

RESEARCH PAPER

Socio-economic profile of women and their knowledge about development programmes

SEEMAPRAKALPA* AND POOJA MISHRA

Department of Home Science Extension, Kr. R.C.M.P.G. College (BRAU), MAINPURI (U.P.) INDIA

ABSTRACT

It has been commonly assessed by everyone that women are the key factor in the process of change and development. So Government plan and execute several programme for their development because they are the half of the entire population. The successful development requires the fuller participation of its natural and human resources. Any real attempt regarding socio-economic development must be viewed as a movement involving all segments of society. For assessing socio-economic profile of women functionaries, scale of Trivedi (1963) was used with slight modification. Interview schedule was used to collect primary data. Therefore, the aim of present study was to identify socio-economic profile of women and their knowledge about Government programmes. The findings of the present study show that majority of the respondents were in the age-group of 30-40 yrs., illiterate, belonged to schedule caste, from nuclear family having 5-8 members. They were aware about the programmes namely; Vridhavasthana Pension Yojna and Vidhava Pension Yojna. They were participating in Vidhava Pension Yojna and Indira Awas Yojna. Therefore, efforts should be made to aware firstly and secondly to facilitate them before executing the beneficial programmes.

Key Words : Women, Programmes, Knowledge, Awareness

View point paper : Seemaprakalpa and Mishra, Pooja (2014). Socio-economic profile of women and their knowledge about development programmes. *Asian Sci.*, 9 (1&2): 29-32.

Development is closely linked with personal development. Opportunities in education, training, and skill attainment must be provided for all women. These opportunities and exposure would enable women to be involved in the process of praxis which is a crucial component of socio-economic transformation. Education, training, and skill attainment will also qualify women to take the essential power positions, which have not been available to them in past. As such education especially in the form of literacy classes, fundamental or adult education and training for youth, school teachers occupy a very important place. In India, the problems affecting women's status is complex and dynamic that it requires a systematic study and non-stop assessment in order to change of women status because it is a long term aspects of our social process. Keeping in view, present study was conducted to know the socio-economic profile of women and their knowledge about the Government programmes those are prepared and executed for their enlistment.

RESEARCH METHODOLOGY

Exploratory type of research design was used in the present study. The sample was elected through multi stage

* Author for correspondence

Seemaprakalpa, Department of Home Science Extension Education, Institute of Home Science, Dr. B.R. Ambedkar University, AGRA (U.P.) INDIA
(Email: prakalpass@gmail.com)

random sampling techniques. Mainpuri district was selected for the Study. Mainpuri district was divided into two areas; rural and urban. Mainpuri rural was selected purposively. Mainpuri rural consists nine blocks. Out of these blocks; one block namely Jagir was selected randomly. Jagir block consists 216 villages, out of these villages, one village namely Parigwan was selected randomly. Parigwan village had 534 households, 15 per cent of these houses were selected randomly. One adult woman from each house was selected as respondent for the present study. S.E.S. scale of Trivedi (1963) was used with slight modification and Primary data were collected through interview schedule during 2001-2002. Interview schedule was used to collect primary data regarding socio-economic characteristics and knowledge of women about Various Governmental programmes. Collected data were coded, tabulated, analysed, and interpreted. Percentage

was used as statistical measure.

RESULTS AND REMONSTRATION

Age :

Majority of the respondents belonged to the age group of 30-40 years (50 %) followed by the age group of 41-50 years (20 %), and the minimum was in the age group of 51-60 years (6.25 %). Human Welfare and Employment Service Society (1998) reported that majority of respondents were in the age group of 40-50 years.

