



ISSN (E): 2277- 7695  
ISSN (P): 2349-8242  
NAAS Rating: 5.23  
TPI 2021; SP-10(10): 329-331  
© 2021 TPI  
[www.thepharmajournal.com](http://www.thepharmajournal.com)  
Received: 13-08-2021  
Accepted: 15-09-2021

**Dr. Abha Rani**  
Research Scholar,  
Department of Home Science,  
SHUATS, Allahabad,  
Uttar Pradesh, India

**Dr. S Mohapatra**  
Assistant Professor,  
Department of Home Science,  
SHUATS, Allahabad, Uttar  
Pradesh, India

## The effect of vocational training programmes conducted by KVK on farm Woman of Allahabad district

**Abha Rani and Dr. S Mohapatra**

### Abstract

The study is based on KVK vocational training programmes and its impact on rural farm woman in Allahabad district of Uttar Pradesh. A total number of 150 farm woman were selected from Mahewa, Mohabbat-Ganj, Nani, Tikari and Bendo of Chaka Block, Jasra Block and Karchana Block for the study. A self-structured personal interview schedule was used to collect the data to check the effect of Vocational training on the socio- economic status of farm women. The data was analysed by using frequency, percentage, and chi square. It is clarified that the respondents gained psychological, Cultural, Social, Economical empowerment. Like 100.00 per cent respondents shown self-confidence, 96.66 per cent think about self-image. 96.00 per cent cares about self-education and adopted practice to maintain health, 90.00 per cent of farm woman seek opportunities for economic development, 82.00 per cent woman had freedom of selecting food.

**Keywords:** vocational training programme, rural farm women

### Introduction

India is an agriculture based country, as about 80 per cent of the Indian population depend on agriculture directly or indirectly. After Independence India has given a proper attention to uplift the agriculture activity by adopting various technologies related to agriculture. As a part of attention several state and central level agriculture universities, laboratories etc were established under the observation of ICAR. This developments brought several revolutions like green Revolution, White Revolution, Blue Revolution etc and given more strength to Indian food security. (Rao, 2007) [4].

As per recommendation of the second Education commission (1964-66) headed by Dr. D.S. Kothari, an institution name as "Agricultural poly-technics" was set to provide technical agriculture education to a large number of boys and girls coming from rural areas. Same type of step was considered essential to produce skilled workers, artisans and technicians in agriculture field for supporting services needed by the farmers, extension organizations and primary agro-industries. And Krishi Vigyan Kendra (KVK) came into existence sponsored by ICAR.

The work of KVK shown improvement not only in agriculture production, but also in social and economic status of farmer too. Which given an idea to collaborate all the related institute and organisations to find even better result. Krishi Vigyan Kendras provides skill oriented programmes to illiterate, marginal, landless farmers, farm women, school dropouts and rural youth by organising short and long term vocational training courses and income generating activities in addition to demonstration of latest technological development and technological assessment and refinement at farmers' fields. The aim of Krishi Vigyan Kendra is to transfer technology from laboratory to farmer's field with respect to agriculture, horticulture, agro-forestry, animal husbandry, floriculture, home science extension education, bee keeping, mushroom cultivation, broiler farming and allied subjects. (R.A.U. Report, 2007) [5].

### Methodology

A total number of 150 farm woman were selected from Mahewa, Mohabbat-ganj, Nani, Tikari and Bendo of Chaka Block, Jasra Block and Karchana Block for the study. A self structured personal interview schedule was used to collect the data to check the effect of Vocational training on the socio- economic status of farm women. The data was analyzed by using frequency, percentage, and chi square.

**Corresponding Author**  
**Dr. Abha Rani**  
Research Scholar,  
Department of Home Science,  
SHUATS, Allahabad,  
Uttar Pradesh, India

## Result and Discussion

There are so many programmes run by KVK for the development of rural woman, like Value addition in fruit vegetable, dal processing, tailoring, bee keeping, Handicraft, Vermi culture production (vermi composting), Food processing, Value addition to agro and animal based fibre (Tie

and Dye), Value addition in guava, Value addition in amla, Nursery raising of onion, Health and hygiene, Kitchen gardening, Design and development for low cost housing, etc. The study says that there were 54.66 per cent of the respondents do not had any institutional training, while 45.33 per cent respondents had Institutional training.

