

**SKILL DEVELOPMENT OF
LOW INCOME GROUP WOMEN
FOR SELECTED ACTIVITIES
– AN ACTION PROJECT**

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April, 2023

Hemini Dhimmar

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– AN ACTION PROJECT**

A Dissertation

Submitted to

The Maharaja Sayajirao University of Baroda, Vadodara

In partial fulfilment for

The Degree of Masters in Family and Community Sciences
(Hospitality and Resource Management)

By

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Vadodara

April, 2023

Dedicated to my Respected Guru,

Mrs. Urmila Dhimmar and Mr. Chandrakant Dhimmar.

Dr. Sarjoo Patel.

My gratitude to you for all you have done, which I will never forget.

I truly appreciate you and the time you spent helping me on many
occasions.

ACKNOWLEDGEMENT

First and foremost, I would like to praise and thank God, the almighty, who has granted me countless blessings, knowledge, and opportunity, so that I have been finally able to accomplish the dissertation.

I would like to express my sincere thanks and gratitude to **my Supervisor, my Guru, my Guide, Dr. Sarjoo Patel**, Head of the Department of Family and Community Resource Management for trusting me, inspiring and motivating me all the time. She knew I was not fluent in English, but still she believed in me more than I ever believed in myself and gave me insightful feedback on my research, which greatly helped me in this task. Without her advice and continued support, I would never have been able to complete my dissertation. I am very blessed that you are my guide and I am very proud to be her student and will be forever grateful for her enthusiastic support and valuable time throughout my research work. Thank you so much ma'am, for your advice, your attention and your love.

I am greatly thankful to **Prof. Neerja Jaiswal**, Ex-Head, Department of Family and Community Resource Management, The Maharaja Sayajirao University of Baroda, for her encouragement and valuable suggestion in the starting journey of my research. I am thankful to Assistant Professors of the department **Dr. Urvashi Mishra, Dr. Mona Mehta, Dr. Shilpi Saraswat** and Temporary Assistant Professors **Dr. Vashima Veerkumar, Ms. Neha Rathore**, for their generous support, encouragement and for their suggestions which they gave me in seminars. Special thanks to **Ms. Khyati Trivedi, Ms. Fatema Qahed, Ms. Himani Shah, Ms. Rakhi Dasgupta, Ms. Rutu Modi, Ms. Monika Jani** for putting me on right track in the time of display of my dissertation work.

I would like to extend my heartfelt gratitude towards the entire **non-teaching staff** of the Department of Family and Community Resource Management for making the required resources available to me.

I would like to thank **Mrs. Nija** and **Mr. Sachin** (owners of the Pratibha foundation) for the help they provided to identify the respondents for my study. I am thankful to **Vaishnavi Patel, Dhruvi Pathak, Dhruvi Patel, Payal Patel**,

Raghav Shukla, Dhruvin Bhagat and Dhruvil Desai volunteers who helped me in my training programme.

I would also like to thank those who bought my products during my exhibition.

I am grateful to my parents **Mrs. Urmila Dhimmar** and **Mr. Chandrakant Dhimmar** for their Blessings & Support. The love of my Mammy Pappa, their inspiration and the education they gave me is a great contribution to the completion of this dissertation. I want to thank my Grandmother Mrs. Keshi ben for her Ashirwad. I am thankful to my Moti Mammy & Motta Pappa **Mrs. Darshna Dhimmar and Mr. Iswar Dhimmar** for solving my all problems which I faced during my work. The incredible motivation and inspiration of my hard-working brothers **Mr. Jainesh Dhimmar, Mr. Hardik Dhimmar & Mr. Smit Dhimmar** were always with me.

I am full of gratitude for my best friend **Ms. Farheen Ansari** for always being my supporter.

I am thankful to my Junior cum Seniors **Mr. Vinayak Pandharkar, Ms. Vama Chokshi & Ms. Astha Garg** for their suggestions.

I am grateful to **Ms. Shruti Chaudhri & Mr. Bhargav Patel** for supporting me from the beginning to the end and giving me the best suggestions.

I express my deepest thanks to my classmates, **Ms. Khyati Shekhawat, Ms. Shruti Kayastha, Ms. Zainab Chothiyawala, Ms. Haya Sheth, Ms. Divyanshi Jain, Ms. Jahnavi Luhar & Ms. Roshni Sahani** for always being there to motivate and support me.

Besides this, I would like to extend my gratitude to one and all who have knowingly or unknowingly, directly or indirectly helped me, in the successful completion of this work.

- **Ms. Hemini Dhimmar**



Institutional Ethics
Committee for Human
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FACULTY OF FAMILY AND COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Ethical Compliance Certificate 2022-2023

This is to certify that **Ms. Hemini Dhimmar's** study titled, **Skill development of Low Income Group women for selected activities: An Action Project** has been approved by the Institutional Ethics Committee for Human Research (IECHR), Faculty of Family and Community Science, The Maharaja Sayajirao University of Baroda. The study has been allotted the ethical approval number IECHR/FCSs/M.Sc./2022/07.

Prof Shagufa Kapadia

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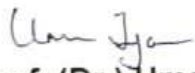
**DEPARTMENT OF FAMILY AND COMMUNITY RESOURCE MANAGEMENT
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VADODARA**

CERTIFICATE

This is to certify that the thesis entitled **“SKILL DEVELOPMENT OF LOW INCOME GROUP WOMEN FOR SELECTED ACTIVITIES - AN ACTION PROJECT”** submitted for partial fulfilment of the requirement for the Degree of Masters in the Faculty of Family and Community Sciences (Family and Community Resource Management) to The Maharaja Sayajirao University of Baroda, carried out by Ms. Hemini Dhimmar, is her original bonafide work.


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Vadodara

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INTRODUCTION

CHAPTER I

INTRODUCTION

“Empowering women is a prerequisite for creating a good nation, When women are empowered, a society with stability is assured.”

