

Empowering rural women through entrepreneurship training programmes

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■ **ABSTRACT** : Krishi Vigyan Kendra designs different kinds of training courses for the farmers/ farm women/rural girls. Courses are based on the information received through family and village survey. No specific qualification is required to be the participant of training programmes. After conducting training programmes, follow- up programmes are organised for converting the obtained skills of the trainees into practice. The vocational training programmes take into account all methods and means which will result in skill development in rural women and girls in the areas of their interest. A study was undertaken with the objective to assess the vocational training programmes on knowledge gained by the rural women and its role in their empowerment. The present study was conducted in district Faridkot of Punjab state which were selected purposively as the KVK was catering the needs of the farmers/farm women. A sample of 35 rural women trained by the KVK, Faridkot was selected purposively. Six different vocational training programmes were imparted by the KVK Home Science scientist. These were preservation of fruits and vegetables, different embroideries, value addition of flowers, value addition of wax, cutting and stitching, surf making and value added products from fruits and vegetables. Several lectures were delivered. Charts/posters were prepared and demonstrations were given of different steps included in each activity. A pre and post test performa developed for the trainings was filled upto assess the knowledge of the rural women participated in the training programmes. Vocational trainings played an important role in developing the skills among the rural youths and also benefiting the rural women for generation of income. Such training programmes can be replicated elsewhere and some more need based vocational training programmes may be incorporated so that the rural women and girls can earn their livelihood.

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Krishi Vigyan Kendra designs different kinds of training courses for the empowerment of farm women/rural youth. Courses are based on the information received through family and village survey. No specific qualification is required to be the participant

of the training programmes. After conducting the training programmes follow- up programmes are organised for converting the obtained skills of the trainees into practice. While designing the training programmes, the concept of farming system is taken into account to make the

enterprises commercially viable. These were preservation of fruits and vegetables, different embroideries, value addition of flowers, value addition of wax, cutting and stitching, value added products from fruits and vegetables and surf making. The vocational training programmes take into account all methods and means which will result in skill development in rural youth in the areas of their interest. A study was undertaken with the objective to assess the vocational training programmes on knowledge and its role in empowering rural women. The present study was conducted in district Faridkot of Punjab state which was selected purposively as the KVK was catering the needs of the farmers/farm women.

■ RESEARCH METHODS

A sample of 35 rural women trained by the KVK, Faridkot were selected purposively. Seven different vocational training programmes were imparted by the KVK Home Science scientist. These were preservation of fruits and vegetables, different embroideries, value addition of flowers, value addition of wax, cutting and stitching, value added products from fruits and vegetables

and surf making. Several lectures were delivered. Charts/posters were prepared and demonstration was given of different steps included in each activity. A pre post test performa developed for the trainings was filled upto assess the knowledge of the rural youths participated in the training programmes. Keeping in mind the vocational training programmes imparted by the KVK, this study was undertaken with the objectives:

- To assess the impact of vocational training programmes on knowledge gained by the rural women and its role in empowering women.
- To assess the satisfaction level of women after taking vocational training

■ RESEARCH FINDINGS AND DISCUSSION

Table 1 reveals description of vocational training programmes conducted. Seven vocational training programmes were conducted related to empowering rural women. The training programmes varied from 2 to 15 days. The duration was 4 hours per day. The number of participants were 15 in case of preservation of fruits and vegetables, 15 in different embroideries, 16 in value

Table 1 : Different types of training programmes organized

Sr. No.	Training programme	Place	Duration	No. of participants
1.	Preservation of fruits and vegetables	Rati Rodi Faridkot	15 days	15
2.	Different embroideries	KVK, Faridkot	3 days	15
3.	Value addition to flowers	KVK, Faridkot	2 days	16
4.	Value addition of wax	KVK, Faridkot	2 days	17
5.	Cutting and stitching	KVK, Faridkot	15 days	20
6.	Surf making	KVK, Faridkot	15 days	20

Table 2 : Source of information

Source of information	Frequency	Percentage
Village level worker	4	11.42
Agricultural extension officer	6	17.14
KVK Scientist	14	40.0
Teacher trainee	10	28.57
Field cum Laboratory Assistants	1	2.85

Table 3 : Knowledge gained during the training programme

Name of the training programme	Knowledge gained					
	Fully	%	Partly	%	Somewhat	%
Surf making	30	100	-	-	-	-
Cutting and stitching	35	100	-	-	-	-
Preservation of fruits and vegetables	34	97.1	1	2.85	-	-
Value addition of wax	33	94.2	2	5.7	-	-
Different embroideries	32	91.4	3	8.57	-	-
Value addition of flowers	30	85.7	3	8.57	2	5.7

Table 4 : Interest of rural youths for further vocational training programmes

Sr. No.	Training programme	Rank
1.	Preservation of fruits and vegetables	I
2.	Surf making	II
3.	Cutting and stitching	III
4.	Different embroideries	IV
5.	Value addition of flowers	V
6.	Value addition of wax	VI

**Fig. 1 : Surf making****Fig. 3 : Preservation of fruits and vegetables****Fig. 2 : Screen printing**

addition of flowers, 17 in value addition of wax, 20 in cutting and stitching and 20 in surf making

Table 2 reveals that major source of information was KVK scientist, as they guide and encourage trainees for further training programmes being conducted in KVK followed by teacher trainee, agricultural extension officer, village level worker and field cum laboratory assistants.

Three Point scale: 1. Knowledge gained fully, 2-

Partially, 3- Somewhat.

Table 3 shows knowledge gained during training programmes. Knowledge gain was maximum among respondents for surf making (100), cutting and stitching (100) followed by preservation of fruits and vegetables (97.1), preservation of fruits and vegetables (97.1), value addition to wax (94.2), different embroideries (91.4), value addition to flowers value added products from fruits and vegetables, respectively (85.7). Knowledge gained was partly in case of different embroideries (8.57), value added products (8.57), value addition to wax (5.7). Knowledge was somewhat in case of value addition to flowers (5.7).

Table 4 reveals that major interest of rural youth for further vocational training was ranked I regarding preservation of fruits and vegetables followed by surf making II, cutting and stitching III, different embroideries IV, value addition to flowers V and Value addition to wax VI. Vocational trainings play an important role in developing the skills and for empowering rural youth and also benefiting the rural women for generation of income. Such training programmes can be replicated elsewhere and

some more need based vocational training programmes may be incorporated so that the rural youth can earn their livelihood. Similar work related to the present investigation was also done by Pande (2011); Masur *et al.* (2014); Thakor and Ahir (2012); Kaur and Kaur (2014); Samani and Dave (2010) and Singh and Kaur (2013).

Conclusion:

Vocational training courses played a vital role in empowerment of rural women. Majority of women beneficiaries, after going through vocational training programmes and adopting the recommended techniques, became independent and realized themselves empowered socially, economically and psychologically. The training of cutting and tailoring, surf making and fruit and vegetable preservation work had increased the economic status of rural youth and thus of their families. The positive change in their living status was also visible. Hence, vocational training programmes organized by the KVK for rural women played a vital role in their empowerment.

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