

# Looking for Alternatives: Vocational Guidance and Life Skills Training for Adolescent Girls in Bhavnagar, Gujarat

Shital Shah<sup>1</sup>  
Aug'07 Indicorps Fellow  
Skill Development Project



---

<sup>1</sup> Shital Shah, age 22, is a recent graduate of Northwestern University in Political Science and International Studies. Following graduation, Shital came to serve India through a one-year fellowship program, *Indicorps*. Based in Bhavnagar, Gujarat, she was given the opportunity to carry out the groundwork to create skill development program that would benefit adolescent girls in an area where child labor is common. With the aim of creating a collective as a support network for these slum adolescents, Shital interacted with a variety of stakeholders in the community. Using vocational training and creating lesson plans to inculcate life skills, she was able to experiment with the search for better opportunities at the grassroots level.

## Contents

Abstract .....	3
1.0 Introduction.....	4
2.0 Background.....	5
2.1 Theoretical Importance of Life Skills .....	5
2.2 Core Life Skills (as defined by the WHO) .....	5
2.3 Why create a Skill Development program? .....	7
3.0 Methodology .....	8
3.1 Market Survey .....	8
3.2 Youth Selection .....	9
3.3 Vocational Training Selection .....	10
3.4 Challenges in the Field.....	11
3.5 Implementing Life Skills .....	12
3.6 Effectiveness of Life Skills.....	12
3.7 The Value in Joining Life Skills with Vocational Training .....	13
3.8 Limitations of Approach .....	13
3.9 Reactions of the Community.....	13
4.0 Observations and Results .....	14
5.0 Analysis .....	15
5.1 Observed results .....	15
5.2 Larger Phenomena .....	16
6.0 Conclusion and Policy Implications.....	16

## **Abstract**

This study will focus on the creation of a skill development program for adolescent girls living in the slum areas of Bhavnagar, Gujarat. These adolescents are or have been child laborers, or have limited schooling. The need for vocational training and the identification of these vocations will be explored, as they were specifically chosen to benefit the residents of those communities. Along with vocational guidance, emphasis will also be given on how life skills can be taught and applied to the lives of adolescents in this area. The definition of life skills, how they translate to real-life applications, and methods of teaching will be described. While life skills have often been used in the context of specialized programming, connecting these skills with vocational training is a concept that still needs development. The case study will be an evaluation and analysis through the personal experiences of those who have received vocational and life skills trainings. In addition, a presentation of sample life skill lessons and their effectiveness will also be given. This paper will suggest that through the partnership of tailor-made vocational trainings and supplemental life skills courses from a young age, disadvantaged youth can create better opportunities and more sustainable livelihoods for themselves.

## 1.0 Introduction

A significant proportion of the world's youth population lives in India, more than ever before, and the number of adolescents will continue to grow in the near future. India has one of the fastest growing youth<sup>2</sup> populations in the world, with an estimated 190 million adolescents, and girls below 19 years comprise one quarter of the population.<sup>3</sup> These numbers signify that the notable population of youth will have an affect on the composition of society in the future- what is sustained in the youth right now will determine outcomes for the following generations. As a percentage of the population, there are more youth in India now than ever, at 19.4% of the total population.<sup>4</sup>

As more children enter into the next phase of their lives, there are many serious issues that challenge their development. The growing force of globalization has become more apparent and the number of opportunities for youth to earn money through unskilled jobs is drastically reducing. While employment has always been an issue, there is also the problem of child laborers who grow up remaining uneducated and doing menial labor, therefore remaining unskilled. Child labor means that wages are lowered and that there are fewer jobs available for adults, which further fuels the condition of poverty. As child laborers fail to develop sustainable skills to undertake new trades as they grow older, the cycle is further perpetrated. The child laborers will continue to do hazardous, menial jobs that leave little room for advancement, and then their children will need to start laboring at a young age as well in order to supplement the meager family income. Additionally, the lack of schooling creates laborers who know very little of how to, for example, handle daily transactions, decision making, and other basic

---

<sup>2</sup> In this paper, "youth" will be assumed to mean ages 15-21. In the National Youth Policy of India, however, "youth" is meant as ages 10-34 and covers a third of the country's population.

<sup>3</sup> Adolescent Girls in India Choose a Better Future: An Impact Assessment. CEDPA. September 2001, p 4

<sup>4</sup> Pravin Visaria. Unemployment Among Youth in India, p 11

skills. The chances of these unskilled youth (and then unskilled adults) having the ability to come up out of their existing economic situation are slim.

With this complex and growing picture in mind, the need for training disadvantaged youth grows paramount. While the national Indian and state government offer various vocational training programs, there is little attention paid to the need of the vocations in the market, the interests of students, and to making sure that students receive a comprehensive training. To address this issue, Shaishav (meaning “childhood”), an NGO in Bhavnagar, Gujarat, created a skill development program especially catered to the demands of local youth. Bhavnagar is a highly drought prone district and people from surrounding rural areas are mainly migrants who have settled in these slums in search of employment. A lot of unorganized and household industries are situated in the slums where people reside and work. With this target population, the idea of “skill development” encompasses a variety of skills, from technical to daily skills.

In order to review and analyze the development of such a program, from its rationale to its implementation, several methods will be undertaken. Market surveys, personal interviews, and evaluation forms were used for the purposes of measuring effectiveness of joining life skills teaching with vocational training classes. Observations taken from fieldwork will be used to comment on the overall conditions of the community and the direction that such a skill development program could potentially take the youth. An overall analysis joining together these different components will be used to discuss the feasibility of providing youth the proper opportunity to develop marketable skills and work in a collective form.

## 2.0 Background

### 2.1 Theoretical Importance of Life Skills

Broadly defined, a life skills approach develops skills in adolescents, both to build the needed competencies for human development and to adopt positive behaviors that enable them to deal effectively with the challenges of everyday life.<sup>5</sup> Life skills have been used successfully in several developing countries and in different capacities, whether for health programming or peace education. The United Nations, its branches, non-governmental organizations, and other institutions have been developing the structure of these life skills according to different countries and different needs. UNICEF and WHO have a list of ten core life skills which are incorporated into all the programs. Those life skills are used as the foundation of curriculums, although other skills can be added as well.

### 2.2 Core Life Skills (as defined by the WHO)

**The ability to make decisions** helps students assess their options and carefully consider the different consequences that can result from their choices.

**The ability to solve problems** helps students find constructive solutions to their problems. This skill can significantly reduce anxiety.

**The capacity to think creatively** is essential to decision making and problem solving. It enables students to explore all possible alternatives together with their consequences. It helps students look beyond their personal experience.