- Dr. APJ Abdul Kalam, (2011)

Women are an integral part of every economy. All Round development and harmonious growth of a nation would be possible only when women are considered equal partners in progress with men. In most developing countries today, more and more emphasis is laid on the need for the development of women and their active participation in the mainstream development of a process. The empowerment of women is a holistic concept. It is multi-dimensional in its approach and covers social, political, and economic aspects. (Shah, 1999).

India is a developing country, and we need to pay extra interest in community and human development, including the empowerment of women. The empowerment of women is an important factor in achieving gender equality, where men and women individually have equal access to education, health care, financial participation, and personal development. (Kapur and Narayan, 2020).

1.1 Women's Empowerment

Most women and girls are living in poverty and have no say in the decisions that affect their lives. They tend to get less food, receive less education, and are equally affected by poor sanitation. That is why women's empowerment is important for them to become economically independent. (Rahman, 2020).

Women's empowerment is made up of two words: women and empowerment. Empowerment means giving power or authority to someone. and Empowering women means that women should be given equal opportunities in all fields, regardless of discrimination.^[1] Women's empowerment is a journey or social action that elaborates and recreates what it means for women to be in previously denied situations.^[2]

Empowering women is giving women the right. Women should have equal rights to participate in education, social, economic and political life. Women can participate in society as they enjoy choosing a religion, language, occupation and other activities. Women are allowed to pursue higher education as men. They can go with a high level of education, complete their studies, learn a skill and learn whatever they want. (Rahman, 2020). With the help of women's empowerment in India, we can end women's unemployment and unequal opportunities in the workplace.^[3]

Woman Empowerment plays vital roles in our society, such as- Without women's empowerment, we cannot remove injustice and gender bias and inequalities. If women are not empowered, they cannot enjoy security and protection in life. It also provides them a safe working environment. Empowerment acts as a powerful tool against exploitation and harassment of women. It is a great means to get adequate legal protection for women. If not socially and economically empowered, women cannot develop their own identity. If women are not employed, the global economy will be adversely affected as women constitute a vast chunk of the world's population. Women are highly creative and intelligent which makes it imperative to receive their contributions in socio-economic activities. For a just and progressive society, women need to be provided equal opportunities for work.^[4]

Women can be empowered in various ways. It can be done through government schemes as well as on an individual basis. At the individual level, we should start respecting women and start giving them opportunities equal to men. We should promote and encourage them to take up jobs,

higher education, business activities, etc. The Government has come up with various schemes such as Beti Bachao Beti Padhao Yojana, Mahila-E-Haat, Mahila Shakti Kendra, Working Women Hostel, Sukanya Samriddhi Yojana, etc. to empower women.^[1] Apart from these schemes, we as individuals can also empower women through some training or skill development programmes.

1.2 Skill Development

Currently, a majority of the female workforce in India is unskilled. Skill is the bridge between job and workforce. Skill development is a key to improving employability and income-earning opportunities for women and for enhancing sustainable rural development and livelihoods. ^[5]

The aim of women's skills development is not only to prepare women for employment but also to improve the performance of women workers by improving the quality of work in which they are involved. Learning business and healthcare skills, decision-making, self-confidence, or competing with various other things such as new products and marketing can make a big difference for many rural poor, especially women. Skills development is, therefore, key to improving household productivity, employability and income opportunities for women. It also improves food security and promotes environmentally sustainable rural development and livelihoods. (Agarwal, 2019).

Through the skill development program, some basic skills developed, such as tailoring, and making accessories so that they can create products for life. To make a difference in gender inequality in society, especially among disadvantaged and oppressed groups. Redefine the role of women in a male-dominated society. Empower women to become financially and emotionally independent. Bring women together on a common platform so that they can share their problems and work together to protect and strengthen each other.^[6]

For example, training women in Income-generating activities is part of a skill development programme that encourages women to become strong and financially independent by using the skills. Women can work outside their home and have the opportunity to make decisions. Through the skill development program, women can earn money to support their families by using their skills.

1.3 Income Generating Activities

Many development agencies are increasing their emphasis on helping women to generate income through their own efforts. These approaches are often categorized as income generating activities and include various initiatives such as small business support, cooperative enterprise job creation scheme, sewing circle, credit and rescue groups and educational programs for women. ^[7]

Income Generating Activities (IGAs) consist of small businesses managed by a group of people to increase their household income through livelihood diversification.^[8] Income-generating activities focused on poor communities create opportunities for communities to use locally available resources productively to develop more self-reliant households and communities that are less dependent on government. ^[9] Income is a very important part of women's social security. The income generating Activities provide a source of money-making for women. Rural women engage in various agricultural activities to earn money. Women should actively participate in economic recovery. (Garima and Gupta, 2018).

Income Generating Activities (IGAs) carried out by women and within or near the home should be encouraged to benefit women. Possible **Income Generating Activities** should relate to activities in which women can use their existing skills. Rural women have skills in small-scale planting, farming, animal production, processing and preservation. Areas of potential funding include home gardens, ornamental plants, flowers and fruit nurseries, dairy cattle production, sewing, knitting, embroidery and carpet making. Mostly it depends on the specific conditions of the village.^[10]

There are many benefits of income generating activities for women such as Income Generating activities add to the confidence of women in their ability to lead meaningful and purposeful lives. It removes their dependence on others and makes them individuals in their own right. They are able to lead their lives with dignity and freedom. It adds to their self-esteem. It gives them a distinct identity. They are able to gain positions of respect in society. As they are financially independent, they are able to spend on all their needs and desires. They are able to make meaningful contributions to the well-being of society. They act as capable citizens to make the country achieve enhanced Gross Domestic Product growth. They get fair and equitable access to the resources of the country.^[4]

1.4 Challenges Faced by Low-Income Group Women

India is growing and developing at a rapid speed, but still, India is considered the poor country in the world. Poor people face the challenges like illiteracy, as they can't afford to send their children to schools, to educate their children. There are new challenges that women face today as compared to the early days. They may not be the same but they are still as difficult as before. They hinder the growth of the world and make women feel inferior. They even face the challenges of healthcare facilities, and also can't afford proper treatment. The government provides lot of facilities and benefits for the poor. but they are not able to avail these facilities due to lack of knowledge. Poor women in urban areas face problems like lack of shelter, unhygienic places, slums, rental laws, etc. Due to the increase in growing population growth, there is a lack of resources that provide food, clothing, proper sanitation, and also a scarcity of water for them. For monetary needs, poor women have to pay a very high rate of interest when they borrow money to earn their livelihood. (Singh,2020)

The main challenges faced by rural women are at administrable level, socio-economic background, political etc. Some of the challenges faced by rural women are:- lack of confidence, dual responsibility, financial problem,

illiteracy among rural women, need of training and development, lack of infrastructure and widespread corruption. (Choudhary and Raylwar, 2011)

To overcome these challenges the low income group women are looking for different ways to be empowered by entrepreneurship, and start their small businesses. The research can play a role in helping women learn specific income generating skills training. Educational institutions like Home Science can create women's empowerment programs that focus on providing skills that can help them access markets to sell their products.

