Original Research Article

STATUS OF VOCATIONALLY TRAINED WOMEN IN AMRITSAR DISTRICT OF PUNJAB

ABSTRACT

The present study was conducted in the Amritsar District of Punjab. Purposive cum random sampling technique was followed for the selection of vocationally trained women. Amritsar district was selected purposively as there was no such study conducted previously on vocational training program for women. A list of vocational trained women was procured from KVK, Nagkalan which is the only KVK functional in Amritsar district and from the procured list 100 vocationally trained women were selected randomly for the present study. Results of the study revealed that majority of the respondents were educated up to the higher secondary level. Neighbors were the main source of information about the vocational training at KVK for the majority of women respondents. Moreover, there were little less than half percent of women respondents who got support from their family to start their own enterprises after getting training. Regression model was used and form the data, it is concluded that among all independent variables, age and education had a significant effect on respondent's decision to start their own enterprises.

Keywords: Enterprise, Krishi Vigyan Kendra, Vocational training, Nagkalan, Women.

INTRODUCTION

Skills and knowledge are the driving forces of the economic growth and social development of any country. The economy becomes more productive, innovative, and competitive through the existence of more skilled human potential. Women are the most vibrant and dynamic segment as well as potentially the most valuable human resources (Diwakar and Ahamad, 2015). It is interesting to note that on average 4.5 hours per day were devoted by men to social life and leisure while for women, the number of hours was reduced to 3.9 in India. There is a great need to empower women. Empowerment is the power of obtaining basic opportunities for women. It also includes encouraging and developing the skills for self-efficiency (Kaur *et al*, 2018). The growth of any economy depends on having a competent workforce. And competence of the workforce is directly linked with skills. For the development

of the country, the workforce has to be made productive by providing them with the right set of skills (Singh and Sanjeev, 2016).

Women form an integral part of the Indian workforce. The total number of female workers in India is 149.8 million and female workers in rural and urban areas are 121.8 and 28.0 million respectively (Census, 2011). Out of the total of 149.8 million female workers, 35.9 million females are working as cultivators and another 61.5 million are agricultural laborers. Of the remaining female workers, 8.5 million are in the household Industry and 43.7 million are classified as other workers. As per Census 2011, the work participation rate for women is 25.51 percent as compared to 25.63 percent in 2001.Imparting skills in women is the need of the hour for the overall development of women and the country. National Skill Development Initiative aimed to empower all individuals through improved skills, knowledge, and nationally and internationally recognized qualifications to gain access to employment and ensure India's competitiveness in the global market (Maqbool and Khan, 2019). The Indian education system recognizes the role of education and particularly Vocational Education, thus providing the right knowledge and skills to women can ensure overall national progress and economic growth (Kaushik, 2014). Vocational training is designed to bridge the gap between technology awareness and its utilization for increasing agricultural production, getting employment in allied activities, and supplementing income for better socioeconomic status in society (Kansotia, 2018). Vocational training programs aim to provide skills and confidence to women from economically backward families and help them to achieve economic and social independence. A vocational training program is introduced to enhance livelihood opportunities for women who are in a disadvantageous position and have scant exposure to technical skills and knowledge. The vocational training program for women aims to develop entrepreneurial skills among women (Ahamad *et al*, 2016).Training is an important tool to bring improvement in the skills of the individual and apply it to the performance of his or her specific work situation. In order to achieve gender equality, it is very important to support women with information, training, and technology. One of the important mandates of KVKs is to impart training to rural youth/farm women so that they can become self-employed and raise the socio-economic standard of their families, ultimately society (Kaur and Garg, 2017).In the year 1974, the Indian Council of Agriculture Research (ICAR) introduced an advanced project by establishing *Krishi Vigyan Kendras* in the country for imparting vocational training to farmers, farm women, rural youth,

and its field-level extension functionaries (Kaur *et al*, 2019). In various policies and developmental programs, emphasis has been given to empowering women in all spheres of life. *Krishi Vigyan Kendra* plays an important role to improve the economic status of women by imparting need-based and skill-oriented vocational training courses on various topics (Masur and Jadhav, 2018).

Therefore, keeping in view, the importance of vocational training programmes the present study entitled "Status of vocationally trained women in Amritsar district of Punjab" was conducted to find out the status of vocational training programme.

MATERIAL AND METHODS

The present study was conducted in the Amritsar District of Punjab during the year 2021-2022. Purposive cum random sampling technique was followed for the selection of vocationally trained women. Amritsar district was selected purposively as there was no such study conducted previously on vocational training program for women. A list of vocational trained women was procured from KVK, Nagkalan which is the only KVK functional in Amritsar district and from the procured list 100 vocationally trained women were selected randomly for the present study.