---

<sup>5</sup> Mangrulkar, Leena, Cheryl Whitman, and Marc Posner. Life Skills Approach to Child and Adolescent Healthy Human Development. Pan American Health Organization. September 2001.

**The capacity to think critically** helps students objectively analyze available information along with their own experiences. It is this ability that helps students recognize the factors that influence their behavior, such as societal values, peer influence, and influence of the mass media.

**The ability to communicate effectively** helps students to express their feelings, needs, and ideas to others—verbally or otherwise.

**The ability to establish and maintain interpersonal relations** helps students to interact positively with people whom they encounter daily, especially family members.

**Knowledge of self** is the capacity of students to know who they are, what they want and do not want, and what does and does not please them. It also helps students recognize stressful situations.

**The capacity to feel empathy** is the ability to imagine what life is like for another person in a very different situation. It helps students to understand and accept diversity, and it improves interpersonal relations between diverse individuals.

**The ability to handle emotions** enables students to recognize their emotions and how they influence their behavior. It is especially important to learn how to handle difficult emotions such as violence and anger, which can negatively influence health.

**The ability to handle tension and stress** is a simple recognition by students of the things in life causing them stress.

Why is there a need for a special program in life skills for developing countries? The answer lies mainly in the differences between the education curriculums of developing and advanced countries. While advanced countries integrate life skills into their daily classroom agendas, developing countries have neglected to think of holistic education. Due to this difference, Western schools produce children who are more used to thinking creatively, solving problems, and making decisions. On the other hand, developing countries focus on making sure the content of books are well memorized by the students, who graduate knowing the details of many advanced concepts but have little experience in applying their knowledge.

Life skills have been successfully implemented in conjunction with courses dealing with issues such as HIV/AIDS, sex education, drug use, and other health related topics. These programs are specifically created for developing countries by taking into account cultural norms and traditional practices. Even though these courses were created with a health focus, many of the games and activities can be adapted according to the needed perspective, whether it be vocational or otherwise. An example of a successful program in India is the Better Life Options Program (BLP), created by the Centre for Population and Development Activities in conjunction with numerous NGOs. The implementation of the BLP program in the 1980s “which contains vocational skills training, family life education, non-formal education and life skills development, has resulted in significant impact on participants’ economic empowerment, self esteem and confidence, [and] autonomous decision making.”<sup>6</sup>

The WHO and PAHO frameworks for life skills were used as a base for structuring courses to be used in conjunction for the vocational training courses in this skill development program. For the creation of the overall skill development project, guidelines from John P. Grierson’s Where There is No Job were used as a skeleton for planning. Alterations and additions were made according to the perceived local need and available resources.

---

<sup>6</sup> Adolescent Girls in India Choose a Better Future: An Impact Assessment. CEDPA. September 2001.

### 2.3 Why create a Skill Development program?

Shaishav has been working in Bhavnagar's slums since 1995, advocating for child rights and fighting against child labor. Developing a skill development program is Shaishav's response to the increasing number of adolescents who choose hazardous occupations after incomplete schooling or a child labor background. The NGO strives to address child labor in a holistic manner, which means bringing in stakeholders of all ages and backgrounds. While Shaishav's *Bal Sena* (a children's collective) encourages leadership and teamwork for children ages 8-16 years, adolescents have little support structure from which to increase their skills and work as a unit. Recognizing this issue, a new vision was mapped to encourage adolescents ages 15-21 years to become trained in a non-hazardous vocation and learn to work in collectives. By doing so, some of the consequences of child labor could be addressed and groups of adolescents could be trained to be better equipped for the future. In addition, youth could begin part-time work along with their studies in order to raise money to pay their fees and continue their schooling. Part-time work could also give the added benefit of experience, which helps build a future career.

The overall vision of the skill development program includes not only vocational training, but also supplementary life skills courses, support classes, and the creation of a *Tarun Sena*, or an adolescent's collective. The vocational training program would bring in resource people to teach custom-made courses, depending on the demand of the market and of the community. Support classes would be set up in order to encourage those in 8-10<sup>th</sup> Standard to be prepared for the 10<sup>th</sup> Standard Board Exams (known as the SSC, or Secondary School Certificate, in Gujarat). Finally, *Tarun Sena* is a spin-off from *Bal Sena*, intended to be a collective where adolescents can come together in a unique support structure and address their own problems. Through all these components, the potential of youth can be tapped into and given the proper environment to grow.

Past attempts in the skill development program have included sending out small groups of boys to be trained in vocations like plumbing and electrical work. Through these experiments, the problem discovered was that the youth would start work in their vocation for a short period of time, and then go back into a hazardous job because of the lure of instant higher pay. For other trades, salaries do not increase until one gains experience. For a job such as diamond polishing, however, an adolescent can pocket 150-200 rupees on the first day with no training and no education, whereas a job such as delivery or packing would only give 50 rupees a day. The polish used on diamonds is made of carcinogenic substances, causing damaging effects when breathed in for a long period of time. However, for the youth, the immediate benefit outweighs the long-term effects that hazardous jobs cause. This reason is one of the main causes for the program's inability to take off in the past.

The history of the skill development program focused very little on girls. The activities done during the fellowship put an emphasis on girls for several reasons. One, there are very few programs available especially for the career development of girls in Bhavnagar. The goal was to create an outlet for adolescent girls to try their hand in learning a new skill, contributing to their family income in a non-hazardous way, and earning enough money to give them the option of attending school. Another reason to focus on adolescent girls was to begin and maintain contact between this vulnerable group and the NGO, creating a relationship for future activities.

The need for skill development extends beyond just identifying lucrative vocations. Often, the youth see many different opportunities available to them, but lack the guidance and information as to what, personally, is the right step. Skill development for girls means paving the road for new opportunities and attempting to change years of tradition, to bring girls out further in society and elevate them to higher levels in order to create equal footing.

### 3.0 Methodology

The training program can broadly be divided up into three parts. In Grierson's book, which focuses on vocational training in developing countries, it is suggested that there are distinct stages in a training program, namely the selection, training, and enterprise stages.<sup>7</sup> The selection stage identifies the target group and skills, the training provides the actual skills, and the enterprise involves follow up and support for the start up in self-employment. In this case, the selection stage involves surveys and interviews as well as target group interaction. The training is actual courses that were held for the adolescent girls. The enterprise stage is less developed in this project, and consists of the follow up activities and life skills implementation.