The skill development training can be conducted for helping women get economic empowerment. That skills will help women to generate income and improve their quality of life. Safe and secure employment opportunities can enhance their economic status and help them move out of their economic problems.^[13]

1.5 Need for Training Programme

Mostly rural women do not have the opportunity or resources to acquire relevant skills, and second, they may face obstacles in starting their own businesses at a local level. Skill-based training has been a useful tool to improve knowledge, skills, attitudes, and habits. A training needs assessment can help identify the interest of respondents based on available resources and time in the particular villages. (Verma et al., 2014)^[14]. In an attempt to provide gainful employment to rural women, both enterprise skills and the market are closely linked. It is observed that need-based training produces a good impact on trainees' behaviour. Across cultures, the concept of "interest" is another factor that helps motivate people, so if women are motivated in terms of money, they may take an interest in different chores that can be performed alone or in groups (Satpathy et al. 2010).^[15]

Empowering rural women through income generation Workshops with demonstrations on specific home-scale processing such as: decorative diya, fabric dyeing, decorative bottles, keychains and handmade earrings etc. will be helpful to the women.^[11]

In an effort to help them to 'learn and earn', the researcher conducted training in decorative diya, fabric dyeing, decorative bottles, keychains and handmade earrings.

This training will help women feel a sense of worth, boost their self-esteem, as well as provides them with opportunities for self-employment or jobs. In turn, these training programmes transform these women into breadwinners and entrepreneurs, who are capable of supporting their families financially.^[12]

JUSTIFICATION

The distribution of income has been severely affected in India by the Covid-19 pandemic. During the pandemic, most of the people were fired from their job and they cannot meet their family's needs. And after the pandemic, the inflation rate is also increasing day by day due to which both men and women had to work. For the women who know some skills like sewing, embroidery, painting, etc. but do not know how to use their skills for income-generating to help them become an entrepreneur therefore the income-generating program is very significant for helping the low income group of women to improve their quality of Life.

With the help of income Generating activities researcher aimed to economically empower women. Women's empowerment refers to empowering women to make all decisions of their own so that they can take all decisions for their social and economic development. The mission of women empowerment encourages women to be self-reliant and have positive self-esteem and generate the potential within themselves to compete with the world and take the position they chooses. This is only possible if equal opportunities in society are also available to women. So, the researcher aims to conduct a training program on enhancing

the income-generating skills of low-income group women. The main purpose of the training programme was to teach the women Income generating activities.

The researcher aimed to organize a training program for the low income group women of Gorwa town of Vadodara City. The researcher provided training to the low income group women on 5 income generating skills namely: decorative diya fabric dyeing, decorative bottles, keychains and handmade earrings.

Some studies conducted abroad were found through review of literature focusing on Income Generating Activities and training programme like “Participation of women in income-generating activities: a case study of Dandora, Nairobi, Kenya” (Okumu, 1992), “Women Empowerment Through Income Generating Activities. The Promotion of Women's Rights In Rwanda” (Studienarbeit, 2013), “Impact of income generating projects on rural livelihoods: the case of mwenezi fish conservation project, zimbabwe” (Mufudza, 2015), “Empowerment Scenario of Rural Women through Income Generating Activities in Bangladesh” (Aysha, et al., 2018).

Related research have been conducted in the Department of Home Management on “Training program for self-employment, Trainees’ perception of its impact – A Participatory cum action-oriented research” (Begum, 1993), “Homemaker’s contribution to family income through gainful employment and selected items of household production” (Parikh, 1977), “A study of awareness and post-effectiveness of the self-employment program for rural women in three selected villages of Najafgerh block, Delhi” (Dogra, 1990), “Study and Development of entrepreneurial characteristics among self employed rural women” (Sharma, 2001), and “Effectiveness of training on the development of the workforce of a selected corporate house of Vadodara city” (Banerjee, 2011). However, the researches conducted in the department did not focus on the income generating activities the researcher intended to teach to the low income group women.

This study will be useful to the students of the Family and Community Resource Management department as entrepreneurship management and extension education are the core subjects taught to the students in which they also can

plan such activities for the economically poor women groups. This study will be useful to the women who want to start their small business by learning the income-generating activities. It is very helpful not only to the lower-income group people but to the people who are interested in skill-based activities and want to earn by working from home.

This motivated the researcher to develop a training programme for the low income group women for developing skills for selected income generating activities.

STATEMENT OF PROBLEM

The present study aimed to conduct a training programme for enhancing the skills of low-income group women in Gorwa town, Vadodara.

OBJECTIVES OF THE STUDY

1. To assess the motivating factors for participating in skill development programme.
2. To conduct a training programme for the low income group women for developing skills for selected activities.
3. To assess the perceived impact of the training programme implemented for enhancing the skills of the low income group women.
4. To organize an exhibition cum sale of the products prepared by the respondent.

DELIMITATIONS OF THE STUDY

1. The study was limited to 40 low income group women residing in Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state.
2. The study was limited to 5 skills namely: Fabric Dyeing, Decorative Bottles, Decorative Diya, Keychains, and Handmade earrings.



