

Impact Of Krishi Vigyan Kendras In Empowerment Of Rural Women

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ABSTRACT: The present study was conducted to determine the Impact of KVKs in the empowering rural women in the year 2011 -12 in Kashmir valley. A sample of 50 per cent (400) women beneficiaries covered under different vocational training courses in all the six KVKs has selected by random sampling method to know the impact of KVKs in empowering rural women. The study revealed that majority of the respondents (99.25%) had increased their knowledge level after going through these training courses, (51.25%) of the respondents had improved their skill, (46.75 %) of the respondents became fully independent. The study also revealed that rural women became Socially, Economically, Psychologically empowered and had the power of taking decisions.

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INTRODUCTION

The Indian council of agriculture research (ICAR), during fifth five Year plan launched an innovative project for imparting vocational training to farmers, farm women, rural youth and field level extension functionaries in the country by establishing Krishi Vigyan Kendra. The scheme Krishi Vigyan Kendra was initiated by the Indian council of agricultural research. Women are no longer confined to their homes as house wives. Different efforts are being made by Government and other organizations for the empowerment of rural people in general and rural women in particular. Empowerment does not mean empowering in technical area only but women should remember that they are rational and thinking human beings (Banga 2010). KVKs play an important role for empowerment of rural women through vocational training courses. KVK is based on three main principles, agriculture production is the prime goal, second work experience as main method of imparting training and third stress on weaker sections of rural population. The KVK is a grass-root level institution designed and devoted for imparting need based skill oriented vocational training courses.

MATERIALS AND METHODS

The study was undertaken with an attempt to know the impact of Krishi Vigyan Kendras in empowering rural women in Kashmir valley. The sample group for the present study comprised only the rural women trained through various KVK's in Six districts (Anantnag, Pulwama, Srinagar, Budgam, Kupwara and Bandipura) of Kashmir valley. A

sample of 400 out of 800 covered under different vocational training courses in all the six KVK's is selected by random sampling method. Sample is collected only from those beneficiaries who have undergone more than five days training courses. A total sample of 400 out of 800 is selected for data collection. The list of vocational trainees was collected from all the six KVK's of Kashmir valley namely KVK Pumbay, KVK Malangpora, KVK Shuhama, KVK Potushi, KVK Kulangam and K.D. station Narkara. A structured interview schedule was framed through which primary data is collected, the rural women are often illiterate and do not respond to questionnaire technique properly, therefore, interview and observation method was used. The structured interview schedule prepared were pre-tested on 10 percent of the respondents to find out any ambiguity and its work ability before final use. The data collected has been carefully scrutinized and condensed into master chart and tabulated in terms of statistical tools to represent in a meaningful way. To get more information regarding the impact of vocational trainings for empowerment of rural women both the primary and secondary sources were used. Literature were also collected from journals, annual progress reports symposia/seminar compendium

RESULTS AND DISCUSSION

The study revealed that the minimum and maximum age of the respondents was 15 years and 40 years. Majority of the trainees (77.75%) belonged to the age group of 15- 25 years, 16.75 per cent of the respondents belonged to the age group of 25-35 years and

a small number of respondents (5.5 %) were having high age group above 35 years. Similar results were found by Reddy and Ratnakar (1993), Hagre (1991), Ingle and Kubde (1991) The data given in table 1 revealed that majority of the respondents (67.00%) were having medium level of education up to high school level, 23 per cent of the respondents were having secondary and above education whereas, minimum (10.%) of the respondents were illiterate. Similar results were found by Desia et. al. (1996) and Raghunandan (2004).The family size was categorized into three categories low, medium and high family size. It was also found that majority of the trainees (69.50%) were having medium family size 6-10 members, whereas, 14.75 per cent of the respondents belonged to large family size having 10 and above family members and only 15.75 per cent of the respondents belonged to low family size having below 5 family member. Data presented in table 1 also revealed that maximum number of respondents (69.5%) were from nuclear families and only (30.5 %) respondents were from joint families.

The land holding was categorized into three categories Small, medium and large land holding. The study indicated that 46 per cent of the respondents were having small land holdings, 24.75 per cent of the respondents were having medium land holding size and only 29.25 per cent of the respondents were from big land holdings, similar results were obtained by Yadkikar (1991) and Patel (2005). The data presented in table 1 indicated that more than half of the respondents (78.25%) were un-married, whereas, small number of respondents (21.75%) were married.

The data revealed that majority of the respondents(72.50%) belonged to medium income category having annual income of Rs.16000-35000. 21.50 per cent of the respondent belonged to high income category with annual income of Rs.36000 and above. A meager number of respondents (6.00%) belonged to low in-come category having annual income of Rs.15000 and below.