### 3.1 Market Survey

As part of the very beginning of the selection stage, an overview of current vocational programs and of possible avenues for a new program was developed. Many vocational training courses take place through a government institution. A major critique of government-run vocation programs is that they have a set quota from which they admit students, but this quota does not reflect the current need of the market. As a result, many graduates from institutions like the Industrial Technical Institute (ITI) are left skilled but unemployed. In order to address the real need of Bhavnagar's local market, a survey was conducted in the main bazaar, Vora Bazaar.

Peddlers and small-shop owners selling products such as clothing, snacks, and household goods, were surveyed to understand their experiences and views of the market, as well as to get a general demographic about the way the local market works. All of those surveyed were men as there were no women in charge of sales in the market. In addition to small business owners, an informal survey was conducted among some of Bhavnagar's visionaries, ranging from businessmen to factory owners to newspaper editors.

Bhavnagar's visionaries all had similar ways of seeing the potential of slum youth and the future of Bhavnagar's market. Arvind Trivedi, editor of the Sandesh newspaper, suggested that skill development cannot come from an industry level, and instead advocated a doorstep delivery of products. The president of Bhavnagar's Chamber of Commerce, Girish Shah, believed that demand needed to be raised in the local market and that girls would be most successful being employed out of the home. Achut Mehta, an owner of a factor in the city's GIDC, believed that the risk-taking feature needed in the locals is not present, and therefore the city will experience little growth.

When asked to think of innovative ways to uplift the slum youth through vocational training, most of the visionaries confined the youth's capabilities to menial tasks such as cleaning homes, cutting vegetables, and delivering newspapers. While many of these jobs could be done while the youth are still providing only supplemental income to their families, they are not sustainable trades that have room for growth and development.

From this overall survey, a general consensus that Bhavnagar is experiencing a market slow-down was discovered. Most of the small businesses in Bhavnagar are kept running through family traditions rather than attracting new workers. While running on a steady average daily profit of Rs. 150, these peddlers command the local market and leave little room for new competitors or training

---

<sup>7</sup> John P. Grierson. *Where There is No Job*, p 14.

opportunities for those who want to enter the field. Little opportunity is available in Bhavnagar's industrial centers, because most industrial workers are migrants from other parts of India, notably from northern states such as Uttar Pradesh.

As a result of the market survey, it was decided that a localized approach needs to be taken. Instead of trying to address a bigger market where more competitors exist, it would be more beneficial to identify smaller vocations where adolescents could find a niche for themselves. Additionally, instead of creating competition within their own group, a collective could be formed to bring in more business and increase profits.

In order to gauge the availability of existing vocation schemes, an overview of Bhavnagar's government institutions and other organizations was conducted. ITI, as mentioned before, is the most common government-run school that churns out vocational graduates. Similarly, the Polytechnic College in Bhavnagar holds courses and makes available many schemes for rural areas, but does not focus on urban employment generation. Private organizations like the C.R. Bhatt Centre in Bhavnagar cater specifically toward women, to provide training in areas such as jewelry design, soft toy making, and tailoring. However, the fees in private organizations such as the C.R. Bhatt Centre would run as high as Rs. 3,000 per course term, and the location of the centre is removed from the slum areas. As a sample of available programs, the vocational trainings offered in Bhavnagar are limited, expensive, and sometimes irrelevant to the current market.

### 3.2 Youth Selection

In order to identify youth who were ready and interested in being trained for a new vocation, several different methods were used. Selecting the youth and understanding their interests is an essential component to the skill development program, because one of the weaknesses of current vocational programs is that they do not consider the skills and assets of the students. Even though there is a large number of youth in the population, their capabilities or work histories are not taken into account when creating programs. In fact, "according to the most reliable measures, 61 percent of all adolescents are employed in Asia... Despite these significant numbers, very little is actually known about adolescents' demand for or desire for work, or about their work experiences."<sup>8</sup>

One outreach method was high school visits, where classrooms were addressed and students' information was collected. Another method was to concentrate on a specific area and gather the youth there for a focus meeting to extract their ideas and interests. Finally, a third method was to capitalize on the existing *Bal Sena* framework and contact the older siblings of current *Bal Sena* members.

Of these methods, the first was the least successful because of lack of direct individual contact and because of failure to address those in real need of training, such as non-school going youth. Focus group meetings were especially helpful because it collected a small group of youth together and let them voice their opinions and ideas in an open forum. Youth that were interested in certain skills would sign up together. The idea behind this process was to let the youth self-select themselves, because their interest indicates the potential for commitment and sustainability. Moreover, having the youth identify what vocations they want to be trained in facilitates a bottom-up approach and starts the cycle of a community recognizing and fulfilling its own needs.

---

<sup>8</sup> Essential Questions, Essential Tools. The Population Council. p. 9

Following the group meetings, home visits were conducted to interested youth. At first, many felt that this would be just another training session that they would take and gain nothing from. The whole concept of life skills, *jivan shikshan*, had to be explained as well its value. For adolescent girls, some parents were hesitant in the idea of sending their daughters for training. Parents would comment that there is little use in training their daughters when she will only end up at her in-laws home anyway. On the other end, some girls were unwilling to attend the classes but their parents were eager to send them. In one case, Jyoti Parmar, a 15-year-old girl, was at first unwilling to attend the class but her mother kept insisting that she ought to get out of the house and learn something useful. In another case, Bhavna Sumera, an 18-year-old girl, wanted to learn different canning goods, but her parents thought it was of little use to her since she was engaged to be married soon anyway.

Selecting the youth was left to be a loose process of finding those that were interested enough in signing up to take a course. This selection style had implications on how committed the girls were after the course, as will be described further below.

### 3.3 Vocational Training Selection

From meeting with the girls, interest for different types of courses was gauged. From research accumulated through surveys, field visits, and contacting existing schemes, a list was created of possible vocations for the youth to pursue. Most of the contacts that were interviewed reside in the upper economic strata of Bhavnagar, and most of their suggestions centered on the service economy. Suggestions made include newspaper delivery, tiffin services, cleaning contracts, technical trades (electrician or plumber), snack stalls, and courier services.

Courses offered through institutions such as ITI, Polytechnic College, District Planning Office, and other vocational programs are made affordable to lower and backward castes through government subsidy programs. However, no follow up exists after the course is complete to ensure placement or employment. Without this guidance, students often struggle coming out of the training course. This issue, along with others, has created a “crisis of vocational training.”

As Grierson elaborates, “the crisis of vocational training has three interrelated aspects: the crisis of cost, the crisis of relevance, and the crisis of equity.”<sup>9</sup> Vocational training programs are often too costly to set up due to the need for fixed costs such as materials and equipment. Relevant vocational trainings are also difficult to establish because the skills that are taught in a class may not be the skills demanded by the market. Finally, the crisis of equity refers to the lack of equal access to the training courses, due to gender, literacy level, location, and fees.