**REVIEW OF
LITERATURE**

CHAPTER II

REVIEW OF LITERATURE

A literature review is a description of the work done by qualified scholars and researchers on the subject. It is a comprehensive technical writing literature review and abridged version of previous journals, articles, books, articles and data from other researchers, providing insight into research done in the same field as the current study. Therefore, a thorough literature search was performed to become familiar with previous studies in the field of the selected research topic of Skill Development of Low Income Group Women for Selected Activities – An Action Project. This exercise is fruitful in the systematic planning for conducting this research. This chapter appears under two headings. Theoretical Orientation and Related Research Studies.

2.1 Theoretical Orientation

The theoretical literature was divided into the following subheads:-

2.1.1 Skill Development

2.1.2 Role of Skill Development Activities

2.1.3 Importance of Skill Development Activities for women

2.1.4 Challenges Faced by Low-Income Group Women

2.1.5 Reasons for women entering the Skill Development Programme

2.1.6 Importance of Training Programme

2.1.6.1 Role of NGOs in Training Programme

2.2 Empirical Studies

2.2.1 Researchers conducted outside India.

2.2.2 Researchers conducted within India.

Conclusion on Review of Literature

2.1 Theoretical Orientation

2.1.1 Skill Development

It is important to understand that knowledge doesn't guarantee skill, practice does. Theory knowledge can give an imaginative structure but only practical knowledge can give real exposure. Books are sufficient to throw light through someone else thought process but if you need to create your own empire Women need to come out of their comfort zone and implement their knowledge into the real world. Only sitting in the Home, the women can only view what the world is showing to them but if they try to implement that in their life, they can surely change the world one day.⁽¹⁶⁾

The lessons are not given in the books only, there is some lesson which is learned for life and the human mind have the capability to memorize that thing for a long time in which it was physically and mentally present and make efforts for it. It also helps to increase the thinking capability of women. And for that Only skill development programs can bridge the gap between them and ensure that women will have the required skill set as per the requirement of the industry. ⁽¹⁶⁾

In Simple language, Skill development is the development of a specific skill with proper professional training. A trained person can get a job more easily than an unskilled labor force.⁽¹⁷⁾

Skills development is a key to achievement which improves productivity, employability and earning possibilities. These days, it is considered an important and fundamental device for women's empowerment. The aim of skill development, in the case of women, isn't always just sincerely preparing them for jobs; however, also boosts their overall performance by means of enhancing the best of labor wherein they're involved. searching on the significance of the function ladies play within the development of a state, it is easy to sense that there's an extended manner to go in that course. (Vyas, 2018)

Skill Development Activities to be supported should be those traditionally undertaken by women and located in or near the home. Potential Skill Development Activities should concern activities where women can use skills they already possess. Rural women have skills to do small-scale plant and agricultural and animal production, processing and preservation. Areas for potential promotion include home gardens (aromatic and medicinal plants, herbs and vegetables), indoor plants, flowers, fruit tree nurseries, animal production of dairy products, sewing, knitting embroidering, and carpet making. of course, potentialities are various according, to the specific conditions of the village.⁽¹⁸⁾

The craft industry offers immense opportunities for rural women, who have developed various clusters of different crafts. With the help of training on different types of crafts, each woman can prepare one or two items every day, which helps earn some income for their family.⁽¹⁹⁾ There are some Following skill-based Craft activities which help to earn money for rural women.

Tiffin Services/Food Business

Tiffin/food services is a good option for women who love to cook and would love to turn their passion for cooking into a business. The investment is almost minimal and all that it takes is basic marketing efforts. People are open to experimenting with different types of cuisines whereas others are more than willing to invest in a meal that gives them the touch of home. This is one business idea for ladies with low investment.⁽²²⁾

Making Incense Sticks

Popularly known as 'Agarbatti', incense stick is a part of every Indian household. It is lit during prayers and religious rituals performed by Indians. The demand for different types with different fragrances is high and there is a strong market for them. The best part about this business is that it is very simple to make incense sticks and females in rural areas can try their hands at this business with fewer investments.

Candle Making

India is a land of many festivals and it looks beautiful when the cities and villages are lit up with different colours lights and candles. The usage of candles is very prominent during these festivals. People like the different colours, shapes, sizes, and fragrant candles and decorate their house with them during festivals like Dusshera, Diwali, and Christmas. Rural women can easily make candles through a simple process, hence can be started on a small scale, and can be done easily at the start with the existing work that they have been indulged in.

If Women choose plain diyas as their product, they can set up a manufacturing unit for earthen diyas or source them from local artisans. After decades, the pottery industry in Uttar Pradesh is seeing a huge demand for diyas. The potters of the region are earning good profits because the demand for diyas on Diwali has grown. Mega-events like Deepotsav organised in Ayodhya have increased the demand for earthen diyas in the state.⁽²⁰⁾

Artificial Jewellery

Stylish or unique jewellery is women's best friend and this jewellery can be designed as per different clothes worn for different occasions. Women are creative beings and their visualization power can make them good jewellery designers.

Stitching and Embroidery work

Women with little or no education can get into the stitching and embroidery business. This is a skill that most women in rural areas have and can make good money with it. Embroidery handwork is valued in the market and one can make good money selling it online.⁽²³⁾

Rakhi making

Rakhi making is a seasonal business that women can start part-time. In India Raksha Bandhan is a festival, where a sister ties the knot with his brother. If women are creative and have different ideas for Rakhis, then they can start a part-time Rakhi business. At the time of the festival, there is much demand for the product.

