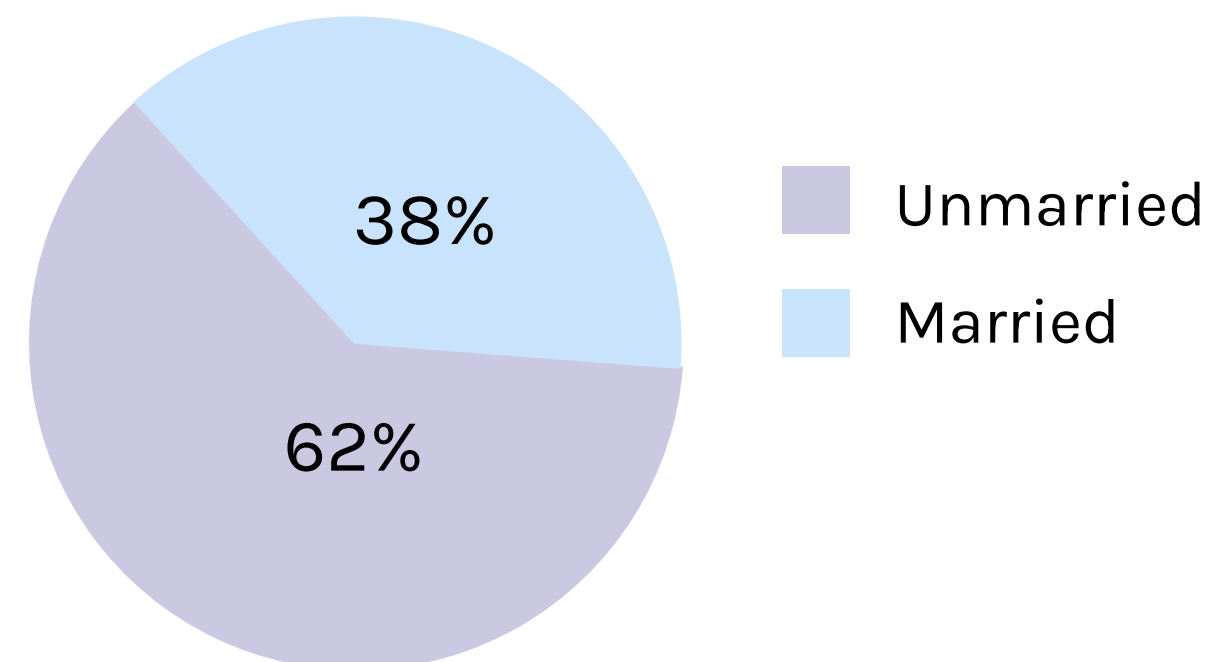


1. Demographic Profile of beneficiaries

Distribution of beneficiaries as per age



Marital Status Of Beneficiaries



Insights

- All trainees were female.

The skill-building scheme was **popular among young, unmarried females aged 18-23 years.**

Actions could be taken

Focus their marketing and outreach towards the most interested demographic, i.e. young females

Adjust the program content or schedule to cater to the majority demographic (include married women and men too), and

2. Household Profile and Dependents

Variables		No. & %
Household size (Members)	1-3	01 (1.7)
	4-6	31 (51.6)
	7-9	20 (33.3)
	Above 9	08 (13.4)
	Total	60
Dependents in Household	None	38 (63.3)
	1-2	12 (20)
	3-4	07 (11.7)
	5-6	03 (5)
	Above 6	00
	Total	60
Own House	Yes	23 (39.4)
	No	37 (61.6)
	Total	60