In order to address this crisis, several steps were undertaken to ensure affordability, relevance, and equity. The trainings were made affordable by bringing in resource people who were willing to give their time and skills as a volunteer, or through a subsidized government scheme. Relevance was determined based on the market survey and the interests of the students. Equity was addressed by holding the courses in the slum areas, charging only nominal fees, and opening the class to those of all education backgrounds.

Interaction with the adolescents in their neighborhoods indicated what skills they were interested in. The first batch of girls learned mehendi, chosen for its simplicity and short term course. In twenty

---

<sup>9</sup> John P. Grierson. Where There is No Job. p 11.

days, the girls were able to receiving training and life skills as well. Another group of girls took part in a canning course, which included products such as sauces, syrups, jams, and pickles.

The vocational courses selected for adolescent girls were chosen for their cost efficiency, low risk, and short time periods. These types of courses also had an impact on the outcome of the skill development project and how useful the technical skills would be to the girls.

### 3.4 Challenges in the Field

Throughout the implementation of this project, many challenges arose in the field. Working with adolescent girls posed several obstacles. One was the age group of the girls. At the age of 15-21 years, the girls' main concern was helping to maintain the household and move on to the next stage of their life, through marriage. Housework was the main reason cited by the girls for not taking a course- even if they were interested, they would say that there was no time in their day. This struggle of getting out of the house is common for girls in urban slums. A lot of the girls seemed to spend their days doing nothing but housework, but "are girls doing housework because they have nothing else to do, or are they not able to take advantage of other opportunities because they must do housework?"<sup>10</sup> From the school perspective, the answer would be the latter. Education is often pushed to the backburner as fees have to be paid after the 7<sup>th</sup> standard and schools are located too far away.

Because of their age and gender, the girls had to face many obstacles to even take a course outside of their immediate area. Pressures from family and the surrounding society demand that the girls think twice about their actions. In one instance, a 16 year old participant from the canning course had taken part in an all-day training; the following week, she came to the NGO office with her elder brother, who demanded proof of where she was the day of the training because he thought he had seen her with her a boy. The girls were aware of the constant scrutiny of their actions, and often made decisions accordingly.

One of the main objectives of the skill development project was to lay the groundwork for a collective. However, working in groups was difficult for many of the girls who were not used to having to deal with collaborating with others and balancing responsibilities. Even while some girls were prepared to join the training courses, when it came to actually putting the trade into use, they were very hesitant. Many girls cited lack of time as a reason for not using their skills, while others said that they would wait until they really needed money to start. The majority of the girls were out of school and spending their time doing housework. Even after the life skills courses, understanding the roles in a collective, its advantages, and the idea of undertaking an enterprise were foreign concepts.

The logistics of the program consisted of several challenges. Vocational classes are rarely held in Kumbharwada, mostly for lack of good infrastructure. Finding a location for the course was difficult, and even a place was found, it demanded only low-cost, low-material courses. Next, finding resource people to come teach the class was also difficult. Those skilled enough to teach a class were located outside the slum areas, and asking them to commute every day to the class required persuasion. Most of them had never ventured into the area before, despite having lived in Bhavnagar for all their lives.

The biggest challenge in the skill development program was encouraging the girls to step outside the box of years of conditioning and to do activities that are not common for girls their age in their area. Lessons in self-confidence were easy for the girls to understand and accept, but difficult to practice.

---

<sup>10</sup> Essential Questions, Essential Tools. The Population Council, p 16.

Even when girls expressed a little interest in self-employment, the influence from their parents and surrounding society led them to believe that they would not be capable of achieving much. Rather than take a risk, the girls would rather not make use of their skill at all. All of these challenges provided valuable lessons and help point the program in its next direction.

### **3.5 Implementing Life Skills**

Many of the challenges during the project arose during the actual implementation of the life skills. While the concept of life skills has been laid out by a number of organizations, no manual exists that is comprehensive enough to address the diverse group of youth in developing countries. Using life skills by adjusting for factors such as the purpose of the program, the background of the students, and the current situation of the area is a more holistic approach. Therefore, a set of lessons and activities were developed to cater specifically to adolescent girls in Bhavnagar.

In addition to the 10 life skills identified by the UN bodies, an additional set of skills were identified as useful for adolescent girls to implement in their daily lives, and if they want to partake in a specific vocation. Business skills include accounting, customer relations, bank use, and marketing. Daily skills include communication, responsibility, planning/time management, and team building.

The lesson plans were created using simple language, examples, games, discussion, activities, and group work. All the lessons can be done in an hour or less, using little or no materials. During implementation, girls responded best to games and activities, and least to discussion. When asked questions or debriefing from a game, the girls often had difficulty putting concepts together. With more examples, or a repeated description of the key terms, the girls would be able to understand the lesson. Examples of the life skills modules can be found in the appendix.

### **3.6 Effectiveness of Life Skills**

During the implementation of life skills, the question of effectiveness was a persistent one. Since life skills involves “soft” factors that cannot be measured easily, finding an appropriate method of measurement requires a long-term concentrated study of a subject’s behavior and overall psychological state. Life skills includes interactions with others, emotional responses, and behavioral traits as well as everyday conduct.

Besides observation of the girls from before, during, and after the courses, as well as feedback forms and interviews, there was little structure for measuring effectiveness. Feedback forms were handed out to the girls at the end of the life skills training. Based on about 30 forms, the girls especially found the business related skills useful, but did not quite understand the concepts involved in the daily skills. Many of them responded with vague answers about what they enjoyed, but mentioned topics such as responsibility, accounting, and self-confidence as enjoyable. Others wanted even more focus on business related topics, such as accounting and advertising.

Observing the girls in the short term from before and after the course, and interviewing them and their parents, it was found that the life skills had mixed results. This is probably due to the short time frame in which everything occurred; usually, home visits would be conducted a month before the course, the course would last 2-3 weeks, and then there would be follow up. Life skills need more time to be implemented and need to be reinforced to measure real change.

### 3.7 The Value in Joining Life Skills with Vocational Training

The idea of “life skills” with vocational training has several major advantages. One is that adding on these skills creates a more comprehensive training program. Most vocational trainings focus just on the technical skill at hand. With life skills, trainees are encouraged to think about the different attitudes, behaviors, and skills that are needed to be successful in their vocation and beyond.

For example, a normal canning course would simply provide the recipes and some practical experience in making a product. The course would not address marketing, quality, or customer relations. Without these concepts, students of the canning course might not know what to do as a next step, or may not have the confidence to sell their products.

