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The Impact of Vocational Training Courses on Knowledge and Adoption of Rural Women in Kashmir

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The aim of this study is to assessment the impact of vocational training courses on knowledge and adoption of rural women in Kashmir. The study sample comprised of 400 women beneficiaries who had under gone various vocational training courses to ascertain the impact of training courses for the empowerment of rural women in Kashmir valley during the year 2010- 2011. The study revealed that fifty two percent of the respondents adopted the training techniques and 46.75 per cent became independent and 30.5 per cent respondents had reduced their dependency. The training of cutting and tailoring, knitting, fruit and vegetable preservation and tilla work adopted by the trainees had increased their socio - economic status.

Keywords: knowledge, adoption, dependency, vocational training, empowerment, rural women

Introduction

The impact assessment is a generic term that includes social, human, technological and psychological impact assessment (Dipak & Basavaprabhu 2005). It also refers to the outcome of the results of activities and net effect of activities on economic and social status. Impact of Vocational Training Courses can be carried out after, during or before implementation of the developmental programmes referred to as retrospective, programmes. Vocational training refers to a certain type of training whose main objective is preparing people for work. Vocational training for the farmers proves to be a significant input in accelerating farm production. Different attempts are being made to make rural women self sufficient through various training programmes. Empowering women does not mean empowering in technical area only but women should remember that they are rational, intelligent and thinking human beings.

Dependent women are not empowered women. If women think just that being highly educated and employed they are empowered, it is a myth (Banga, 2010). Empowerment is the power of obtaining basic opportunities for women, either directly by those people or through the help of welfare organizations. It also includes encouraging and developing the skills for self- efficiency. The study was undertaken with the following objectives:

i) To study the profile of trainees covered under vocational training courses of Krishi Vigyan Kendras. ii) To find out the increase in the knowledge level of trainees covered under vocational training courses. iii) To find out the adoption skills of trainees covered under vocational training courses.

Materials and Methods

The study was undertaken with an attempt to know the impact of vocational training courses conducted by various KVK's in Kashmir valley on the knowledge and adoption level of rural women. 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 50% of the total women beneficiaries covered under different vocational training courses in all the six KVK's was selected by random sampling method. Sample was collected only from those beneficiaries who have undergone more than five days training courses.

A total sample of 400 out of 800 was selected for data collection. The list of vocational trainees was collected from all the six KVK's of Kashmir valley namely KVK Pumby, KVK Malangpora, KVK Shuhama, KVK Potushi, KVK Kulangam and K.D. station Narkara. A structured interview schedule was framed through which primary data was collected, the rural women are often illiterate and do not respond to questionnaire technique properly,

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therefore, interview and observation method was used. The structured interview schedule prepared was 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 was collected from journals, annual progress reports, symposia/seminar compendium.

Results and Discussion

The study revealed that 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 above 35 years. The data also revealed that majority of the respondents (67.00%) were having medium level of education up to high school l, 23 per cent of the respondents were having secondary and above education whereas, minimum (10.%) of the respondents were illiterate. 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 large land holdings .

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 in-come of Rs.15000 and below. Similar results were found by Reddy and Ratnakar (1993), Hagre (1991), Yadkikar (1991) and Patel (2005).

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 and above (High)	22	5.5
Educational qualifications	No. of respondents	%
Illiterate low	40	10.00
Primary-high school (Medium)	268	67.00
Land holding (in kanals)	No. of respondents	%
5 and below (small)	184	46
6- 10 (medium)	99	24.75
11 and above (big)	117	29.25
Annual Income	No. of respondents	%
15000 and below (low)	24	6.00
16000-35000 (Medium)	290	72.5
36000 and above (high)	86	21.5

Identification and evaluation of vocational trainings

Knowledge represents the trainees awareness regarding training skills before and after training. The data presented in table 2 indicates that majority of the beneficiaries (99.25%) had increased their knowledge after attending vocational training courses while as in case of (0.75%) respondents no increase in their knowledge level was found after attending training courses .The distribution of respondents depicted that majority of the respondents (99.75%) agreed that trainings were informative, while as, a meager number of the respondents (0.25%) believed that these trainings were not informative for them. Majority of the respondents (97.50 %) believed that they were in need of such trainings and a small number of respondents (2.50%) believed that they were having no need of such trainings. It was reported that majority of the women beneficiaries (51.25%) follow up the trainings, whereas, 48.75 per cent do not.