Insights

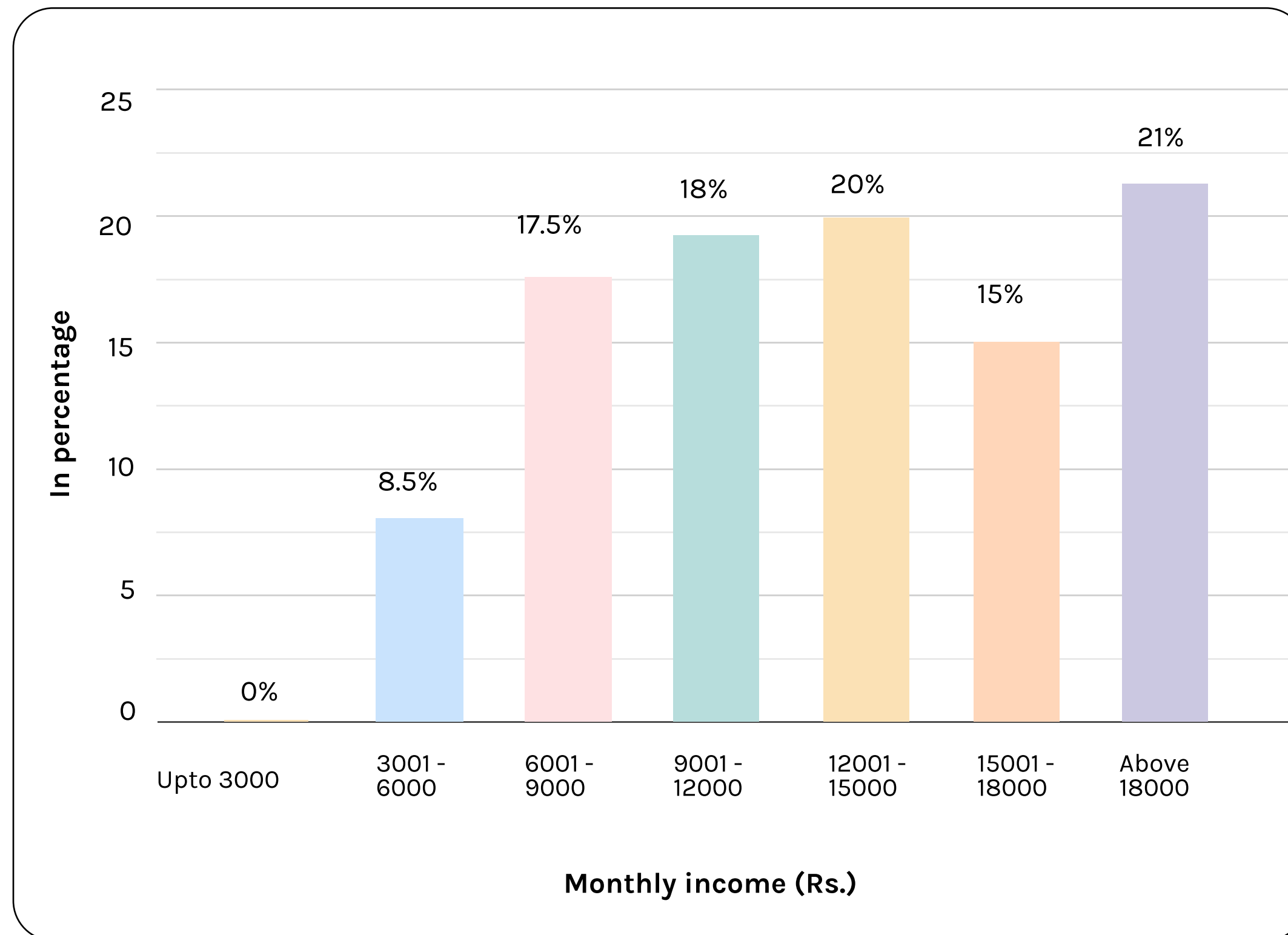
- More than 50% of respondent’s family size : 4-6 members
- All were female and had a male breadwinner : a low dependent ratio.
- Participants were **primarily focused on learning and earning and had limited responsibility for dependents..**

Actions could be taken

The analysis can inform decisions on **providing financial education/support and offering flexible schedules/ childcare options** to participants.

3. Monthly Income of Beneficiary Household

The analysis provides insight into the financial characteristics of the program's participants from different socio-economic backgrounds.