**Table 1:** Distribution of respondents according to type of training received from KVK

SI. No.	Training of KVKs	Number of training	Beneficiaries in each training
1.	Tailoring	5	30
2.	Handicraft	5	20
3.	Value addition to agro & animal based fibre (tie and dye)	1	13
4.	Value addition in guava	2	20
5.	Value addition in <i>amala</i>	2	20
6.	Dhal processing	1	22
7.	Bee keeping	2	12
8.	Vermiculture production (vermi composting)	2	20

It is evident from the table 1 that out of total farm women beneficiaries of KVK, 30 respondents had attended training in tailoring, 20 respondents in *handicraft*, 13 respondents in value addition in agro and animal based fibre (tie & dye), 20 respondents in value addition in guava, 20 respondents in

value addition in *amala*, 22 respondents in *Dhal* processing, 12 respondents in Bee keeping and 20 respondents had attended training in Vermiculture production (vermi composting).

**Table 2:** Distribution of respondents according to effect of Vocational Training (N = 150)

SI. No.	Statement	YES		NO	
		F	%	F	%
A.	Psychological empowerment				
1.	Self confidence	150	100	-	-
2.	Courage	110	73.33	40	26.66
3.	Self reliance	135	90	15	10
4.	Feeling in security in family	140	93.33	10	6.66
5.	Career ambition	125	83.33	25	16.66
6.	Self image	145	96.66	5	3.33
B.	Cultural empowerment				
1.	Freedom to interact with male outside family	45	30	105	70
2.	Freedom for taking a kind of food	132	82	18	12
3.	Actual participation in festivals	93	62	57	38
4.	Freedom for performing festival ceremonies	66	44	84	56
5.	Freedom for wearing a kind of dress	78	52	72	48
6.	Freedom for attending pilgrim/religious place	73	48.66	77	51.33
7.	Freedom for deciding (food) mence	144	96	6	4
8.	Liberty for attending marriage ceremony	69	46	81	54
C.	Social empowerment				
1.	Self education	144	96	4	2.66
2.	Freedom to work outside family	78	52	72	48
3.	Freedom to visit hospital /doctor	120	80	30	20
4.	Freedom for adoption practices for maintaining health	144	96	6	4
5.	Participation in decision about family planning (welfare)	72	48	78	48
6.	Participation In community action	54	36	96	64
7.	Participation in decision about education	126	84	24	16
8.	Participation in decision about girl's marriage	65	43.33	85	56.66
9.	Possessing desired social status	84	56	66	44
10.	Appreciation by family members for significant contribution	86	57.33	64	42.66
11.	Freedom to mix with (women) friend	141	94	9	6
D.	Economic Empowerment				
1.	Opportunity for economic development	135	90	15	10
2.	Freedom for selection of job	108	72	42	28
3.	Personal saving in from of fixed deposit	96	64	54	36
4.	Operating personal account in bank	45	30	105	70
5.	Participation in decision about adoption of modern technology in home /enterprise	95	63.33	55	36.66
6.	Participation in decision about marketing of produce	99	66	51	34
7.	Participation in purchase of input for family enterprise	88	58.66	62	41.33
8.	Freedom for spending on entertainment of guest	25	16.66	125	83.33
9.	Freedom for offering presents to relatives	39	26	111	73.33

It is clarified from table 2 that the respondents gained psychological, Cultural, Social, Economical empowerment. Like 100.00 per cent respondents shown self confidence, 96.66 per cent think about self image, 96.00 per cent cares about self education and adopted practice to maintain health, 90.00 per cent of farm woman seek opportunities for economic development, 82.00 per cent woman had freedom of selecting food. Nazir *et al.* (2013)<sup>[2]</sup>.

### Conclusion

It is concluded that the KVKs are institutions designed to bridge the gap between the available technologies and action on the part of rural clients for achieving higher production. Krishi Vigyan Kendra plays a significant role in rural development by empowering the rural women with new knowledge, up-to-date information and develops new skill required for adoption of the latest technology. Vocational training courses play a positive role in the empowerment of rural women. Majority of the women beneficiaries after going through vocational training programmes and adopting the recommended techniques became socially, economically, psychologically, empowered. KVK had organised 14 number of vocational training programmes which increased their socio - economic status. The positive change in their living status was also visible. Hence vocational training programmes organized by KVKs especially for rural farm women had very good impact on their empowerment and socio-economic status.

### References

1. Ahmad N, Singh SP, Parihar P. Farmers' Assessment of KVK Training Programme. Journal of Extension Education 2012, 1.
2. Nazir T, Vaidya DN, Ahmad M. Role of Krishi Vigyan Kendras for the empowerment of rural women through vocational trainings. Journal of Agricultural Science 2013;2(3):51-56.
3. Pareek U, Trivedi V. Socio-Economic Status Scale (Rural). <http://www.researchgate.net/post/How.do.you.classify-people-regard-to-their-Socio-Economic-Status-1964>.
4. Rao S. Vocational Training on nutrition gardening for women Alites. Maharashtra Journal of Extension 2007;16:254-257.
5. RAU. Report. Rajendra Agricultural University, Annual Report 2007, 45-49.