Sell paintings and modern art

This business idea for women can be used as both offline and online business from home. Opens any popular online shopping site, and search for “paintings” –one can be amazed to see the plethora of art, style, and colours listed down neatly with the art’s and artist’s description. The painting business is actually a quick and easy set-up and one of the best home business ideas, especially for those who have the knack to voice their thoughts through colours and patterns – and earn some extra buck by selling them too.⁽²⁰⁾

Tie and dye printing

Tie and dye printing is one of the primordial arts which is easiest among all printing techniques and also is comparatively cheaper. Thus, an attempt was made to train rural women in tie and dye techniques so that they could upgrade their skills and earn money for improving their economic status. (Verma and Deodiya, 2015)

Jute Handicraft

Jute, the Golden Fiber of India is widely used for making magnificent and exquisite craft items. Not just cheap but also eco-friendly, this fiber owns a special place in handicrafts all over the world. India is a Centre for jute handicrafts and people all over the globe visit the jute handicrafts fairs to buy these works of perfection. The wide range of jute crafts includes crafting bags, baskets, pots, decorative pieces, stationery, bangles and other jewellery, footwear, wall hanging and many more.⁽²³⁾

Bead crafting

Bead crafting can be a lucrative source of income for those in rural areas. Beadwork is a craft that is practiced by many tribes across the world and is an expression of their colourful culture. Women in families thread together tiny, colourful beads to create intricate pieces of jewellery with designs inspired by nature. Traditionally the tribes used beads as money, talismans and for decoration purposes but later the beads were used in making ornaments, handbags, table runners and other accessories.⁽²⁴⁾

2.1.2 Role of Skill Development Activities

Women constitute a massive chunk of India's workforce. Further, a large number of women are employed in the informal sector. These jobs are often seasonal, have meagre wages and provide no security of wages or tenure. Thus, a focus on the development of skills in women would be crucial in motivating them to develop life skills that will lead to higher paying and good quality jobs, better livelihood, economic independence and the ability to earn for their families.⁽²⁵⁾

Rural women's restricted access to productive resources, educational levels and the pre-existing social norms concerning labour that is proper for women tend to confine them to lower-paying, lower-status jobs with limited prospects for skill training and promotion, thus keeping them bound to their lower status. In many rural firms, widespread patterns of insecure employment and transitory and unstable contractual arrangements restrict employers from providing training to women. Rural women's vocational education and training are sometimes restricted to a small number of female-dominated areas, reinforcing their traditional roles and obligations. While such Skill Development activities and training improves their economic options, it limits their opportunities to gain from newer, non-traditional professions such as information and communication technology (ICT). Hence, proper skill training along with effective awareness generation campaigns become a prerequisite to bridge the gap between

the options women have available to them and what they actually have the potential and inclination to take up.⁽²⁶⁾

Women play a pivotal role in the development of a country as well as society. For the last few decades, women have been actively participating in various economic & social activities, but they are not given their due respect. We have to recognize that they are still subjected to discrimination in the social, economic, and educational fields. Women are great at multitasking and play an important role in the development of the economy. Making women more skilled and boosting their confidence – is a priority.

Skills development is a pathway to increase productivity, employability and earning opportunities for women. At present, it is considered an essential and indispensable tool for women's empowerment. Indian women are so caught up in their family lives that they face the majority of barriers to accessing skills and productive employment. A great push from the government is required to create a skilled workforce for creating economic prosperity. The aim of skill development for women is not to prepare them for jobs, but also to improve the quality of work they have already been working in. Looking at the importance of the role women play in the development of a nation, there is a long way to go. (Joel, 2021)

Role of Government to Develop Skill Development Activities for women's

The employment scenario is changing rapidly. Only knowledge alone is not sufficient for getting employment, as skills are given more preference beginning from entry-level to executive level. Skills are important for both the economic and social development of a nation. Skill development is a vital source for developing countries to reach at the level of developed countries. India has a large pool of youth population, which can be used as a medium to develop our nation as a leader in the world.

Skill development is an important driver to developing gainful employment opportunities for rural women. It will address poverty reduction by

improving employability, and productivity and helps sustainable enterprise development and inclusive growth. India is facing a paradoxical situation, where on the one hand, youth entering the labour market are not able to find suitable jobs matching their qualification; on the other hand, industries are complaining about the unavailability of suitably skilled manpower. In India, the employment sector is posing a great challenge in terms of its structure which is dominated by informal workers, high levels of under-employment, skill shortages and labour markets with rigid labour laws and institutions. To overcome these challenges the Indian Government has taken several skill development initiatives in the recent past. (Gangaiah, 2021)

The Indian government has initiated many skill development Programmes for women. There are many skill development centers established by the government under the “Skill India” mission on 15 July 2015 to transform unskilled India into a Skilled human capital leader in the world. India is progressing as a skilled, experienced and efficient country in providing a skilled workforce. The National Governing Bodies have developed many programs and policies for developing employability skills. (Kaur & Kaur, 2018)

To enhance the employability of female workers, the Government is providing training to them through a network of Women’s Industrial Training Institutes, National Vocational Training Institutes and Regional Vocational Training Institutes. To ensure the economic independence of women through skill development and vocational training, the Government has also introduced Skill India Mission. The National Skill Development Policy focuses on inclusive skill development, with the objective of increased women participation for better economic productivity. Pradhan Mantri Kaushal Vikas Kendras lay emphasis on creating additional infrastructure both for training and apprenticeship for women; flexible training delivery mechanisms, flexible afternoon batches on local need-based training to accommodate women; and ensuring safe and gender-sensitive training environment, employment of women trainers, equity in remuneration, and

complaint redressal mechanism. There are schemes like Pradhan Mantri Mudra Yojana and Stand Up India, Prime Minister's Employment Generation Programme (PMEGP), for helping women to set up their own enterprises.

The Ministry of Skill Development and Entrepreneurship (MSDE) has been implementing several initiatives to achieve women empowerment through skill development. To increase the women participation in the workforce, Skill India Mission aims to empower women with 10 initiatives in skill development and entrepreneurship

Following initiatives are launched to facilitate skill development among women and spur entrepreneurship.⁽²⁶⁾

1. Long Term Skill Development Training via Industrial Training Institutes (ITIs)
2. Short Term Skill Development Training
3. Recognition of Prior Learning (RPL)
4. Apprenticeship Training
5. Policy Interventions
6. Special Women-Centric Projects
7. Partnerships with Private & Non-Government Organizations to boost skill development
8. Projects in Pradhan Mantri Mahila Kaushal Kendra (PMMKK)
9. Future jobs and industry-oriented courses
10. Entrepreneurial Initiatives

Currently Based on the experience of implementing the initiatives/ schemes and after consideration of the recommendations of the evaluation study, the Ministry has launched 'Mission Shakti' - an integrated women empowerment programme as an umbrella scheme by converging various sub-schemes relating to safety, security and empowerment of women for greater efficiency, effectiveness and financial prudence. Accordingly, Ministry has issued guidelines for 'Mission Shakti' on 14.07.2022. (Rajya, 2022)

2.1.3 Importance of Skill Development Activities for women's

In today's world skill development in rural India is highly important. Lack of proper education and training restricts people from opportunities for self-advancement by limiting their access to well-paid employment. Hence this prevents them from making an influential contribution to economic growth and from having opportunities in their lives to build a satisfying and healthy lifestyle. With the support of the Private or Government Foundation, we are easily able to contribute to the training and up-skilling of rural women to support the overall development of the rural community.