Beyond a practical rationale for joining life skills with vocational training, there is value in the collaboration for the holistic growth of adolescent girls. During the life skills courses, real life examples were often used to illustrate a concept. For example, during a class focusing on decision making, one girl volunteered her personal dilemma of deciding whether to retake a 10<sup>th</sup> standard exam or help her family in their plastic factory. In this manner, a safe, open space was created for the girls to share their experiences and support one another. The real value in joining life skills with vocational training lies in the atmosphere of the class that is created and the investment in the individuals of the class that is given.

### 3.8 Limitations of Approach

During research and implementation of the project, there were several limitations that prevent an unbiased and accurate approach. One limitation is the time frame of the project, with only 11 months spent in the field. A longer time period would have allowed greater interaction with the community and an ability to see the long term effects of the life skill lessons. The enterprise stage of the vocational training program also demands a longer time frame for follow up and support.

Another limitation was language. During the life skills courses, which were all conducted in Gujarati, there was sometimes confusion or lack of concept clarity due to a language barrier. During the canning course, another member from the Shaishav team was present, which made discussions and activities run smoother. However, during informal interactions with the girls and their families, a native speaker was not always present.

Finally, a major limitation to this study is the small sample of girls. While these girls come from slightly varied backgrounds and are of different ages within the target bracket, they may not reflect on the greater population of adolescent girls in urban India. A larger sample from different areas of the city would have allowed for more thorough data and case studies.

### 3.9 Reactions of the Community

Before, during, and after life skills courses, close observation of the community was conducted through interactions and interviews. The following excerpts from interviews with girls’ mothers reveal the variations in family support that adolescent girls receive.

Prabhaben Makwana, mother of 15-year-old Kavita

“[Kavita] does not go outside to work. Two days before, I sent her to get oil, and she said she wouldn’t go. It doesn’t change no matter what I say. Please try to explain to her. I am very eager for her

to learn mehendi and learn new things. My dream is that she does not have to do labor jobs in her future.”

Nirmalaben Sumera, mother of 18-year-old Bhavna

“Whatever Bhavna does depends on her in-law’s home. It is good to find work that she can do sitting at home. She doesn’t make her own decisions, and she has to ask me first. She never has gone out to buy things on her own, and mehendi was the first time she went out on her own. We decide what she can do and what she can’t do.”

Valiben Parmar, mother of 15-year-old Jyoti

“I have noticed a transformation in Jyoti after the mehendi class. Now, she talks a lot to others without fear. She even walks all the way to the circle by herself. I want her to keep learning more and keep studying. If she can become a teacher, that’s what I want her to do. My life may have passed, but she still has hers.”

Ramuben Makwana, mother of 14-year-old Bhavika

“Mehendi is very useful to my daughter because she can apply it during weddings and other events to gain some extra money. Her life has improved and I see that she is more self confident. Whenever she has free time, she sits to practice mehendi and puts forth a lot of effort. She is a little weak in studying and needs to be strengthened by as much education as she can get.”

These interviews indicate that the girls’ mothers approach this issue from different viewpoints. Some are open to letting their daughters explore other skills; others prefer to keep their daughters at home until marriage. The support received from home influenced how regularly the girls attended the classes and how much interest they put into learning and practicing their new skill.

#### **4.0 Observations and Results**

Interacting with, teaching, and watching the adolescent girls from Kumbharwada led to several observations. One observation is about the general trend in attitude that the girls have about their futures. Going to local high schools and arranging target group meetings revealed some information about the typical aspirations and expectations of adolescent girls in Bhavnagar. When asked what career they wanted to pursue, the 11<sup>th</sup> standard girls usually listed beauty parlor, teacher, computers, or following a line in commerce. When asked what they wanted to do after they were trained in something, whether it was work or something else, most girls replied that it depended on what their in-laws, their husbands, or parents allowed them to do. Asking about the future was a difficult subject for many girls, who never really gave it a thought since there are traditional paths that they are expected to follow.

A more detailed description of the location of the girls’ homes and of the classes also reveals some related information to the training courses. Kumbharwada is a slum area with a population of about 40,000. Since it covers such a large population and a vast area, there are varying socio-economic levels. Despite the expansiveness of the slums, there is not a single high school in Kumbharwada- the nearest high school for girls is 5 kilometers away. In this area, there are many makeshift homes, plastic factories, diamond polishing centers, and other labor trades.

During the canning course, in which girls from varying backgrounds and neighborhoods were brought together, cooperation was low and many activities during the life skills courses were difficult to implement. Preconceived notions about each other, based on caste or family background, led to some tensions. For instance, two girls belong to a family that was involved in the ship-breaking business. This

business was once very profitable in Bhavnagar, and other girls in the class assumed those two girls were acting differently because of the business that their father was involved in. The assumption led to strained relations between the two girls and the rest of the class.

During follow up, it was discovered that girls who lived in the same neighborhoods had never been in each other's homes. Even girls who lived directly in front of each other in the Shantinagar area of Kumbharwada stepped into each others homes for the first time during follow up. This showed how little the girls ventured outside their immediate homes. This discovery also revealed the lack of cohesion between the girls in the neighborhood.

Another observation is that diverse education backgrounds did have an effect on different attitudes toward learning. A girl named Bhavna Makwana, age 22, had completed a bachelors degree, and was much more aggressive and vocal during both the vocational training and the life skills component. When it came to learning something new, she was always ready and participative. However, Bhavna fell into the same category of not making use of the skills she learned, as all the other girls did, even though she possessed more confidence and exposure. This indicates that despite influence from an extended education, the environment and upbringing that the girls have ultimately has a large effect on their lives.

When asked about the idea of working in a collective, Bhavna said, "It's not that I don't think I can do it [sell canned goods]. But if the other girls don't want to form a collective with me, then I don't want to do it by myself." Bhavna's comment reveals that even if the girls claim to have the self confidence to do something, they often need the support of a group to carry it through. However, this group support system does not yet exist in a functional way amongst the girls. Through observation and interaction with the community, the various variables involved with the girls and the training courses were seen. Factors ranging from education, social, to extent of exposure all affected the response the adolescent girls had to the skill development project.

## 5.0 Analysis

### 5.1 Observed results

The results of the skill development program are still unfolding. The enterprise stage of the process has not yet been completed, and the training process is still occurring. From what has been completed so far though, the results point the way for future activities and improvements. At this beginning phase of the program, the enterprise stage looks to be the most challenging and poses the most barriers. While the selection and training stages have been manageable, implementing the new skill has been difficult.