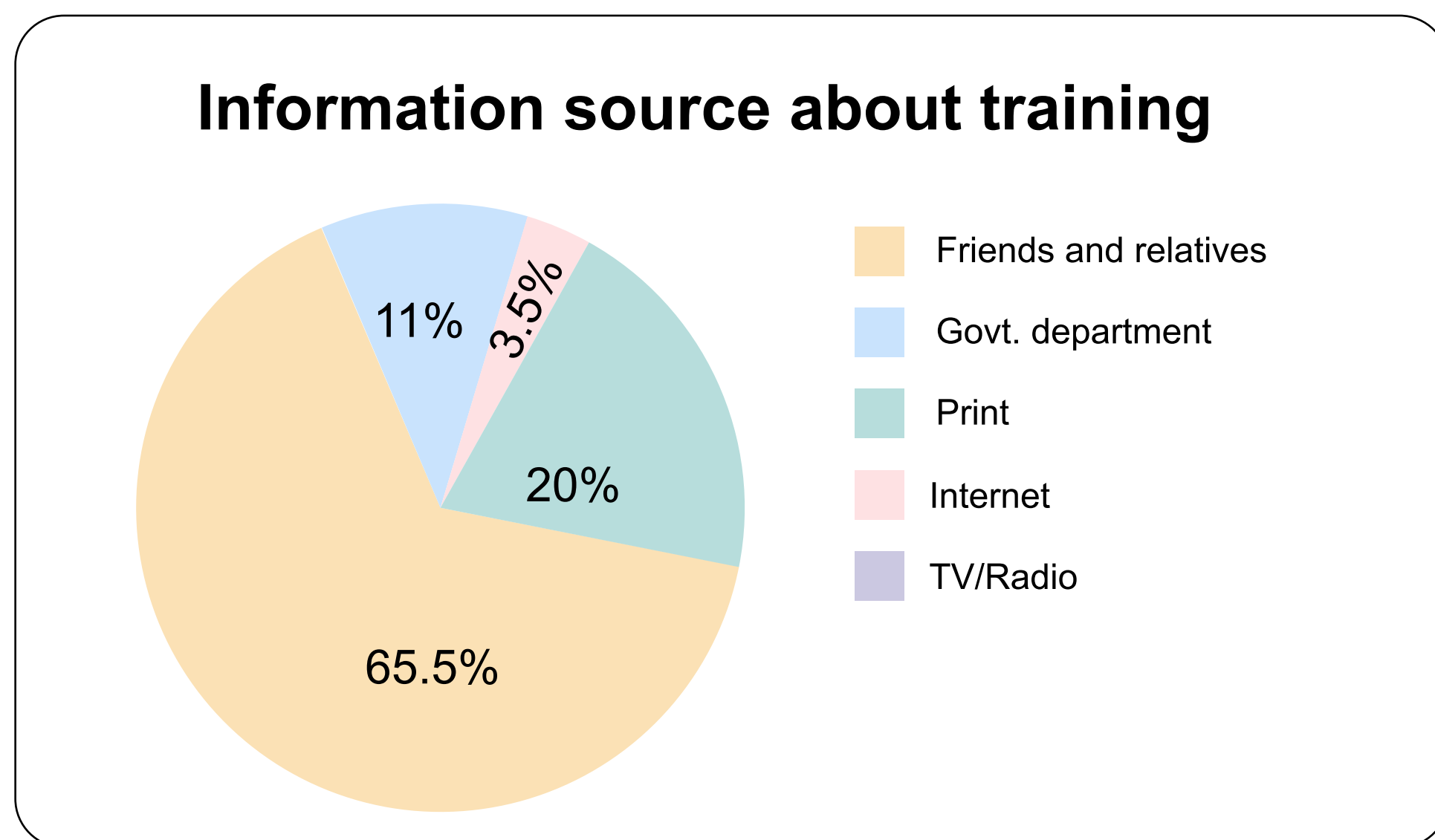
Insights

- Only **40%** of participants had their own house, a potential indication of socio-economic status.
- Nearly **90%** of trainees were in income categories above Rs. 6000/-, with around 21% in the above Rs. 18000/- category.

Actions could be taken

Financial literacy programs or support could be offered to empower participants to manage their finances better.