It is clear that the women in the villages have the ability to learn if they are given the opportunity for support. So with the help of skill development training, we are furnishing them with proper guidance, opportunities and encouragement to become independent and have a sustainable life. Skill development Activity allows an individual to learn, grow, and contribute to the economy of the country.

And Most Importantly To boost employment in the rural community, the Government initiated a "Skill Development Program". (Robinson, 2021)

With the help of Skill Development Activity :-

- Women Improve productivity and create sustainability to start a micro-entrepreneurship in the village. (For Ex. Many women in villages have started micro-entrepreneur businesses since being trained. And During this COVID time, women are stitching masks and through these sales are enhancing their income.)
- To create an opportunity in the community with various skill development courses and to link them to the market to generate ongoing income.
- Skill training not only provides skills in a particular area but trains women to build and enhance networking, time management, and communication skills.

- Skill Development Program works to create a space for promoting the talents of women and creating job opportunities for them.
- It removes the gap between talented women and enterprises.
- Lowering the poverty graph in the country.
- Boosting healthy competition in Indian businesses.
- Support the Indian workforce and local production in the Indian and global markets.
- Diversifying skill development schemes to meet crucial challenges.
- Enhancing engagement of social partners and improving the relationship between public and private partnerships.
- With appropriate skill development, one can get better job positions and appropriate salaries.
- Women can improve their standard of living and support their family.
- The development at the grass-root level will help boost the economy and attract foreign investments.⁽²⁷⁾

2.1.4 Challenges Faced by Low-Income Group Women

Our country India is growing and developing at a rapid speed, but still, India is considered the developing country in the world. Poor people face the challenges like illiteracy, as they can't afford to send their children to schools, to educate their children. There are new challenges that women face today as compared to the early days. They may not be the same but they are still as difficult as before. They hinder the growth of the world and make women feel inferior. They even face the challenges of healthcare facilities, and also can't afford proper treatment. Poor women in urban areas face problems like lack of shelter, unhygienic places, slums, rental laws, etc. Due to the increase in growing population growth, there is a lack of resources that provide food, clothing, proper sanitation, and also a scarcity of water for them. For monetary needs, poor women have to pay a very high rate of interest when they borrow money to earn their livelihood. (Singh,2020)

The main challenges that women face in attending any training programme are educational and work background, Balancing their timeshare between work and family, Problems raising start-up capital, Difficulty in borrowing funds, Thought-cut completions endangering the existence of small companies, Problems of availing raw-materials access to the export market without intermediaries, as well as an overall psychological barrier on the part of banks, suppliers, and clients alike, are a few of these challenges. In addition to this, some of the challenges faced by rural women are as follows-

Family ties :- Women in our country are very emotionally attached to their families. They are supposed to do all the household work, to look after the children and other members of the family. They are overburdened with family responsibilities like care of children and extra attention to husbands, and in-laws which take away lots of their time and energy. In such conditions, it will be very difficult for women to concentrate and run the enterprise successfully.

Lack of education Even in the 21st century, rural women in India are lagging far behind in the field of education. Most rural women are illiterate. Women in rural areas who are educated are provided either less or inadequate education than their male counterparts partly due to poverty, early marriage, low socio-economic status, and partly due to their son's higher education. Lack of education is one of the biggest obstacles for rural women who want to start an enterprise. Due to a lack of proper education, women remain in dark about the development of new technology, new methods of production, marketing and other governmental support which will encourage them to flourish.

Lack of Raw Materials :- Due to poor road connectivity and poor transportation, it is quite difficult to make availability of raw materials all the time in rural areas. The availability of raw materials is an essential component of entrepreneurship. Women in rural areas really face a tough task in getting the required raw material and other necessary inputs for enterprises when the prices are very high.

Male-Dominated Society :- In our constitution there are equal rights for men and women but in a real sense, equality does not exist in rural areas. Women are being neglected in many spheres of life. Women are not treated equally to men. As far as rural areas are concerned, people have a set attitude that women are only for household work. Their entry to business needs the approval of the head of the family. Entrepreneurship has traditionally been seen as a male preserve and male-dominated. All these put a break in the growth of women. Thus, male entrepreneurs become hurdles in the success of women.

The problem of finance :- Women have to suffer a lot in raising and meeting the financial needs of the business, bankers, creditors and financial institutes are not coming forward to provide financial assistance to women borrowers on the ground of their less creditworthiness and more chances of business failure. They also face financial problems due to blockage of funds in raw materials, work-in-progress finished goods and non-receipt of payment from customers in time.

Tough competitions :- In the age of technology, women face a lot of problems and challenges. Usually, women do not employ high technology in the process of production. In a market where the competition is too high, they have to fight hard to survive in the market against the organized sector and their male counterpart who has vast experience and capacity to adopt advanced technology in managing enterprises.

Low risk-bearing ability :- In our country, generally women are delicate and emotional by nature. An entrepreneur must have a risk-bearing capacity for being a successful entrepreneur. But women, sometimes fail to bear the amount of risk which is essential for running an enterprise. Lack of proper education, training and financial support from outside also reduces their ability to bear the risk involved in an enterprise.

Limited Mobility :- In our country, mainly in rural areas, women mobility is very limited and has become a problem due to traditional values and the inability to drive vehicles. Moving alone and asking for a room to stay

out in the night for business purposes are still looked upon with suspicious eyes. Sometimes, younger women feel uncomfortable dealing with men who show extra interest in them than in work-related aspects. Thus, the security of rural women entrepreneurs is a major challenge.