RESULT AND DISCUSSION

Socio-economic status of the respondents

The data given in table 1 shows that the average age of respondents was 38.94±1.07 years, the possible reason might be that majority of women in this age group were housewives and had leisure time thus they decided to get training for generating income and utilizing their time.

The findings are in line with the findings of Warkade (2010) as they also emphasized that age played an important role in the skill development of an individual as age increases respondents were more aware of getting training.

Furthermore, the average education of the respondents was 12.33±2.51 years the possible reason behind this is that the majority of the respondents had taken education upto the secondary level and then they were unemployed and wants to engage in some income generation activities and thus decided to get training.

The findings are in line with the findings of Kaur (2016) as she also emphasized that the education of the respondents also played an important role in the skill development of an individual as more educated respondents were more aware of getting training.

Besides the average family size and average landholding of respondents were 4.530±1.056 members and 1.32±3.27 acres respectively, the reason behind a large deviation between landholding is that the majority of the women respondents were landless.

Furthermore, table shows the results regarding the occupation of women respondents, and according to the data given the majority of the women i.e., 47 percent of respondents were housewives and there were 15 percent of women were unemployed and not engaged in any kind of income generation activity.

The findings of the study are in contradiction with the findings of Agrawal and Agrawal (2017).

Table 1: Distribution of respondents according to their socio-economic characteristics and their occupation.

n=100

Parameter	**Average (Mean+SD)**
Average age	38.94±1.07
Average education	12.33±2.51
Average family size	4.53±1.05
Average landholding	1.32±3.27
Average gross income	505180.00±348392.60
Occupation	**Frequency (%)**
Housewife	47 (47)
Farmer	5 (5)
Unemployed	15 (15)
Phulkari making	3 (3)
Make paintings	3 (3)
Tailor	9 (9)
Baker	3 (3)

Make pickles, chutney, murabba, etc.	3 (3)
Make detergents	4(4)
Honey production	3 (3)
Make home crafts	2 (2)
Make papad, wadiyan	3 (3)

The data given in table 2 revealed the distribution of respondents according to the information gathered. The data shows that the majority of the respondents i.e., 42 percent of respondents had gathered information from their neighbors regarding the ongoing training in the KVK.The possible reason behind getting the information from neighbors might be that respondents were curious about what their neighbors were doing and out of that curiosity they gathered information from them and start attending the training along with them.

Table 2: Distribution of respondents according to the information gathered.

n=100

Source of information gathered	Frequency (%)
Friends	13 (13)
Neighbors	42 (42)
KVK	18 (18)
From villagers	27 (27)

Table 3 consists of the information of respondents according to the training attended by them and the kind of extension programs attended by them during training. The table recorded multiple responses. There are 15 different types of vocational training shown in the table given below. The data reveal that a maximum number of women respondents had attended the training of stitching and tailoring i.e., 31 percent. The majority of the women had got training in stitching and tailoring as women could initiate their business of stitching on small scale at their home and can generate income through little investment as compared to other professions.

The findings of my study are in contradiction with Singh *et al* (2016) who in his study revealed that majority of the respondents had attended low number of vocational trainings.

Moreover, the data from the table shows that 100 percent of respondents had attended the Kisan Mela, and from those 100 respondents 20 percent of respondents those who had attended both the Kisan Mela and the lectures at the KVK. All the respondents had attended Kisan Mela the possible reason might be that learning things by seeing through demonstrations is much easier than listening or reading about it.

Table 3: Distribution of respondents according to the training attended by them and the extension program attended.

n=100*

Training attended	**Frequency (%)**
Pickle making	17 (17)
Murabba making	13 (13)
Stitching	31 (31)
Painting/home craft	8 (8)
Phulkari making	2 (2)
Beekeeping	8 (8)
Baking	8 (8)
Vermicompost	2 (2)
Haldi processing	2 (2)
Detergent/surf making	4 (4)
Papad, wadiyan making	7 (7)
Enhancing farm income by addition of fruits & veg.	9 (9)
Mushroom cultivation	5 (5)
Pig farming	2 (2)
Organic farming	5 (5)
Attended extension programs	

Kisan Mela	100 (100)
Lectures at KVK	20 (20)

(* Multiple response)

Table 4 contains the data regarding the purpose of getting training and if the respondents had initiated their own enterprises after getting training. The table recorded the multiple responses and the data revealed that the majority of the respondents had taken training for the purpose of income generation i.e., 88 percent. Income generation was the main purpose of getting training the possible reason for this might be that many women respondents hailed from poor families and had a low level of education thus their only motive for getting skills and training is to generate income for their families to raise their standard of living up to an extent.

The findings of my study are in line with the findings of Kaur and Garg (2017) as they revealed in their study that training had a positive monetary impact on the life of the trainees as they started earning money and other added to their family income by saving money by doing their own work rather than getting it done by others and from the 100 respondents a little less than half percent of respondents i.e., 46 percent of respondents had initiated their own enterprises after getting training. Those 46 percent of women who had started their own enterprises got support from their families and most of the women among them have high education and good knowledge of their businesses.

