

A Review

# A review of training needs among rural women

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**SUMMARY :** In India, the extension efforts have been largely taken up by the state departments of agriculture and allied departments and state agricultural universities. Till date, 17 KVKs have been set up at district head quarters all over Punjab for providing different services to the farmers, farm women and rural youth. To improve the financial status of farm/ rural women in Punjab, it was imperative to know the current status of the women in rural areas. Thus, a total sample of two hundred and five female respondents was selected randomly from six blocks of Ferozepur. It was observed that 60 per cent of the respondents from Ghall Khurd block were aware about the existence of KVK in Ferozepur while less than 50 per cent of the respondents from the other blocks were aware of it. A noteworthy observation shows that not even half of the respondents from Ferozepur were aware of the trainings imparted in the Kendra. While taking an overall look into the training needs of the respondents it was observed that training on both stitching and soap and detergent making was the most needed by 93.17 per cent of the respondents. The main constraint in accession to the trainings was 64.88 per cent of the respondents were ignorant regarding the trainings provided at the Kendra. Rest of the barriers were long distance from the Kendra, domestic obligations, financial problem etc.

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## BACKGROUND AND OBJECTIVES

Rural women are key agents for development. They play a catalytic role towards achievement of transformational economic, environmental and social changes required for sustainable development. But limited access to credit, health care and education are among the many challenges they face. These are further aggravated by the global food and economic crises and climate change. Empowering them is essential, not only for the well-being of individuals, families and rural communities, but also for overall economic productivity, given women's large presence in the agricultural workforce worldwide. Women play a vital, but often ignored, role in addressing hunger. Whilst a large proportion of farmers in the developing world are female, many lack voice and organization. To reduce the vulnerability of women to various challenges, they need to be able to access and apply appropriate training for rural livelihoods. Women face significant

barriers in accessing training, including low literacy levels, domestic obligations and training that is targeted primarily at men. Addressing these challenges to improve women's access to advanced and more relevant training is an important step in increasing family income.

In many developing nations, agriculture still holds the key to reducing poverty and increasing the security of livelihoods. The diverse challenges for the rural poor continue to grow, however, in attempting to deal with these issues, the importance of training cannot be underestimated. The skills to increase adaptability to deal with change and crisis and facilitate the diversification of livelihoods to manage risks are at a premium in rural areas. In many cases, these skills are an issue of survival. Providing these skills effectively is one of the key challenges of rural development, but it has not always been well met, usually because the contextual factors that prevent small farmers from accessing and applying training have not been addressed much.

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Training in new sets of skills which can be applied to farming and other rural production is an important source of support for rural livelihoods. Research shows that both men and women farmers can benefit from training in agricultural techniques, as well as business management and marketing skills (World Bank and IBRD, 2009; Danida, 2004). There is significant evidence that failure to address the agricultural needs of women, including their training needs, has constrained agricultural growth. Over half of the world's agricultural producers are women; yet, men still tend to receive more and better training and women's training is often inappropriate. Thus, looking into these problems, a study was conducted to have a glance into the training needs of the farm women related to Home Science.

The review mentioned below helps us. To understand how management education and training can contribute towards achieving development for rural women entrepreneur, it is essential to understand how other researchers have attributed and measure the importance of management education and training for the development of women entrepreneurship from various perspective, The summary of literature reviewed in the field of rural women entrepreneurs in India, specifically to understand management education and training for rural women entrepreneurs in India.

Babu (1978) The study was an attempt to find out the sociological factors that contribute to the development of small entrepreneurs. The study showed that community and family background contributed to the success of prospective entrepreneurs, formal education has not been a positive factor in entrepreneurship development.

Jardim (1979) The study conducted of women at managerial position by analyzing the life and career history of twenty-five women at the top management position in business and industry. The study reveals that women can build extremely successful management careers even without legal pressures to aid them. The study further reveals the price they paid – their personal lives were mortgaged to pay for their careers.

Rao (1981) The study was made on the level of organizational involvement of women in development projects. The study recommends that project personnel should train participants in the skills necessary for planning and implementing project activities and project should concentrate on activities designed to raise the income of the participants.

Alan (1981) Conducted a research study to analyze the effect of economic pressure on employment of married women. The study reveals those married women with comparatively low economic background and having more financial burdens are coming for wage employment and undertaking other economic activities.