Social Barriers :- The traditions and customs prevalent in Indian societies towards women sometimes stand as an obstacle before them to grow and prosper. Castes and religions dominate one another and hinder women too. In rural areas, they face more social barriers as they are always seen with suspicious eyes.

Limited managerial ability :- Management has become a specialized job which only efficient managers perform. Due to a lack of proper education women, entrepreneurs are not efficient in managerial functions like planning, organizing, controlling, coordinating, staffing, directing, motivating etc. of an enterprise. Therefore, the less and limited managerial ability of women has become a problem for them to run the enterprise successfully.

Exploitation by middlemen :- Women are biologically very delicate since women cannot run around for marketing, distribution and money collection; they have to depend on middlemen for the above activities. Middlemen tend to exploit them in the guise of helping. They add their own profit margin which results in fewer sales and lesser profit.

Lack of motivation :- Motivation plays an important role in running an enterprise. Women because of their inherent nature, sometimes feel less confident which is essentially a motivating factor in running an enterprise successfully. They have to strive hard to strike a balance between managing a family and managing an enterprise. (Mishra and Kiran, 2014)

For overcoming these challenges, Low-income women are looking for different ways to be empowered by entrepreneurship, and start their small businesses. In that, we can play a role in helping women develop specific Skill Development Activity training. Educational institutions like Home

Science can create women's empowerment programs that focus on providing skills that can help them access markets to sell their products.

The Skill Development Training Program will be conducted for helping women in economic empowerment. The Skill Development Activity will help women to generate income and improve their quality of life. Safe and secure employment opportunities can enhance their economic status and help them move out of their economic problems.

2.1.5 Reasons for women entering the Skill Development Programme

Women generally join the skill development programme out of dire economic needs. Poverty compels women to join the workforce. This poverty is also the cause of limited or no schooling, and child labor, where a small child is forced to work to supplement her family income. At times, parents cannot afford schooling, they find earning money through their children a brighter prospect. Girls again due to socio-cultural factors are not sent to school and encourages to take up domestic work for future roles and end up becoming domestic servants without no scope for better career prospects. (Begum, 1993)

The most visible impact of teaching rural women some skills and getting them employed in paid work is the rise in household income and a relative sense of financial independence. Even small amounts earned by the women, mostly working part-time, can at once give them a sense of feeling liberated, as they can take decisions on making small expenditures without depending on their husbands for money and approval. In most cases, women spend their earnings to pay small expenses such as getting an LPG cylinder refilled, buying things for their children and even paying their school or tuition fees. Spending on themselves is very low on their priority. Financial independence also boosts the self-esteem and confidence of these women. (Saxena, 2019)

Other including factors for many to enter a skill development programme is the desire to gain status in the family by virtue of income or compulsion

by husband's needs, or by the in-laws. This applies to low and at times low middle-income householders. Among educated women, the fear of the prospect of having to face professional and intellectual stagnation also acts as a driving factor. (Begum, 1993)

skill development programme refers to self-earning capacity, for if a woman can earn money by herself, she should be granted the following abilities:

- The ability to spend money by herself
- The ability to train by herself
- The ability to help family members
- Freedom of choice
- A sense of self-confidence and self-efficacy
- The ability to create a happy and prosperous life
- The ability to get involved in economic and social activities.
- The ability to educate her children
- Involvement in self-earning activities can empower rural women to enjoy their ability to reshape their lives. (Verma, 2018)

2.1.6. Training Programme

Training is the instructional program that prepares for an occupation that requires a specialized skill, such as a technician, artisan or tradesperson. It may involve imparting classroom instructions, hands-on training or a combination of both.⁽¹⁵⁾ Training for women teaches them specific skills they will use in a certain job or profession. Examples of these include cosmetology, nursing and specific training for a home-based business or technical field. Women may attend a vocational or community college or take courses online. Increasingly, in countries with a cultural bias toward female employment, the government has recognized the potential for economic gain when previously unschooled women are trained to generate income.⁽²⁹⁾

Pursuing Training has its advantages. By learning and focusing on a specific trade, women have the opportunity to immerse themselves in the trade allowing them to build an exciting career in a new field.

The focus on practical skills

"Learning by Doing" is the core of women Training. Practical learning more than theoretical learning is the priority. Women in training spend significantly more time practicing tangible skills that they will need and can apply to the workplace. Women have the opportunity to graduate with practical experience in their chosen field, which helps them hit the ground running once they begin their full-time job.⁽³⁰⁾

Vocational training is important due to the following reasons:

- It offers training for specific skills and jobs.
- One can undergo vocational training along with or outside the formal education system.
- It prepares to take up a high-paying job or occupation almost immediately.
- It helps perform one's job better.
- It offers a learning opportunity to those who missed formal education or those who are not sure whether they should attend a school.
- It offers an opportunity to learn the skills of one's choice and make a career switch at almost any point in time.
- It offers employment opportunities in villages and small towns, which prevents population migration to large cities.
- A majority of the vocational skills are universal in nature and they make one eligible for employment in foreign countries too.
- It provides the much-needed skilled manpower to the industry.⁽²⁸⁾

2.1.6.1 Role of NGOs in Training Programme

Non-governmental organizations (NGOs) have become quite prominent in the field of nation-building activities in recent decades. The term NGO involves a vast category of groups and organizations. A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. NGO activities include, but are not limited to, environmental, social, advocacy and human rights work. NGOs play a vital role in developing society, improving communities, promoting citizen participation etc. (Pai, 2018)

Basically, the government is responsible to run the country to achieve prosperity of the nation. However, most governments failed to achieve this goal. Civil Society moves forward to fill the gap that the government couldn't fill. They create entities called non-government organizations that receive donations from local and/or international donors to provide services to the people. Most NGOs are small and to client's needs and to change circumstances. They are also characterized by a work ethic conducive to generating sustainable processes and impacts. NGOs' linkage with the poor maintains a field presence in remote locations. One of the main concerns of NGOs is to identify the needs of the rural poor in sustainable agricultural development. NGOs' rapport with local people has allowed them to draw on local knowledge systems in the design of technology options and to strengthen such systems by ensuring that the technologies developed are reintegrated into them. NGOs have also developed innovative dissemination methods, relying on contact, whether on a group or individual basis. Undoubtedly, one of the main strengths of NGOs has been their work in group formation. This has been in response to perceived needs at several levels. (Pai, 2018)

Strengths of NGOs

- They are good at reaching and mobilizing the poor and far-off communities;

- They help empower poor people to gain control of their lives, and they work with and strengthen local institutions;
- They carry out projects at lower costs and more efficiently than government agencies and
- They promote sustainable development.