In fact, during follow up visits, many of the adolescent girls expressed little interest in earning money for their skill learned at the training course, but instead wanted to take part in other training courses. This result points to several suggestions. One is that the girls may not actually be interested in finding a vocation in which they can earn money, or that their financial situation at home does not demand that they earn money. Another is that the training courses are not just a means of learning something new, but may be an outlet for these adolescents to experience life outside the home. The real value may be in the chance to see new surroundings, meet new people, test independence, and there may be less interest in the technical aspects of the class.

Another result of the skill development program is that with *jivan shikshan* being a new concept to these girls, there was some confusion and lack of concept clarity as to why life skills are important

and how they are applicable. The connection between the business skills and the vocational training was more direct and clear, but when learning skills like creative thinking or coping with emotions, the link was not obvious. During verbal reviews of lessons, the girls often had to be prompted or reminded of what the purpose of the skills were.

## 5.2 Larger Phenomena

These results point to larger phenomena regarding vocational training, adolescent girls, and the unemployment situation in India. The question is not about the availability of vocational training; rather, as Grierson claims, the problem lies in the relevance, affordability, and equity of the programs. Walking into an ITI, District Planning Office, or Polytechnic reveals the lack of presence of adolescent girls. In fact, the only course that adolescent girls take at the Bhavnagar ITI was a computer course. Special programs catered toward encouraging self-employment in girls and women are often catered toward a higher class, rather than those who really need to earn money to take care of daily costs. Finally, those classes that are affordable and accessible are often not worth taking because of its irrelevance in the current competitive market.

One of the factors as to why girls have difficulty rising out of their family's situations or why they have little upward mobility is the lack of opportunity. However, even when these vocational trainings were made available, many girls had to be convinced as to why to take the course or why to prioritize the training over other things like housework. Even when an opportunity is available, the adolescent girls may not be eager to grasp it. In answering the question of whether girls do housework because there is nothing else to do, or whether they don't take advantage of opportunities because of housework, this experience suggests that girls may opt to do housework even at chance of doing something else. This raises a further question of whether their current economic status is due to external forces or whether the girls have resigned themselves to their status quo and even when positive external forces exist, they will not be willing to change.

There are larger phenomena that underlie the reasons as to why the skill development project took the course it has; these phenomena are critical in order to fully understand the positions of the different stakeholders and the direction of the program.

## 6.0 Conclusion and Policy Implications

Based on the observed results and the progress thus far in the skill development program, there are various suggestions to be made for future steps. One is a more rigorous selection process. In order to confirm that the girls will actually use their skill for employment, more interaction should take place before the class. Since one of the reasons for not employing their skill may be the lack of financial need, it would be fruitful to try to target those of even lower economic strata. Girls whose families depend on as much income as possible would be eager to learn an employable skill and may be more willing to take a venture risk to earn money. Finally, an important aspect is that girls are not sole decision makers over their lives. Their families, especially their parents, are very involved in every aspect of their lives. Therefore, ensuring the family's involvement in the process is also crucial.

Another suggestion is that more time, investment, and thought need to be put into the enterprise stage of the training framework. Providing start-up subsidies or loans would help lessen any financial hurdles. An apprenticeship or short-term internship would also be useful to gain additional skills and gain confidence in the field. Finding resource persons who are willing to hold numerous classes and provide follow up support would also streamline the process.

In respect to the life skills component of the program, there are also some teachings from the field that can be used as a guide for coming years. "Life skills" is a broad term, and should try to encompass as many developmental activities and lessons as possible. This includes subjects such as health, hygiene, and social interactions. In order to make sure the life skills taught are actually being translated, close follow-up over a long period of time should be completed.

There are many ways to improve the skill development program in the future. The most crucial change that needs to be made in order to ensure sustainability is greater investment, both in time and money. If funds can be made available to supplement quality courses and start-up costs, then girls may be more encouraged to try new ventures. With greater commitment to the program, there is the encouraging possibility of improvement.

Currently, the government has a National Youth Policy Program through the Ministry of Human Resource Development. This initiative creates programs that will benefit the adolescent age bracket in the country, providing options for employment in both rural and urban areas. The policymakers should consider including life skills to their employment programming. "Practical work experience and training emerge as the most important policy objectives," but youth employment needs to go beyond a technical focus because of the age at which the youth are still physically, mentally, and emotionally developing.<sup>11</sup> Vocational programs should be reevaluated to focus on setting an appropriate quota. Life skills do make vocational training more relevant, comprehensive, and individually beneficial. Vocational training churns out technical know-how where as life skills and vocational training together creates a well-rounded, developed, competitive, and self-reliant individual.

More recently, the Indian government has begun to implement life skills in pilot projects, through summer courses and several school curriculums. These experiments should continue and improve, but along the way, also be broadened to include all sectors of education, including vocational education. Once larger samples of adolescents have been given life skills, the results will become clearer. Programs on a small scale like the skill development project can continue to be of use to the larger policy dialogue if NGOs from various areas of the country were to undertake the activity.

This is a very small development project that gives glimpses of the issues facing adolescent girls as they attempt to become self-reliant, strong individuals through vocational training. From this experience, there are many lessons to be learned. Joining life skills and vocational training has the potential to provide adolescent girls a comprehensive program in which they can gain economic empowerment, confidence, and the technical know-how to become independent members of society. Programs focusing on youth in developing countries like India can use life skills programming for a holistic approach to empowerment, paving the way for alternative opportunities and more promising future.

---

<sup>11</sup> Pravin Visaria, *Unemployment Among Youth in India*, p 45.

## **References**

Adolescent Girls in India Choose a Better Future: An Impact Assessment. CEDPA. September 2001.

Dyalchand, A, M. Khale, and N. Kapadia-Kundu. Life Skills for Adolescent Girls. Volume 1. Aurangabad: Institute of Health Management Pachod, 2000.

Essential Questions, Essential Tools: A Report on a Workshop, Adolescent Girls' Livelihoods. The Population Council. 2001.

Grierson, John P. Where There Is No Job. St. Gallen, Switzerland: SKAT, 1997.

Life Skills: Monitoring, Evaluation and Assessment. UNICEF. <http://www.unicef.org/lifeskills>

Mangrulkar, Leena, Cheryl Whitman, and Marc Posner. Life Skills Approach to Child and Adolescent Healthy Human Development. Pan American Health Organization. September 2001.

Mehta, Achut. December 2005. Interview at GIDC, Bhavnagar, Gujarat.

Shah, Girish. February 2006. Interview at Chamber of Commerce, Bhavnagar, Gujarat.