## RESOURCES AND METHODS

A total sample of two hundred and five female

respondents was selected randomly from six blocks of Ferozepur namely, Ferozepur, Ghal Khurd, Guruharsahai, Makhu, Mamdot and Zira by choosing one village randomly from each block. The villages namely Jhok Hari Har, Sappanwali, Bhadar ke, Gattabadshah, Saideke Naul, Bharana were selected from Ferozepur, Ghal Khurd, Guruharsahai, Makhu, Mamdot and Zira blocks, respectively. The sample consisted of rural farm women/ girls. The data were collected through pre structured questionnaire. The gathered data were processed, tabulated, classified and analyzed in terms of percentage and ranking in light of objectives of the study.

## OBSERVATIONS AND ANALYSIS

The data in Table 1 show that majority (60.49%) of the

**Table 1: Socio – personal profile of respondents (n=205)**

Characteristics	No. of respondents	Percentage
<b>Age (years)</b>		
15-25	45	21.95
25-35	36	17.56
35-45	124	60.49
<b>Caste</b>		
General	124	60.49
Scheduled caste	81	39.51
<b>Education</b>		
Illiterate	19	9.27
Upto matric	103	50.24
Upto +2	73	35.61
Graduate	10	4.88
<b>Marital status</b>		
Married	159	77.56
Unmarried	46	22.44
<b>Occupation</b>		
Studying	12	5.85
At home	34	16.59
Housewife	159	77.56
<b>Land holding</b>		
Landless	122	59.51
Small (upto 4 acres)	44	21.46
Medium (5-8)	14	6.83
Large (Above 8)	25	12.20
<b>Type of family</b>		
Nuclear	89	43.41
Joint	116	56.59
<b>Size of family (members)</b>		
Upto 4	73	35.61
5-8	56	27.32
More than 8	76	37.07
<b>Family income</b>		
Upto 50K	123	60.00
50K – 1 lakh	64	31.22
1 lakh- 2 lakh	18	8.78

respondents were from the age group of 35-45 years followed by 15-25 years (21.95%) and 25-35 years (17.56%). A majority of the respondents (60.49%) were from general category and 39.51 per cent of the respondents belonged to scheduled caste category. Half of the respondents (50.24%) were matric pass, followed by those respondents who had done their senior secondary classes (35.61%), illiterates (9.27%) and only 4.88 per cent were graduates. Since 77.56 per cent of the respondents were married, it was found that all of them were housewives. On the other side, 22.44 per cent of the respondents were unmarried, out of which 5.85 per cent were studying and 16.59 per cent were at home.

Regarding the land holding of the respondents, 59.51 per cent were landless. One fifth of the respondents (21.46%) were small farmers having land upto 4 acres, 12.20 per cent were large farmers having land holdings above 8 acres and 6.83 per cent were medium farmers having 5-8 acres. More than half of the respondents (56.59%) were living in joint families while the rest were from the nuclear families. There was not much difference in the size of the family (number of family members) as 37.07 per cent of the respondents had more than eight members, 35.61 per cent of the respondents had upto four members in their families while the rest had five to eight members. As regards their family income, 60 per cent had income upto fifty thousand followed by 31.22 per cent between fifty thousand to one lakh whereas only 8.78 per cent

respondents had income between one to two lakhs.

After receiving the socio personal profile of the respondents their information regarding the presence of Krishi Vigyan Kendra in their district was noted. It was observed that 60 per cent of the respondents from Ghal Khurd block were aware about the existence of KVK in Ferozepur followed by 45.71 per cent of the respondents from Ferozepur block, 42.86 per cent of the respondents from Guruharsahai block, 31.43 per cent respondents from Zira block, while only around 1/4<sup>th</sup> of the respondents from Makhu block (25.71%) and Mamdot block (22.86%) were aware of it. A remarkable observation shows that not even half of the respondents from Ferozepur were aware of the trainings imparted in the Kendra. Only 37.14 per cent of the respondents from Ghal Khurd block followed by 28.57 per cent of the respondents from Guruharsahai block were aware of the trainings imparted in the Kendra. It can also be elicited from Table 2 that the least number of respondents having awareness regarding the trainings were 5.71 per cent from Mamdot block. Having a look at the source of information for these respondents regarding the Kendra, most of them received this information from their neighbours/ relatives (37.14% from Ferozepur block, 25.71% from Ghal Khurd block) followed by progressive entrepreneurs (25.71% from Guruharsahai block, 17.14% from Ghal Khurd block), 8.57 per cent from Ghal Khurd block each for PAU magazine and television.

