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ECONOMIC EMPOWERMENT OF WOMEN THROUGH SKILL UP GRADATION

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ABSTRACT

The development of Indian women will be the biggest source of enrichment of the country's development. Empowerment not only enables them to generate income to become sufficient or independent, but society also gains benefit. Capacity building of women can be done by promoting self employment by addressing their minimum needs such as nutrition, education and clothing. Entrepreneurship connects weaker section women with the mainstream of society. Garment construction is very common in almost every household and helps the women to raise their family income. Keeping in mind present study was conducted in Krishi Vigyan Kendra, Fatehabad of Haryana state. Five days intervention containing general information, cutting and stitching of garments, value addition of fabrics and sensitization and motivation for self employment was imparted to two groups. The training efficiency index was found 54.68 percent. Highest indexes for general information was 62.43 percent. Perceived Feasibility was found 77.47 percent on four attributes of adoption of technology.

KEYWORDS: *Empowerment, Intervention, Skill Up Gradation, Perceived Feasibility*

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INTRODUCTION

Empowerment of women can give power to women to have control over the circumstances of their lives, control over resources and ideology. The resources could be physical, human, economic, intellectual, social, political and religious. The control over ideology means ability to influence decisions, thinking and situations which are reflected in values, attitudes and beliefs. Empowerment of women is critical not only for their own welfare but also for the development of the country. Economic empowerment is the main concept which increases women's access to economic resources and opportunities, including jobs, financial services and other productive assets. Women empowerment can be facilitated only if the women have a say in the social economic spheres of decision making. Empowerment of women in economic terms is as entrepreneur which is not only a power, but also a value that exists within the society and reflects its spirits and rate of development. The program for encouraging entrepreneurship and economic empowerment among women need to be taken up in isolation to ensure their success.

In Indian context, 49.5 million women population comprise of 48.26 percent of the nation's manpower have tremendous potential to contribute significantly to the economic development of the nation.

However, their contribution to family income and the economy remained largely invisible and unnoticed (Bharti and Solanki, 2006).

With rising prices, break up of the traditional joint family system and improving standards of living, the entry of women in all aspects of economic life has become a must. In order to share the economic responsibilities, women have to come to the forefront to accept challenges of entrepreneurship. Womenfolk who possess skill in many arts and crafts, if given adequate training, can effectively earn for the family or be a self learner. The training can be more effective if given in women's field of interest, additional income and utilization of talent (Gaur *et. al*. 2010).

Skill oriented vocational training programs have been organized by the Krishi Vigyan Kendras for developing the required skills among women for taking up income generating activities and thereby improving their social economic status. There is a need to motivate and sensitize the schedule caste women for empowerment through vocational trainings on garment construction as it is a cost effective tool. Keeping in mind, the present study was planned to

Provide intervention in garment construction

Analyze impact of training

Find out the perceived feasibility of training

METHODOLOGY

Krishi Vigyan Kendra, Fatehabad of Haryana state was selected purposively as this work was part of a project entitled 'Improving the livelihood of schedule caste farm families of Haryana. In Fatehabad district schedule caste population is 21.99 percent. Thus, there are lots of opportunities for the empowerment of women through vocational trainings.

A list of schedule caste dominated villages was procured and six villages were selected randomly. From all six villages, five respondents were selected randomly with the help of respective sarpanch. Thus, total sixty women were selected for intervention. For generating sensitization and motivation, two interventions were prepared keeping in mind all background information. Five days intervention was implemented for two groups having thirty respondents in each group which comprised of rapport building, lectures, demonstrations,a booklet and a kit as self employment assistance. During five day program each participant was assigned to stitch garments which were taught during skill training. The training efficiency index was computed to know the impact of training.