The perusal of the data showed that after attending trainings majority (89.00%) of the women beneficiaries had improved their skill and small number (11.00 %) felt no change in their skill. Majority of the respondents (76.25%) were in contact with KVK'S and a small number of respondents (23.75%) were having no contacts with KVK'S after

their training was over. The information related to trainings were provided by different sources.

The data presented in table 2 depicted that majority of the respondents (80.75%) received the information through Agricultural extension officers and 10.75 percent received from teacher trainees, whereas, 04 per cent of the respondents informed that they received it from KVK scientists. Similar percentages of respondents (02%) were informed by village level workers and field cum laboratory assistants.

Table 2. Identification and evaluation of vocational trainings N= 400.

Statement	No. of respondents	%
Increase in knowledge		
Yes	397	99.25
No	03	0.75
Trainings were informative		
Yes	399	99.75
No	01	0.25
Need of such trainings		
Yes	390	97.5
No	10	2.5
Follow up of trainings		
Yes	205	51.25
No	195	48.75
Skill improvement		
Yes	356	89.00
No	44	11.00
Contact with KVK's		
Yes	305	76.25
No	95	23.75
Sources of information		
- Village level worker	08	2.00
- Agricultural extension officer	323	80.75
- KVK scientist.	18	04.5
- Teacher trainee	43	10.75
- Field cum laboratory assistants	8	2.00
Frequency of trainings attended		
- Some times (Low)	200	50.00
- Regularly (medium)	167	41.75
- Always (High)	33	08.25

Knowledge before and after training

Table 3 presents the distribution of data as per the knowledge level of respondents before and after the training. It was revealed that Majority of the respondents (92.25%) were having low knowledge, 7.75 per cent respondents possessed medium and none had high level of knowledge before training, whereas, in majority (65.5%) of the respondents level of knowledge was found to be high 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.

Table 3. Distribution of trainees as per their knowledge before and after the training N=400.

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-value < 0.01

Table 4 reveals that 52 per cent respondents reported that they had adopted the recommendations given during various trainings, whereas, 48 per cent respondents did not undertake the enterprise for which they had under gone through various training techniques.

Table 4. Distribution of respondents as per their adoption n=400.

Adoption	No. of respondents	%	$\chi 2$	P-value
Yes	208	52.00	0.64	>0.05
No	192	48.00		
Total	400	100		

The data in Table 5 shows that majority of the respondents (96.25%) had not adopted the recommendations/techniques before undergoing training very few (3.75 %) had adopted the recommendations before trainings. It was revealed that after going through various trainings 43 percent respondents had adopted the recommendations fully and a meager number of respondents (8.5%) had partial adoption of the recommendations as were given through various trainings. 48 per cent respondents had low adoption rate after attending various training techniques of vocational courses. Some of the respondents after adoption discontinued, because respondents were only women folk and after marriage they were not allowed by their in-laws to continue with their enterprise.

Table 5. Distribution of respondents as per their adoption before and after training n=400.

Adoption of respondents	Before training	%	After training	%
No adoption (low)	385	96.25	192	48.00
Partial adoption (Medium)	15	3.75	34	08.5
Complete adoption (High)	00	00	174	43.5

$\chi 2 = 245.924$, P-value < 0.01

The perusal of Table 6 reveals that after adoption of the recommendation of various vocational trainings given by Krishi Vigyan Kenderas, majority of the respondents (46.75%) became independent, In case of 30.5 percent respondents' dependency had reduced to a large extent 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 6. Dependency of respondents after adoption N=400.

Dependency	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-value < 0.01

Conclusion

Vocational training courses play a positive role in the empowerment of rural women. Majority of the rural women were able to increase their socio economic status, psychological confidence and became more able to take decisions. Majority of the women beneficiaries after going through vocational training programmes and adopting the recommended techniques became independent women became socially, economically, psychologically empowered. The training of cutting and tailoring, knitting, fruit and vegetable preservation and tilla work had increased the economic status of the trainees and also of their families. The positive change in their living status was also visible. Hence vocational training programmes organized by KVKs especially for rural women for their empowerment had a great impact in Kashmir Valley.

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