Trivedi, Arvind. December 2005. Interview at Gujarat Sandesh office, Bhavnagar, Gujarat.

Vaishnav, Dhiren. February 2006. Interview at VRTI, Bhavnagar, Gujarat.

Visaria, Pravin. Unemployment Among Youth in India: Level, nature and policy implications. International Labour Office: Geneva, 1998.

World Health Organization. "Tobacco-Free Youth." <http://www.who.org>

## Appendix: Sample Lesson Plans

### *I. Topic: Coping with Stress/ Time Management*

**Demographic:** Girls, ages 15-21

**Learning Objectives:**

- Recognize stress and ways of dealing with it.
- Understand why planning is important.
- Be able to list and prioritize activities.
- Create schedules or workplans.

**Teaching method:** Discussion, self practice

**Teaching materials:** Paper, pencil/pen

**Time:** 40 min

**Procedure:**

1. Introduction: What is stress? What does it feel like when you are stressed? Is stress bad? What would happen if we did not have any stress in our lives? What do you do when you are stressed? -5 min
2. Discussion: What are the different ways of dealing with stress? What do you think is a healthy way of dealing with stress? (*trying to relax, asking for help, doing one task at a time*) What happens if we deal with stress in an unhealthy way? (*yelling, getting angry, giving up*) -5 min
3. How can we prevent becoming too stressed? Planning is always helpful because we can organize our tasks and make sure we get everything done. Planning can help us do big and little tasks throughout the day. When you wake up, you probably already create a mental plan in your head of all the things you have to do during the day. But sometimes, we have so much to do that we accidentally forget something. How can we remember everything? (*write it down, create a schedule, put notes on our calendar*) – 5 min
4. Activity: Let's take a minute to write down everything we need to do today. This could include getting ready, going to school, cleaning, going shopping, making a phone call, etc. Now that you've written everything down, look at your list. What are the most important things that you must do? Star those. What are the activities that could be done later? What you have done is called prioritizing. That means you decide what task is more important than another. This can help you make sure you get important things done right away. – 10 min
5. Have you ever seen a train or bus schedule? They list when a train or bus will come, where it will come, and where it is going. The schedule helps everyone stay on time. You can create a schedule for yourself, too. For example, say you need to do your school lessons. You can decide to do them for an hour from 9-10 PM. Sometimes, your schedule depends on when other people are free, or it is decided for you. For example, school has a set schedule where you have to arrive and leave on time. Setting a schedule can help you plan out your day and stay on task. On the chalkboard (or a piece of paper), show an example of a schedule. Take one of the girl's lists and have everyone participate and suggest how to structure the day. -10 minutes
6. Conclusion/Wrap Up: We have seen today how to cope with stress and prevent becoming overstressed by planning ahead or creating workplans. We can make lists or a timetable. Doing

so will help you remember everything, and get things done faster. Creating schedules is a good habit to develop. -5 min

**Assessment:** Construct a schedule or a workplan format.  
Create a priority list.

**Assignment:** Create a schedule for the next week. What is most important? What needs to be done first?

## ***II. Topic: Self-awareness and confidence***

**Demographic:** Girls, ages 15-21

### **Learning Objectives**

- To understand why self confidence is important
- Know the four components of self confidence
- Know how self confidence can affect our relationships

**Teaching methods:** Activity and discussion

**Teaching materials:** a four-legged chair

**Time:** 40 minutes

### **Procedure:**

1. What is self confidence? (*having faith in ourselves and our abilities*) Have you ever felt self confident? What does it feel like? - 5 minutes
2. Activity: Place a four-legged chair in front of the girls. This chair has four legs and is strong. Each girl will come forward and show the many ways in which we can use a chair. Each girl will do one different thing with the chair. (*jump on it, give a speech, dance, stand on it, study*) – 10 minutes
  - a. Many events happen in our lives, both good and bad. Just like the chair, many different things happen to us. The chair was able to stay strong and stay on its four legs. We must handle every situation with courage. But what gives us courage? Confidence.
3. Discussion: Self confidence is about having faith in ourselves and what we are capable of. What is required to be self confident? How can we express self confidence? - 5 minutes
  - a. The chair did not fall down because its four legs made it strong. Self confidence also depends on four components.
  - b. Four components are:
    - i. Feeling capable of performing a task
    - ii. Being capable of expressing ourselves without fear
    - iii. Being capable of making decisions
    - iv. Being able to act responsibly
4. Give examples of all four components. – 10 minutes
  - a. Event 1: This event happens in the classroom. Avni's class is putting on a play. For the costumes, someone needs to get fabric material. All the girls have gone shopping for fabric before, but no one volunteers. Avni is the only one who raises her hand and volunteers to do it. She says, she has gone shopping for fabric before and she is confident that she can get everything required for the play.
  - b. Event 2: This event happens in the house. Avni's parents are thinking of arranging her marriage. Avni is only 16 years old and knows that she shouldn't get married

before she turns 18 because it is dangerous to her health. Avni decided not to remain silent and told her parents she did not wish to get married. After some discussion, her parents agreed to her decision because she was trying to act responsibly and take care of herself. By speaking up fearlessly Avni showed herself and her parents that she has self confidence.

- c. Event 3: This event happens with friends. Avni and her friends are all having fun after school one day. Her friends decide to take a shortcut home. Avni knows that the shortcut would involve going through a bad street, and decides to stand up and say that she will not go that way. She also encouraged her friends to avoid going that route. Avni showed her friends that she has self confidence and can make her own decisions- she does not just go along with what the group says.
  - d. Event 4: This event happens in a group. Avni is part of a *kishori mandal*. The *mandal's* members have decided to try to solve some problems in their community. In order to help others stay in school, Avni is assigned the task of teaching younger students in her free time. Avni arrives for classes on time and is prepared with lesson. This shows the *mandal* and her students that she is self confident and responsible in her actions.
5. Conclusion/Wrap Up: The four components of self confidence show us how having faith in ourselves can be very helpful in our lives. Sometimes it is very difficult to stay confident, especially if others are telling us we can't do something. - 5 minutes

#### **Assessment:**

- State the four components of self confidence

**Assignment:** Try to practice the four components of self confidence at some point during the week.

Note down what the event was and what happened as a result. How does it feel when you have self confidence?

### **III. Topic: Communication**

**Demographic:** Girls, ages 15-21

#### **Learning objectives:**

- Know how the process of communication works.
- Practice active communication.
- Learn to communicate your main point in an appropriate manner.