**Table 2 : Knowledge regarding KVK in district**

	Ferozepur (35)	Ghal Khurd (35)	Guruharsahai (35)	Makhu (35)	Mamdot (35)	Zira (35)
<b>Knowledge of KVK in district</b>						
Yes	16 (45.71)	21 (60.00)	15(42.86)	9 (25.71)	8 (22.86)	11 (31.43)
No	19 (54.29)	14 (40.00)	20 (57.14)	26 (74.29)	27 (77.14)	24 (68.57)
<b>Awareness regarding trainings imparted in the KVK</b>						
Yes	9 (25.71)	13 (37.14)	10 (28.57)	4 (11.43)	2 (5.71)	7 (20.00)
No	26 (74.29)	22 (62.86)	25 (71.43)	31 (88.57)	33 (94.29)	28 (80.00)
<b>Source of information about KVK</b>						
Progressive entrepreneurs	3 (8.57)	6 (17.14)	9 (25.71)	1(2.86)	-	4 (11.43)
Neighbours/ relatives	13 (37.14)	9 (25.71)	4 (11.43)	5 (14.29)	6 (17.14)	7 (20.00)
PAU magazine	-	3 (8.57)	2 (5.71)	2 (5.71)	2 (5.71)	-
TV	-	3 (8.57)	-	1(2.86)	-	-
<b>Knowledge of the trainings being imparted</b>						
Stitching	2 (5.71)	13 (37.14)	-	1(2.86)	1(2.86)	3 (8.57)
Soft toys	-	2 (5.71)	-	-	-	-
Preservation	-	4 (11.43)	8 (22.86)	-	2(5.71)	-
Soap and detergent making	-	6 (17.14)	-	-	-	2 (5.71)
Printing , painting and embroidery	-	3 (8.57)	-	-	-	-
Bee keeping	9 (25.71)	13 (37.14)	1(2.86)	1(2.86)	2 (5.71)	1(2.86)
Animal Science	1 (2.86)	3 (8.57)	-	-	-	1(2.86)
Agriculture related	-	4 (11.43)	6 (17.14)	-	-	1(2.86)

The respondents were further asked regarding the knowledge of trainings being imparted in the Kendra. It was noticed that maximum number of respondents from Ghal Khurd block were aware of trainings which respondents from other blocks were not much aware of. More than 1/3<sup>rd</sup> of the respondents had knowledge of training on stitching and bee keeping each (37.14%) followed by soap and detergent making (17.14%) and 11.43 per cent respondents each having knowledge regarding preservation and agriculture related trainings.

The training needs of the respondents from all the blocks of Ferozepur are discussed in Table 3. As evident from the table, all the respondents (100%) needed training on soap and detergent making followed by stitching and candle making (74.29% each). In Ghal Khurd block, all the respondents (100%) needed training on stitching, pickle and chutney making and on soap and detergent making followed by 60 per cent of the respondents who required training on soft toy making.

Taking into consideration the Guruharsahai block, it was observed that 82.86 per cent of the respondents required training on stitching, followed by 80 per cent of the respondents who wanted training on pickle chutney making. All the respondents *i.e.*, 100 per cent from the Makhu block

needed training on stitching and soap and detergent making. Around three fourth of the respondents (74.29%) were looking for a training on printing and painting, followed by 65.71 per cent of the respondents who desired training on candle making.

From Mamdot block, 91.43 per cent of the respondents preferred to have training on soap and detergent making followed by 88.57 per cent respondents desiring to have training on stitching and 82.86 per cent of the respondents looking for training on candle making. Regarding the training on stitching and soap and detergent making, same trend was noticed in Zeera block as that in Ghal Khurd and Makhu block. All the respondents (100%) had an inclination towards getting training on these two aspects. It was further found that 71.43 per cent of the respondents required training on soft toy making followed by 62.86 per cent of the respondents desiring to have training on pickle chutney making.