4. Information Source and motive to attend training

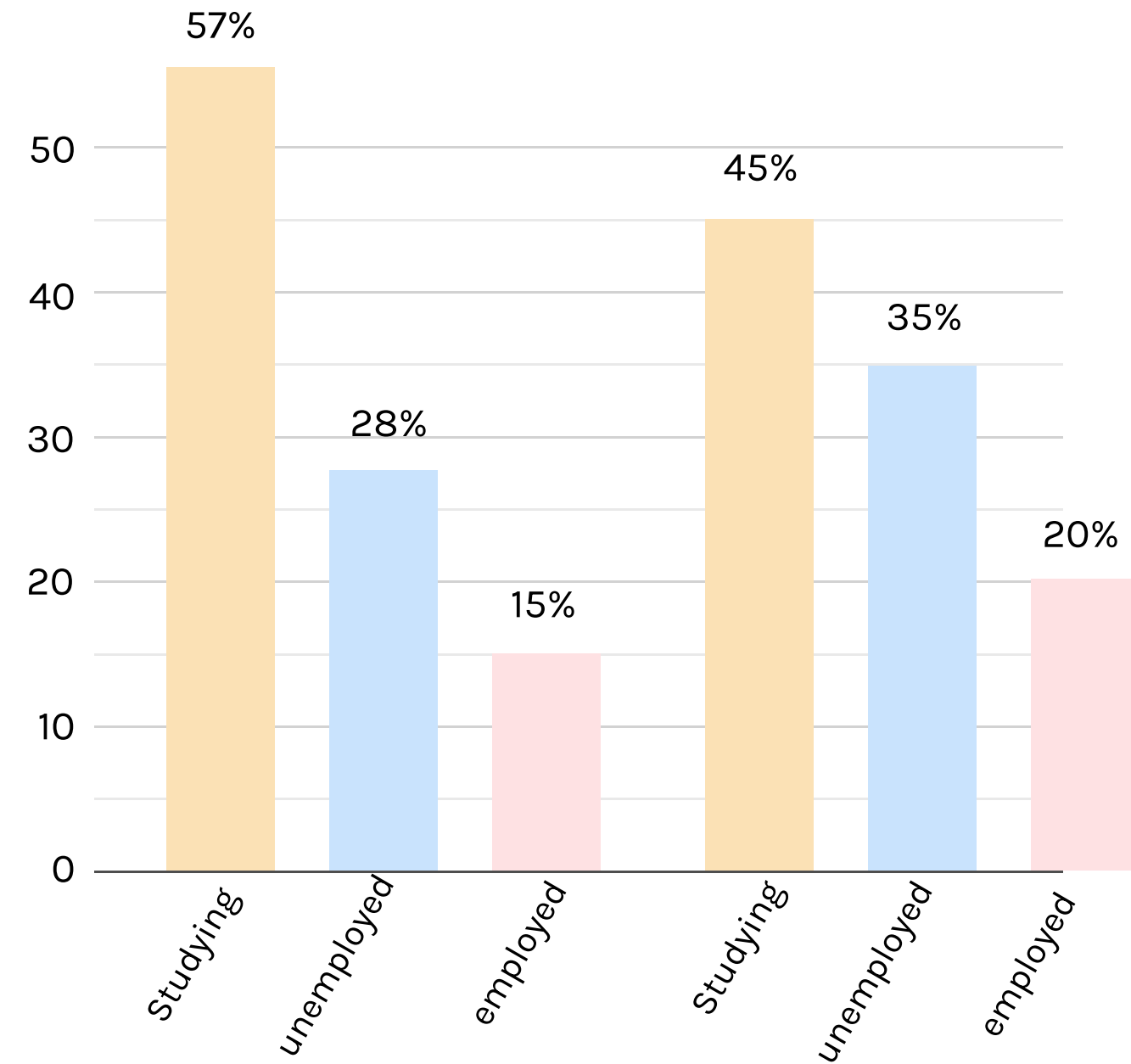


- **Friends and relatives were the top source of information** for the skill building scheme, followed by newspapers. Facebook was the least utilized source.
- The **main motivation for attending the course was for gainful employment**, followed by personal and professional development.
- The **absence of course fees and obtaining a certificate from a prestigious scheme** were also important motivations for beneficiaries.

Motive of attending course

	Motive	Rank (In %)		
		1	2	3
Motive of training	Source of gainful employment	25.9	12.3	9.4
	Thought the course to equip pursuing self employment	6.4	17.1	9.9
	Provision of stipend during training & no course fee charges	15.1	9.8	15.3
	To gain new knowledge and skills	7.7	12.4	14.3
	To enhance confidence and self esteem	17.3	18.3	14.5
	To obtain a certificate from the govt. course	2.7	6.8	3
	others	0	0	0
	Total	60	60	60

5. Employment Status Before and after



6. Manner in which attending the course benefited trainees

Nature of benefit	Strongly agree	Agree	Disagree	Strongly disagree	No Comments
Helped in getting gainful employment	17.9	9.1	61.2	5.9	5.9
Bettered employment & income	49.6	20.0	11.1	3.2	16.1
Gained new skills & knowledge	66.5	19.4	0.3	7.2	6.6
Enhanced confidence level and self-esteem	49.2	33.0	1.1	7.8	8.9
Improved Social status	21.0	31.5	16.1	9.0	22.4
Changed the outlook towards life	25.2	30.7	14.1	10.4	19.6

Mostly in agreement on benefits like betterment of employment and income, gaining new skills and knowledge, enhancement of confidence level and self-esteem, improvement in social status and change in outlook towards life.