Caste :

The distribution of the respondents according to their caste. Out of the total respondents, majority of them were of schedule caste (45 %), followed by upper caste (28.75 %)

Sr. No.	Variables	Classification	Respondents	
			Frequency	Percentage
1.	Age (years)	20-30	11	13.75
		31-40	40	50.00
		41-50	16	20.00
		51-60	5	6.25
		61 and above	8	10.00
2.	Caste	Upper	23	28.75
		Backward	21	26.25
		SC/ST	36	45.00
3.	Education	Illiterate	46	57.50
		Primary	19	23.75
		Junior high school	13	16.25
		High school	2	2.50
4.	Type of family	Joint	26	32.50
		Nuclear	54	67.50
5.	Family members	2-5	14	17.50
		6-8	42	52.50
		8 and above	24	30.00
6.	Status in family	Head	21	26.25
		Member	59	72.75
7.	Occupation	Dairy	20	25.00
		Weaving basket	4	5.00
		Clothing construction	20	25.00
		Agriculture	8	10.00
		Clay work	11	13.75
		Murmura work	7	8.75
		Making dona pattal	10	12.50
8.	Income (monthly in Rs.)	Upto 250	10	12.50
		251-500	24	30.00
		501-750	22	27.50
		750 and above	24	30.00

and minimum were of backward caste (26.25 %). Human Welfare and Employment Service Society (1998) also observed that majority of the respondents were belonged to schedule caste.

Education :

The distribution of the respondents according to their educational level. More than half of the respondents (57.50 %) were found to be illiterate, and rest were literate (23.75 %). Out of the total respondents, 23.75 per cent were educated up to primary level, 16.25 per cent were educated to Junior High School and only 2.50 per cent were educated up to High School. The study conducted by Human Welfare and Employment Service Society (1998) observed the similar findings that is majority of respondents were illiterate.

Type of family :

Two third the respondents (67.50 %) were belonged to nuclear families and only (32.50 %) of the respondents were belonged to joint families. The study conducted by Human Welfare and Employment Service Society (1998) reported that major of respondents were belonged to the joint families. Similar findings was also observed by Bhatnagar (1982).

Family members :

Majority of the respondents belonged to the families having 5-8 members (52.50 %), followed by 8 and above members (30 %) and minimum was found to be in families of 2-5 members (17.50 %).

Status in family :

The distribution of the respondents according to their status in the family. 26.25 per cent of the respondents acted as a head of family, and remaining 73.75 per cent acted as a member of the family. The present study 26.25 per cent of respondents acted as head of the family. While study

conducted by Human Welfare and Education Service Society (1998) reported that only 4.4 per cent of the respondents acted as head of the family. Similar findings was also observed by Joshi (1997), Agarwal and Patel (2000).

Occupation :

Majority of the respondents, engaged in dairy and clothing construction (25 % each), followed by clay work (13.75 %), making dona pattal (12.50 %) and minimum respondents were engaged in weaving (5 %). Similar finding was also observed by Ghosh (1993), while Haritima *et al.* (2000) observed that, majority of the respondents were engaged in agricultural work.

Income :

Majority of the respondents belonged to family having monthly income of Rs.250-500 and 700-above (30 % each), followed by (27.50 %) in the monthly family income of Rs.500- 700 and minimum (12.50 %) were in the monthly family income of Rs. upto 250 Rs. Majority of the respondents were having the monthly income more than Rs. 500 per month. Similar findings were reported by Human Welfare and Employment Service Society (1998).

Knowledge :

Table 2 shows the distribution of the respondents according to their knowledge regarding various programmes. Regarding the Balika Samridhi Yozna, none of the respondents knew about this programme. 66.25 per cent, 40 per cent, 35 per cent, 16.25 per cent and 2.50 per cent of respondents had the knowledge of Vidhva Pension Yozna, Viridhavastha Pension Yozna, Matratva Labh Yozna, Indira Awas Yozna, Rashtriya Parivar Labh Yozna, respectively.

Participation :

Table 2 shows the distribution of the respondents

Sr. No.	Parameters	Classification	Respondents	
			Yes	No
1.	Knowledge	Matratva Labh Yozna	35.00 (28)	65.00(52)
		Rashtriya Parivar Labh Yozna	2.50 (2)	97.50(78)
		Balika Samridhi Yozna	0.00 (0)	100.00(80)
		Indira Awas Yozna	16.25 (13)	83.75(67)
		Vridhavastha Pansion Yozna	40.00(32)	60.00(48)
		Vidhva Pansion Yozna	66.25(53)	33.75(27)
2.	Participation	Matratva Labh Yozna	39.29 (11)	60.71(17)
		Rashtriya Parivar Labh Yozna	0.00 (0)	100.00 (2)
		Balika Samridhi Yozna	0.00 (0)	0.00 (0)
		Indira Awas Yozna	100.00(13)	0.00 (0)
		Vridhavastha Pansion Yozna	0.00 (0)	100.00(32)
		Vidhva Pansion Yozna	11.32(6)	88.68(47)