After getting an overview into the training needs of the respondents from different blocks, their requirement for different trainings were given ranks. While taking an overall look into the training needs of the respondents it was observed that 93.17 per cent of the respondents gave first rank to the need of training on both stitching and soap and detergent making (Table 4). It was followed by pickle chutney making

**Table 3 : Training needs of farm women in Home Science**

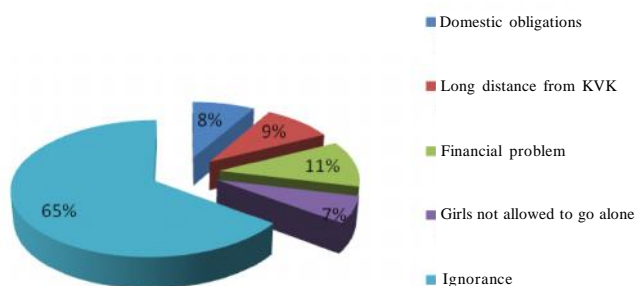
Trainings	Ferozepur (35)	Ghal Khurd (35)	Guruharsahai (35)	Makhu (35)	Mamdot (35)	Zira (35)
Stitching	26 (74.29)	35 (100.00)	29 (82.86)	35 (100.00)	31(88.57)	35 (100.00)
Soft toys	3 (8.57)	21(60.00)	16 (45.71)	13 (37.14)	18 (51.43)	25(71.43)
Pickle chutney making	13 (37.14)	35 (100.00)	28 (80.00)	12 (34.29)	24(68.57)	22 (62.86)
Soap and detergent making	35 (100.00)	35 (100.00)	19 (54.29)	35 (100.00)	32(91.43)	35 (100.00)
Printing and painting	6 (17.14)	11 (31.43)	12 (34.29)	26 (74.29)	6 (17.14)	18 (51.43)
Embroidery	9 (25.71)	8 (22.86)	17 (48.57)	7 (20.00)	8 (22.86)	6 (17.14)
Candle making	26 (74.29)	12 (34.29)	21 (60.00)	23 (65.71)	29 (82.86)	12 (34.29)
Home decorative articles	18 (51.43)	18 (51.43)	14 (40.00)	15(42.86)	11 (31.43)	4 (11.43)
Quilting	2 (5.71)	5 (14.29)	7 (20.00)	2 (5.71)	-	8 (22.86)
Weaving	5 (14.29)	4 (11.43)	2 (5.71)	-	-	-

**Table 4 : Ranking of training needs of farm women in Home Science**

Trainings	No. of respondents	Percentage	Rank
Stitching	191	93.17	I
Soft toys	96	46.83	V
Pickle chutney making	134	65.37	III
Soap and detergent making	191	93.17	I
Printing and painting	79	38.54	VII
Embroidery	55	26.83	VIII
Candle making	123	60.00	IV
Home decorative articles	80	39.02	VI
Quilting	24	11.70	IX
Weaving	11	5.37	X

(65.37% respondents, third rank). The least desired were training on quilting being given ninth rank and weaving given tenth rank.

As evident from Fig. 1, it can be elicited that 64.88 per cent of the respondents were ignorant regarding the trainings provided at the Kendra.



**Fig. 1: Barriers in access to training**

The constraint in accession to the trainings was the financial problem for 11.22 per cent of the respondents, for 9.27 per cent of the respondents it was long distance which became a question every time before the scheduled training. Apart from these problems, it was difficult for 8.29 per cent of the respondents due to domestic obligations. It was further observed that the barrier in accessing trainings for young girls (6.34%) was that they were not allowed to go alone outside their homes. Similar work was done by Saiyad and Badhe (2012). On the training needs of rural women regarding animal husbandry, Pagaria (2012) on the training needs in sheep husbandry of farm women in Barmer district and Chavan *et al.* (2013). also worked on the training needs of the farm women in storage of food grains and their constraints.

### Conclusion:

The study conducted to study the training needs of respondents consisted of two hundred and five female respondents from six blocks of Ferozpur. A remarkable observation shows that not even half of the respondents from Ferozpur were aware of the trainings imparted in the Kendra.

While taking an overall look into the training needs of the respondents it was observed that training on both stitching and soap and detergent making was the most needed training by 93.17 per cent of the respondents. The major constraint in accession to the trainings was that 64.88 per cent of the respondents were ignorant regarding the trainings provided at the Kendra. Other barriers being long distance, domestic obligations etc.

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