This was considered to have carry-over effect by way of their readiness on undergoing further training under the scheme and also in encouraging others to attend the course.

7. Trainees perception about the course

Reason	Usefulness of Course (%)			
	Very Useful	Useful	Not Useful	No Comments
Topics/Course Contents	14	8	29	9
Practical Training	30	17	6	7
Learning Time	18	4	32	6
Teaching and training effectiveness	24	18	7	11
Use of industry specific audio visual contents	18	21	12	9
Exposure	10	4	24	12
Caring Of trainees	21	18	11	10

29 out of 60, found course content not useful regarding job requirements

32 out of 60, found course duration inadequate to be job ready.

24 out of 60, found no exposure to the market for job prospects.

7. Trainees perception about the course

Actions could be taken

Review and revise the course content:

Organisers should review the course content and delivery methods to ensure that the operational aspects of the respective domains are fully covered. This will help to ensure that the training provided is comprehensive and relevant.

Consider extending the course duration:

Since many trainees felt that the **learning time was not adequate**, organisers should consider increasing the course duration to provide more time for in-depth learning and practice.

Engage with stakeholders:

It is important for course organisers to engage with training institutions and employers to ensure that training programs meet the needs of learners and the industry. This feedback can be used to make necessary improvements in the course.

Employers feedback



"We are not aware about the training and the pass-outs"

Connectivity fault

"Set of employers should be involved as a stakeholder in the governments' scheme"

"Trainees only have basic knowledge, can't risk expensive work with low expertise"

Learning Gap

What taught is basic and what's needed is intermediate level

"Trainees have never seeked to us for job requirements."

Push to approach

A list of prospective employers and projects trainees can apply for must be provided by the trainers

"Their training period should be increased for better efficiency"

Less duration

Training must be elongated

"They are only taught jewelry designs, which is not sufficient"

Less Market oriented

Include other sorts of designs and products too in the course

Trainers feedback about trainees.



“The exams should be conducted little more often rather than being just at the end”.