Computing of Training Efficiency Index

At the initial stage all the items selected for training were tested on four dimensions, namely, knowledge gained, skills acquired, extent of adoption, and dissemination. All the items were quantified by assigning 2,1,0 for full, partial and nil responses, respectively. Individual item efficiency and overall programefficiency indices were developed by formulae:

$$TEI = \frac{\frac{E\,D_1 \mid D_2 \mid D_3 \text{----------} D_N}{P_1 \mid P_2 \mid P_3 \text{----------} P_N}}{N} = \frac{DN}{PN} \times 100$$

Where

E= summation of all items of numerator

D1, D2----------DN= Total score obtained by all the respondents a particular dimension of an item

P1, P2----------PN= potential score obtainable on each dimension of an item

N= Total number of dimensions included in the study

RESULTS AND DISCUSSIONS

Impact of intervention regarding garment construction was worked out on four parameters, namely knowledge, skill, adoption and dissemination. Overall training effectiveness was found 54.68 percent, which speaks of moderate level impact. Three messages covered under intervention where general information, use of paper pattern in cutting and stitching of garments, cutting and stitching of garments with drafting technique, value addition of fabrics and sensitization and motivation. Highest training effectiveness was observed in general information about garment construction (63.43%) followed by value addition of fabric (61.85%), sensitization and motivation (61.66%) and cutting and stitching of garments (47.78%). Lowest effectiveness indices in cutting and stitching may be due to the reason that women respondents needed repeated exposure about technical messages of cutting and stitching. The results are in consonance with Desai (1996), Akansha (2006) and Sachan (2016).

Table 2 reveals the feasibility of garment construction training as entrepreneurial activity perceived by women. The perceived feasibility index was found 77.47 percent, which speaks of useful for self employment and income generation at household level. However, the highest feasibility score was found for relative advantage (88.33%). It was followed by the compatibility (86.22%), practicability (69.44%) and simplicity- compatibility (65.88%). Again, a comparatively low percentage in simplicity- complexity shows that women needed more skill exposure in garment construction. However, the highest mean score was obtained by consistency of use (MS 3.0). All the respondents perceived garment construction as consistent use for income generation, multiple use potential at rank II and low initial cost at rank III. A Similar trend was observed in studies of Yadav and Pareek (2014), Dahiya and Yadav (2016) and Sachan (2016).

Table 3 reveals the suggestions given by respondents after completion of the intervention on garment construction. 91.67 per cent respondents suggested that feedback should be taken from trainees after completion of the training. It was followed by the suggestion that duration of training should be more (86.67%) and training should be organized in the slack period (83.33%). A Similar trend was observed in study of Borker et.al., 1991.

CONCLUSIONS

Training and intervention on garment construction organized by Krishi Vigyan Kendra was useful. Training effectiveness was also found upto moderate level in all selected messages. Skill acquisition was found highest for value addition of fabrics. A low effectiveness index for cutting and stitching of garments was due to short time for intervention. Perceived feasibility was found highest for relative advantage. Some of the trainees also suggested long duration for garment construction trainings.