**Teaching method:** Discussion, role play

**Teaching materials:** Paper, pen

**Time:** 50 min

#### **Procedure:**

1. Introduction Activity: Line everyone up. Start on one end by whispering a sentence in the ear of the girl next to you. Each girl will pass it on, whispering in the next ear. The final person should say the sentence out loud and see how well the girls communicated. Ask the girls why communication worked or didn't work in this activity. -5 minutes

2. Discussion: What is communication? What is required for effective communication? (*a speaker, a listener*) Name times today when you communicated something. -5 minutes
3. Give an example of communication: Leena's friend wants to get together. Leena asks her what she wants to do, and she replied that she would like to see a movie. Since Leena did not have enough time to go see a movie, Leena asked her if they could do something else. Leena's friend then said that she could go take a walk in the garden, but it has to be nearby. Leena suggested a nearby garden and her friend agreed.-10 minutes
  - a. Ask: Who did Leena converse with?
  - b. What did they discuss?
  - c. What decision or conclusion did they arrive at?
  - d. Three Components of Communication: Subject of discussion (topic), a listener, and the discussion.
4. Role Play Activity: Each role play will be performed by two girls. Each girl will be given a sheet of paper with instructions on it. The girls should act exactly according to the paper. -15 minutes
  - a. Role Play 1:
    - i. Sheet A- You are in the market purchasing vegetables. You have to buy methi for 3 rupees only. No matter what the seller says, you will not pay anything more than 3 Rs. For it.
    - ii. Sheet B- You are selling methi in a market. You are determined to sell for 5 rupees. No matter how the customer bargains with you, you will not sell for less than 5 Rs.
  - b. Role Play 2:
    - i. Sheet A- You are in the market purchasing vegetables. You want to buy palak for 3 Rs. The seller wants to give it to you for 5 Rs. Speak to the seller and try to find a way to buy it.
    - ii. Sheet B- You are selling palak in the market. You want to sell it for 5 Rs. Your customer wants to buy for 3 Rs. Speak to your customer and try to sell your vegetable.
  - c. Have girls share experiences from both role plays. The other girls from the audience can share their observations. During the first role play, neither side was ready to listen to the other. A conflict resulted. The relationship between the two was in tension. In the second role play, both sides were listening to one another. They were ultimately able to accomplish their goal. No conflicts occurred, and their relationship was kept stable.
5. Why do we communicate? We communicate in order to: -10 minutes
  - a. Convince others about something we are trying to say
  - b. Find a solution to a problem
  - c. Maintain healthy relations
 What are the types of communication that can occur? (give examples of both)
  - a. Direct Communication through speech
  - b. Indirect Communication (non-verbal)
6. Conclusion/Wrap Up: We communicate every day without thinking about it. Can you see why good communication is important in all our relationships? What are some ways you can be a better communicator? -5 minutes

### Assessment:

- Name the different components of communication
- What are the two types of communication?
- Why do we communicate?

**Assignment:** Practice direct communication while staying aware of why you are communicating and how you communicate. Does being an active communicator make a difference in your relationships and your discussions? How so?

#### ***IV. Topic: Creative Thinking***

**Demographic:** Girls, ages 15-21

**Learning objectives:**

- Know importance of alternative solutions
- Recognize that different methods of thinking exist
- Apply methods to real life situations.

**Teaching method:** Discussion, lecture, and group work

**Teaching materials:** Paper and pens

**Time:** 50 minutes

**Procedure:**

1. Introduction: Many times, we feel like we are stuck in a problem or we are in a situation that we can't find a way out of. For example, we need to start a business but we don't have enough money. In times like these, we need to think a little creatively to find our solutions. What are some solutions in this situation? -5 min
2. Discussion: Why is it important to think of other situations? (*maybe first one won't work, other solutions may be better, better chance at success*) What are some problems you have faced? What are other solutions you could have come up with? -5 min
3. Give a real life example: Someone from the group will share a time when they had to come up with different solutions to a problem or to accomplish something. -5 min
4. Activity: Split into groups and give each group a certain situation. Ask them to come up with all the things they would need to complete that task. Ex: Starting a restaurant, putting on a play, building a house. Now, tell them to take off certain items from their list (ex: items 3-5, 8, and 12). Each group should discuss how they will find creative solutions without those items and then present to the whole class. -15 minutes
5. Activity: Inventions. What is an invention? (*something new, something creative*) Some examples of inventions are cars, electricity, games we play, etc. We are going to split up into groups and come up with a new invention. Draw out your invention or explain what it is. Who will your invention help? How is it made? Was it hard to come up with an invention? What do you think of creative thinking? -10 minutes
6. Conclusion/Wrap Up: Sometimes we think we can't find a solution to a problem. But if we apply creative thinking, a new solution might occur to us. Creative thinking is difficult to do, but if you practice it, it will come naturally to you. Creative thinking is also very useful to use in jobs, when you have to solve problems quickly. It can save you time, money, and resources. -5 minutes

**Assessment:** Name two reasons why creative thinking is useful.

**Assignment:** When making a decision, think of all possible solutions. Try out different ones. What works best? Was it different than what you thought would work? Evaluate your solutions.

**V. Topic: Basic Production Accounting**

**Demographic:** Girls, ages 15-21

**Learning Objectives:**

- Do basic addition and subtraction
- Learn to record all transactions
- Manage money responsibly

**Teaching Method:** Lecture, worksheet exercises

**Teaching Materials:** Worksheets

**Time:** 40 min

**Procedure:**

1. First, go over basic addition and subtraction with students. Explain using objects, such as balls or pencils. Then, do some exercises on the chalkboard. After students understand the principles of addition and subtraction, have them complete a worksheet on their own.
2. Next, show students a log book and how each column works. Explain how keeping track of money coming in and out is important both in personal use and business use.
3. Conduct a role-playing activity. Have one student be a mehendi artist and another student is a shopkeeper. Give each student some pretend money. After the mehendi artist chooses certain items and purchases them, have her update the logbook.

Logbook for purchases may look like this:

Date	Item	Price	Quantity	Total Paid
26/09/05	Plastic cone	Rs. 18	5	90
	Mehendi	Rs. 50	10	500
	Design books			

As an assignment, students can be given blank sheets from a logbook, and given a scenario where they have to enter in items and numbers to figure out a business's production transactions for a day.

Logbook for overall business may look like this:

Date	Item	Credit (+)	Debit (-)	Balance- 5000
26/09/05	Electricity bill		Rs. 200	4800
26/09/05	Bank Loan	Rs. 5000		9800

**Assessment:** Name the different columns in a logbook  
Do basic addition and subtraction

**Assignment:** Fill out the logbook for a week. Keep track of all the money that you give and take.