Table.1 Distribution of respondents by their characteristics N= 400

| Age (years) | No. of respondents | % |
|-----------------------------------|---------------------------|----------|
| 15-25 (Low) | 311 | 77.75 |
| 25-35 (Middle) | 67 | 16.75 |
| 35 &above(High) | 22 | 5.5 |
| Educational Qualifications | No. of respondents | % |
| illiterate Low | 40 | 10.00 |
| Primary-high school (Medium) | 268 | 67.00 |
| Secondary & Above (High) | 92 | 23.00 |
| Family Size (Members) | No. of respondents | % |
| 5 & below (Low) | 63 | 15.75 |
| 6-10 (Medium) | 278 | 69.5 |
| 11 & above(Large) | 59 | 14.75 |
| Type of Family | No. of respondents | % |
| Joint | 122 | 30.5 |
| Nuclear | 278 | 69.5 |
| Land Holding (in kanals) | No.of respondents | % |
| 5 & below(small) | 184 | 46 |
| 6- 10 (medium) | 99 | 24.75 |
| 11 & above(big) | 117 | 29.25 |
| Marrital status | No. of respondents | % |
| Un-married | 313 | 78.25 |
| Married | 87 | 21.75 |
| Annual Income | No. of respondents | % |
| 15000 & below (low) | 24 | 6.00 |
| 16000-35000 (Medium) | 290 | 72.5 |
| 36000 & above(high) | 86 | 21.5 |

Table 2 presented the distribution of data as per the knowledge of respondents regarding trainings

before and after the training. Majority of the respondent (92.25%) were having low knowledge,

7.75 per cent respondents were having medium and no one were having high level of knowledge before training, whereas, majority (65.5%) of the respondents were having high level of knowledge after training, 34. 2 per cent were having medium level of knowledge and meager number of respondents (0.25 %)were having low level of

knowledge after training. The findings of the study revealed that majority of the respondents 65.5 per cent gained high knowledge level after attending the trainings given by Krishi Vigyan Kendras. Thus positive impact of recommended techniques was found among the respondents.

Table 2: Knowledge before and after training

| Knowledge of Respondents | Before training | % | After training | % |
|---|-----------------|-------|----------------|-------|
| No-Knowledge (low) | 369 | 92.25 | 01 | 0.25 |
| Partial-Knowledge (Medium) | 31 | 7.75 | 137 | 34.25 |
| Complete (High) | 00 | 00 | 262 | 65.5 |
| $\chi^2 = 694.892, P\text{-value} < 0.01$ | | | | |

The perusal of the table 3 revealed that after adoption of the recommendation of various vocational trainings given by Krishi Vigyan Kendras, majority of the respondents (46.75%) became independent, (30.5%) respondents had

reduced their dependency and a small number of respondents (22.75%) did not feel any change in their dependency. Thus majority of the respondents had increased their socio-economic status after adoption and were fully independent.

Table 3 Dependency of respondents after adoption N=400

| Dependency has | No. of respondents | % age |
|--|--------------------|-------|
| No change (low) | 91 | 22.75 |
| Reduced (Medium) | 122 | 30.5 |
| Ended (high) | 187 | 46.75 |
| $\chi^2 = 36.005, P\text{-value} < 0.01$ | | |

Table 4 Distribution of respondents as per the impact of training after adoption N=400

| Impact of training | No. of respondents (Yes) | % | No. of respondents (No) | % | χ^2 | P-value |
|--|--------------------------|-------|-------------------------|-------|----------|---------|
| 1. Capacity building | 225 | 56.25 | 175 | 43.75 | 106.077 | <0.01 |
| 2. Leadership qualities | 216 | 54.00 | 184 | 46 | | |
| 3. Self-assessment | 227 | 56.75 | 173 | 43.25 | | |
| 4. Development of entrepreneurial skills | 245 | 61.25 | 155 | 38.75 | | |
| 5. Economic freedom | 198 | 49.5 | 202 | 50.5 | | |
| 6. Drudgery reduction | 201 | 50.25 | 199 | 49.75 | | |
| 7. Competent in handling work | 240 | 60.00 | 160 | 40 | | |
| 8. Psychological confidence | 268 | 67.00 | 132 | 33 | | |
| 9. Decision making ability | 166 | 41.5 | 234 | 58.5 | | |
| 10. Social empowerment | 197 | 49.25 | 203 | 50.75 | | |
| 11. Feel self –sufficient | 162 | 40.5 | 238 | 59.5 | | |

The data presented in table 4depicted the impact of trainings, 56.25 per cent of the respondents had developed their capability, 54 per cent respondents reported that their leader ship qualities has enhanced. 56.75 per cent can make self assessment and 61.25 per cent had developed their entrepreneurial skill. After adopting the recommendations /techniques of vocational training courses 49.5 per cent, 50.25 per cent and 60.00 per cent respondents respectively have great impact on the economic freedom, drudgery

reduction and can competently handle the work. It was also observed that majority of the respondents (67.00%) had developed their psychological confidence after adoption of recommended practices. Also it was found that 41.5 per cent respondents have developed their decision making ability, 49.25 percent respondents became socially empowered and 40.5 per cent respondents feel self sufficient.

The findings revealed that majority of the respondents developed their leadership qualities, can

make self assessment, got economic freedom, developed their psychological confidence and became able to take decisions. Thus vocational trainings had positive impact on those respondents who have undergone through trainings and adopted the recommendations of the given practices. Krishi Vigyan Kendras laid a foundation stone for the empowerment of women by giving vocational trainings.

CONCLUSION

Hence it can be concluded that vocational tanning course plays a positive role for the empowerment of rural women. Majority of the rural women developed their socio economy status, developed their psychological confidence and became able to take decisions. Majority of the women beneficiaries after going through vocational training programmes and adopting the recommended techniques became independent. Rural women became socially, economically, psychologically empowered. She was allowed to take decisions after adopting the recommended techniques given through Krishi Vigyan Kendras which became a means for her earn money. The training of cutting and tailoring, knitting, fruit and vegetable preservation and tilla work has increased the economic status of trainees and also of their families. The positive change in their living status was also visible. Hence training programmes organized by KVKs especially for rural women for their empowerment had a great impact in Kashmir Valley.

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