Table 1: Impact of Intervention Regarding Garment Construction on Respondents

n=60

Messages	Extent Potential Scores				TEI (%)
	Knowledge	Skill	Adoption	Dissemination	
General information (6)	300 (83.33)	300 (83.33)	60 (100.0)	60 (100.0)	85.71
Specific information (4)	62 (25.83)	62 (25.83)	25 (41.66)	30 (50.0)	29.83
Specific information					
Cutting and Stitching of garments					
1. Ladies' *suit* (6)	290 (80.58)	220 (52.38)	52 (86.66)	22 (36.66)	69.52
2. Frock and *Jhabla* (7)	310 (73.80)	218 951.90)	40 (66.66)	18 (30.0)	61.04
3. *Pyjami* (5)	200 (66.66)	110 (36.66)	20 (33.33)	12 (20.0)	47.50
4. Blouse (6)	100 (36.0)	50 (13.88)	02 (0.03)	10 (16.66)	19.28
5. Petticoat (6)	90 (25.0)	80 (19.04)	02 (3.33)	10 (16.66)	21.66
6. *Kalidar kurta* (8)	80 (16.66)	54 (11.25)	46 (76.66)	50 (83.33)	21.29
7. Cot bag (10)	520 (86.66)	430 (71.66)	58 (96.66)	60 (100.00	80.90
Over all TEI 47.78%					
Value addition of fabrics					
1. Embroidery (10)	420 (70.0)	340 (56.66)	22 (36.66)	22 (36.66)	60.90
2. Block printing (5)	208 (69.33)	180 (60.0)	02(3.33)	10 (16.00)	55.55
3. Tie and dye (12)	560 (77.77)	420 (58.33)	10 (16.00)	10 (16.00)	64.10
4. Ribbon work (7)	260 (61.90)	210 (50.0)	12 (20.00)	30 (50.00)	51.25
5. Mirror work (7)	242 (57.61)	200 (47.61)	20 (33.33)	30 (50.00)	51.25
6. Piloting work (5)	272 (	250	60	60	89.16
Overall TEI 61.85%					
Sensitization and motivation					
1. SHG formation (5)	200 (66.66)	200 (66.66)	12 (20.00)	12 (20.00)	58.88
2. Loaning facility for self employment (5)	210 (70.00)	210 (70.00)	02 (3.33)	02 (3.33)	58.88
3. Welfare schemes for women (10)	420 (70.00)	420 (70.00)	20 (33.33)	20 (33.33)	66.66
4. Women empowerment (8)	310 (64.58)	310 (64.58)	10 (16.66)	10 (16.66)	59.25
Overall TEI 61.66%					
Overall TEI 54.68%					

Figure in parenthesis indicates the percentages

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APPENDICES

Table 2: Perceived Feasibility of Intervention Regarding Garment Construction on Respondents

N=60

Attributes	Response Category			Mean Score	MS	Rank
	Strongly Agree	Agree	Disagree			
Relative advantage						
Low initial cost	50 (150)	10 (20)	--	170	2.33	III
Monetary benefit	52 (156)	02 (4)	06 (6)	166	2.76	IV
Consistency of use	60 (180)	--	--	180	3.00	I
Time saving	20 (60)	10 (20)	30 (30)	110	1.83	XVII
Multiple use potential	55 (165)	05 (10)	--	175	2.91	II
795 (88.33%)						
Compatibility						
Cultural compatibility	48 (144)	10 (20)	02 (2)	166	2.76	IV
Physical compatibility	40 (120)	05 (10)	15 (15)	145	2.41	IX
Situational compatibility	40 (120)	10 (20)	10 (10)	150	2.50	VIII
Social compatibility	45 (135)	05 (10)	10 (10)	155	2.58	VII
Relational compatibility	40 (120)	10 (20)	10 (10)	150	2.50	VII
776 (86.22%)						
Simplicity- Complexity						
Cognitive simplicity	38 (114)	02 (4)	20 (20)	138	2.30	XIII
Application simplicity	32 (96)	02 (4)	26 (26)	126	2.10	XIV
Resource simplicity	22 (66)	05 (10)	33(33)	109	1.81	XVIII
Reversibility	12 (36)	12 (24)	36 (36)	96	1.60	XV
Increase in efficiency	22 (66)	10 (20)	38 (38)	124	2.06	XII
593 (65.88%)						
Practicability						
Communicability	22 (66)	38 (76)	--	142	2.36	X
Visibility of results	18 (54)	02 (4)	40 (40)	102	1.70	IX
Demonstrability	30 (90)	30 (60)	--	150	2.50	XI
Triability	21 (63)	09 (18)	30 (30)	111	1.85	XVI
Provision of modification	20 (60)	20 (40)	20 (20)	120	2.00	XV
625 (69.44%)						

Table 3: Suggestions given by Respondents about Training on Garment Construction

n=60

S. No.	Suggestion	Frequency	Percentage
1.	Duration of training should be more	52	86.67
2.	Subject matter should be more practical	40	66.67
3.	Training should be organized at village level	32	53.33
4.	Training should be organized in slack period	50	83.33
5.	Feedback of trainees should be taken after completion of training	55	91.67
6.	KVK experts should be in regular contact with trainees	22	36.67