The findings are in line with the findings of Kaur and Garg (2017) as they concluded that the majority of the trainees had adopted vocational training on a domestic level. It is in line with my findings that a smaller number of respondents had adopted the training to the commercial level whereas the majority of the respondents had adopted the occupation on a self-sustainable level.

Table 4: Distribution of respondents according to the purpose of getting training and as if they have started their own enterprises.

n=100*

Purpose of getting training	**Frequency (%)**
Family betterment	25 (25)
Income generation	88 (88)
Getting knowledge	2 (2)

Part-time hobby	11 (11)
Started their own enterprise	
Yes	46 (46)
No	54 (54)

(* Multiple response)

Table 5 recorded the data of respondents according to the ownership status of the enterprises and the amount of capital invested in enterprises. The data revealed that among 46 respondents there were 91.3 percent of respondents had sole proprietorship of their business whereas, the remaining 8.69 percent had partnerships in their enterprises. The possible reason behind the respondents having sole proprietorship as ownership status is that it is easy to manage the business for them.

Moreover, the data depicts that the majority of respondents i.e., 58.69 percent of respondents had invested up to 20000 rupees for the initiation of their enterprises, whereas 19.56 percent of women had invested Rs.20000-60000. And only 2.17 percent of respondents were those who had membership status in the investment of capital amount in the enterprises.

Most of the women respondents run small-scale enterprises and thus had invested less amount of capital. Secondly, as many respondents belonged to financially unstable families thus, they had less risk-bearing capacity and ability as compared to those women who had financial securities.

Table 5: Distribution of respondents according to the ownership status of the enterprises and the amount of capital invested in enterprises.

n=46

Ownership status of enterprises	**Frequency (%)**
Sole proprietorship	42 (91.3)
Partnership	04 (8.69)
Amount of capital invested in the enterprises	
Up to 20000	27 (58.69)
20000-60000	9 (19.56)

60000-1 lakh	5 (10.86)
Above 1 lakh	4 (8.69)
Membership share	1 (2.17)

Factors affecting respondent's decision to start their own enterprises.

To know the predictor variables which are playing a major role in starting the enterprise regression analysis was done by using SPSS 26 version. And, the output is interpreted as follows:

A binary logistic regression model was used for analyzing the data among all independent variables.

It is apparent from the data given in table 6 that age and education had a significant effect on respondents' decision to start their own enterprises with a value of R square equal to 27% (which means that the data is significant due to these factors i.e., age and education). So, it can be concluded that the respondent's age and education are the most important factors to start the enterprise. As age and education increase, the respondents have become more aware of getting training.

The findings are in line with the findings of Warkade (2010), and Kaur (2016) as they also emphasized that more grown-up respondents were more aware of getting training and more educated respondents were more conscious of getting training.

Table 6: Factors affecting respondent's decision to start their own enterprises.

Independentvariables	**Coefficient B**	**S.E.**	**Wald**	**df**	**p-value**	**Model summary**
Constant	-3.656	2.554	1.048	1	.152	**Nagelkerke R square=.276 -2Log likelihood=114.888 X^2=23.101**
Age	.082	.025	11.032	1	.001**	
Education	.242	.109	4.974	1	.026*	
Landholding	.117	.195	.362	1	.547	
Family type	1.739	1.511	1.325	1	.250	
Family size	-.680	.431	2.492	1	.114	

Number of family members received training	.045	.544	.007	1	.934	

**significant at p≤0.01, * significant at p≤0.05

CONCLUSION

It can be concluded from the findings of the study that less than half percent of women respondents had initiated their own enterprises after getting training from KVK. Most of the women respondents have not gotten support from their families for starting their enterprises. Many women had faced a lot of obstacles in getting training as they had faced the narrow-minded thinking of their families as well as society. Women were not allowed to step outside their houses for the purpose of income generation and education was one of the major factors having such narrow-minded thinking of people in the villages.

Also, many women respondents have not initiated any enterprises due to financial crises. Furthermore, due to the social status of respondents, many women were not eligible to get credit from the banks for initiating the enterprises.

Policies should be made by the government for the betterment and encouragement of women. The government should make some policies for the financial security of women. They should come up with policies with minimum formalities and documentation. Furthermore, the training institutes should take some initiatives for helping women to start their enterprises. They should not merely focus on training but they should come up with some follow-up procedures and also with the guidance cell regarding credit facilities. The training institutes should start some initiatives to help the trainees by providing them with work if possible. Moreover, it is suggested that the KVK, state agriculture department, and other related development agencies should make efforts for enhancing the opportunities for employment and income generation for women by creating a market.

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