according to their participation in various programmes. out of the 28 respondents who knew about Matratva Labh Yozna, only 39.29 per cent participated and remaining 60.71 per cent did not participated in it. Out of the two respondents who knew about Rashtriya Parivar Labh Yozna, 100 per cent participated in it. Out of the 13 respondents who knew about Indira Awas yozna, all of them participated in it while out of the 32 respondents who knew about Viridhavastha Pansion Yozna, none of them participated in it. Out of the 53 respondents who knew about Vidhva Pansion Yozna, only 11.32 per cent respondents participated in it and remaining 88.68per cent did not, participated in it.

Conclusion :

Any successful development effort depends on the effective participation of both men and women. The findings of the present study show that majority of the respondents were in the age-group of 30-40 yrs., illiterate, belonged to schedule caste, from nuclear family having 5-8 members. So there is a great need to eradicate the basic lacuna of the whole system. Equal opportunities should be given to women in every walk of life. Firstly, there is a need to educate them so that they could build their future independently, and secondly provide opportunities to be employed. Being economically independent, they can think, act, and present themselves freely. As a result, the problem will solve automatically. For making it so, Government should check out the actual condition before planning and executing the programmes, and campaigning regarding literacy should be done. So that the actual deep rooted problem can be shoot out.

REFERENCES

Bharathi, M., Dhadave, M.S. and Chandran (1992). A study on the knowledge levels of women in rural development programme. *J. Rural Develop.*, **11**(5): 677-684.

Bhatanagar, S. (1982). A study in the life of rural women. *Kurukshetra*, **1**: 23-26.

Chauhan, P.S. (1996). *Lengthening shadows: Status of women in India*. Manak Publication (P.) Ltd., NEW DELHI, INDIA.

Dokwal, R.K. (1990). Women in rural development Aryan Heritage. **7**(76): 18-19.

Ghosh, G.K. (1993) . Women development in backward, A Case Study of Sundarban Khadl and Village: Industries Society, Canning, 24 Parganas. *Khadi Gramodyog*, **40**(3): 191-197.

Hussain, A.S.S. (1993). *Empowerment for women*, Social welfare.

Jahagirdar, M.P. (1988). The status and role of women in a tribal community, **68**(4): 424-430.

Jain, S.C. and Shukla, A.N. (1988). Prospective avenues of income for farm women through appropriate technology. In: Proceeding, International Conference an Appropriate Agricultural Technologies for Farm Women: Future Research Strategies and linkage with Development System (Abstract), ICAR, NEW DELHI, INDIA.

John, M. (1985). Issues related to women's education and female participation in the Indian rural economy. In: Proceeding National Seminar on Education and Employment for Women in India, Kodai Kanal, **6**(220): 91-96.

Karlekar, M. (1982). *Poverty and women's work*, Vikas, 26pp.

Khullar, K.K. (2001). "Women in the Indian national movement". *Employment News*, **26**(19): 7.

Madan, R. (2000). Education and employment: Agents of women's empowerment. Proceedings International Women's Conference, Women's Status: Vision and Reality, Ashoka Hotel, NEW DELHI, INDIA.

NIRD (1991). Seminar on involvement of women in rural development, *News Letter*, **55**: 7.

Pattanaik, B.K. (1997). Empowerment of women and rural development, *Yozna*, **41**(10): 24-27 & 33.

Rao, R.R. (1991). New light on the literacy situation in India. *Social Welfare*, 25-26pp.

Siddiqui, A.A. (1999). Role of Indian women in rural and urban development, **45**(12): 629-635.

Tiwari, K.K. (1998). Education and training for rural women. *Employment News*, **23**.

Tiwari, P. (1999). Involvement of females in decision making process in rural sector of parts of 'Thar' district. *Indian J. Adult Educa.*, 48-52pp.

Received : 21.06.2014; Revised : 01.11.2014; Accepted : 16.11.2014