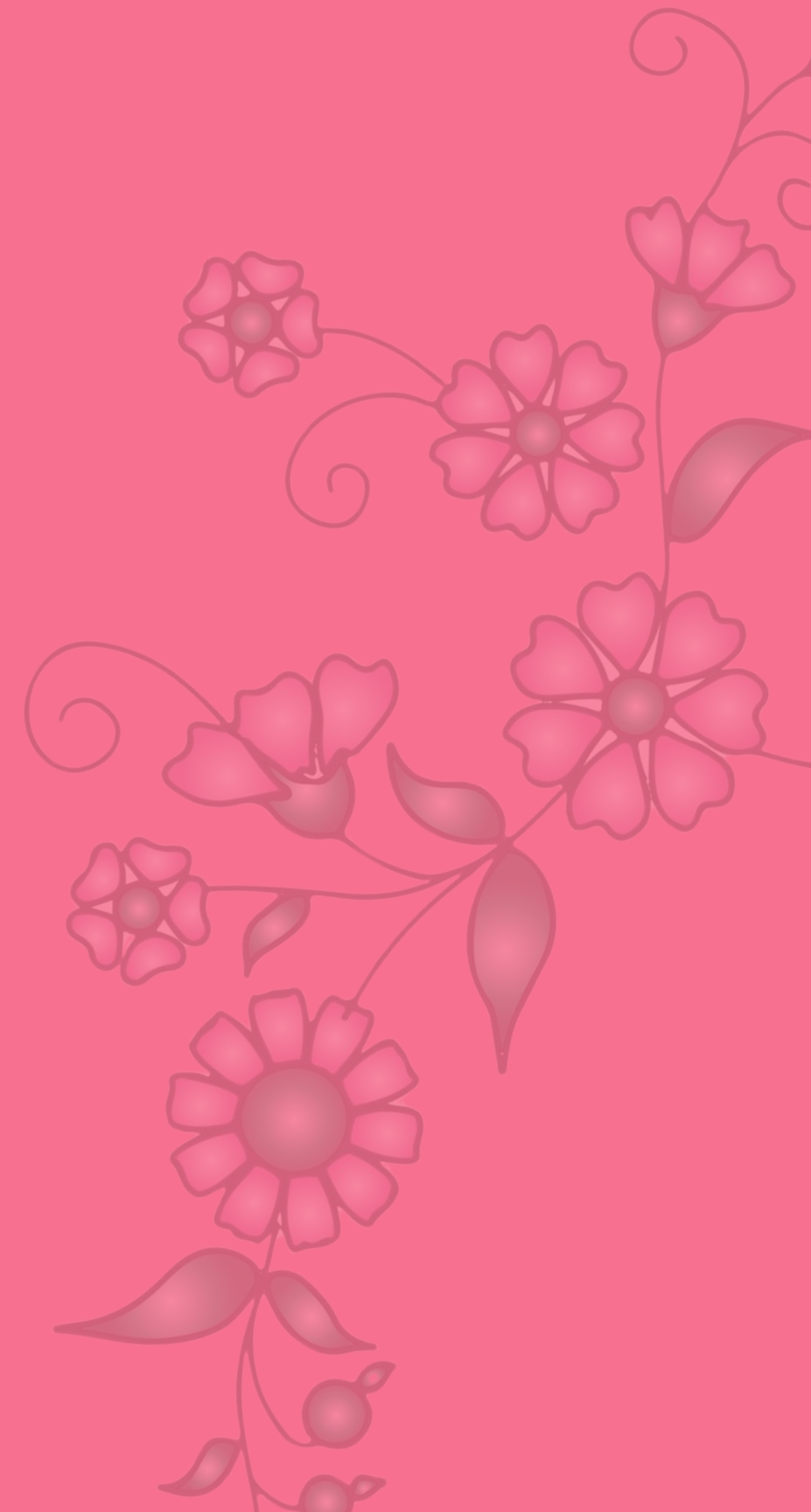
“The trainees are asked to come for self learning after the training. But they rarely showup as no more stipend is provided”.

“Time duration for training must be extended. Its hard to strengthen all the operational learnings in that time frame.”

“Govt. should always launch a project after each training ends for the trainees to still have some work and earning to get from after training ends, to stay in the inertia of working.”

Major Recommendations.

Once analyzed all the data, essential recommendations were made from diligent data collection and analysis. **These insights can be used for well-informed decisions, fostering transformative results in capacity building scheme as Samarth.**



Major Recommendations.

1. On improving the Employment Opportunity

- i. In the present Curriculum of courses, steps may be taken to provide **adequate emphasis for imparting practical knowledge as well as precise inputs on the topics such as industry orientation, job-specific knowledge and soft skill development.**
- ii. **The duration of the training courses may be increased as per days and the training hours of 7-8 hours might reduce a little .**
- iii. **Further training maybe considered to those who have already undergone the training** under the Scheme to enhance their employment and income opportunities.
- iv. **Training infrastructure like classroom, kitchen etc.** maybe provided to those institutes deficient in such core facilities.

Major Recommendations.

2. On effective placement of trainees

- i. Besides above mentioned steps and **popularization of the Scheme**, training institutes may take steps to **facilitate interaction between prospective employers and the trainees on regular intervals.**
- ii. All training institutes may designate a **faculty member/ official to look after for projects just after the training**, so as training ends, they can be deployed directly to something rather than just sitting ideal.



Challenges

1. **Respondents being unavailable** in the timespan we were present in the area.
2. **Ethical considerations:** ethical issues related to **informed consent, confidentiality, and potential harm to study participants**, as few women were not comfortable in interacting.

Impact

1. **Improving the effectiveness of the scheme:** help identify areas where the scheme is working well and areas where it could be improved .
2. **Providing evidence for policy decisions:** The findings can be used to inform policy decisions about modifying scheme to reach its full potential.
3. **Generating new knowledge:** Report generates new knowledge about Samarth scheme and its impact, which can be used to inform future policy decisions and improve the design of similar schemes.