NGOs have played an active role in the organization of rural women into self-help groups and have empowered them through their sustainable economic development by the way of helping them set up an enterprise (Haugh & Talwar, 2014; Torri & Martinez, 2014). Self-help groups are helping women towards entrepreneurship (Prasad, 2016). NGOs have been found to support rural women to participate in the entrepreneurial process and have helped in the promotion and growth of their enterprises (Singh & Nain, 2016). NGOs also play a significant role in helping women arrange finances to start entrepreneurial activities (Amin, 2014). Besides providing training and guidance in business management, NGOs promote the growth of women by enhancing their self-esteem and providing them with psychological support (Sinha, 2003; Braidford, Stone, & Tesfaye, 2013; Lenka & Agrawal, 2015).

2.2 Empirical Studies

2.2.1 Researchers Conducted Outside India

Okumu (1992) Carried out a study on “Participation of women in income-generating activities: A case study of Dandora, Nairobi, Kenya”. The study aimed at finding out factors which determine women's participation in income-generating activities, the amount of income women gain in a month and problems which women face participating in income-generating activities. The population under study included all women in Dandora participating in income-generating activities. In order to get a sample which was not biased, simple random sampling was done. and the sample size was 174. The regression result showed that all three

variables education, the mean age of children and family size determine the income of women in a month. What should be clarified is, whereas the two first variables influenced income positively the last one had a negative influence. According to this survey, it was established, therefore, that the more years of formal schooling a participant had the more income she gained in a month. This may be due to the fact that years of formal schooling influence a lot more other aspects of a woman's life than meets the eye.

Akhter et al., (2007) Carried out a study on “Training need of rural women participating in income generating activities of SUS (Sabalamby Unnayan Samity)”. The purposes of the study were to determine the extent of the training need of rural women participating in IGAs supported by SUS (Sabalamby Unnayan Samity) and to relate the training need with their selected characteristics. Data were collected from 105 respondents from ten villages of Sadar Upazila of Netrokona district through an interview schedule in April 2007. The major finding of the study was that Most of the respondents (92 %) had high training needs for income generation activities of SUS and the highest training need of the respondents was in the area of cottage and handicraft production. So, there remained greater scope to provide training programs concerning IGAs with special emphasis on cottage and handicraft production. SUS may arrange more IGA-based training immediately.

Steglich and Bekele (2009) undertook research on “Participatory Impact Assessment of Women Income Generating Groups under CARE intervention in Borena, Ethiopia”. Its primary aim was to identify and measure the impact of CARE-supported WIGGs on the livelihoods of the beneficiaries. It includes both, positive and negative changes in the livelihoods of participating households that can be attributed to the project intervention. A descriptive research design was used by the researcher. For the sample, 120 women were randomly chosen by the researcher. The Questionnaire was used for data collection. Results ascertain that the majority of groups were successfully engaged in group income-

generating activities, foremost petty trade, grain trade and cattle fattening. About 70% of the group members benefit from small loans offered by the WIGGs. Especially vulnerable female-headed households derive significant financial benefits from WIGG participation. An additional important positive livelihood change attributed to WIGG membership is an increase in the knowledge and self-esteem of the participating women. The combination of more knowledge and experience and enhanced social cohesion among group members coupled with the ability to participate in community decision-making substantially enhances women empowerment. The women groups show a vital concern for their community welfare and often encourage the entire community to get involved in activities such as haymaking or to contribute to water preservation.

Studienarbeit (2013) Carried out a study on “Women Empowerment through Income Generating Activities. The Promotion of Women's Rights In Rwanda”. The general objective of this research was to know the impact of income-generating activities on the empowerment of women and their contribution to the promotion of women's rights. A descriptive research design was used for collecting information about respondents' views and ideas. The study targeted 55 members of Kopabamu. Observations, structured questionnaire interviews and personal experiences were used as primary sources of data. In addition, different documents like books and articles have been used for obtaining secondary data. The results of this research clearly indicate that the cooperative serves as the best forum for empowerment not only in terms of skills and knowledge but also economically. It was observed that KOPABAMU Cooperative provides a space for economic and educational empowerment not only to the women but also to its various members. And it revealed that members were trained in various aspects such as cooperative management; project designing, credit and savings; women's rights; gender-based violence job creation and entrepreneurship. Education and capacity building are acknowledged as important factors to women's empowerment as was mentioned by

respondents; skills acquired improved the life of members and also improve their daily activities which lead to economic empowerment.

A case study was conducted by **Kasikazi (2015)** on “Assessing the impact of income generating activities on development of coastal communities in Tanzania: A case study of Pangani district council”. The general objective of the study was to increase the quantity and quality of economic services and infrastructure, to improve the agricultural sector, and to improve the quality of social services such as education, health, water, community development, infrastructure, environment, good governance and administrative services; to enhance human resources and administration, law, finance and co-operatives. The study was conducted at the Pangani District Council which is one of the districts of the Tanga Region. The two villages, Matakani village and Kumbamtoni village of Pangani West Ward were used to generate data for this study. The researcher chose to use the purposive sampling technique of non-probability sampling. And the total sample size was 80. Interviews, observation, questionnaires and documentation were used for data collection. The result from this study showed that there are different income-generating activities done to increase household income such as agricultural services, animal husbandry, wholesale distribution, fishing, retail business, and service business. The problem of poor market facilities, limited access to land for building houses and crop cultivation, inadequate communication aid during a fishing trip, lack of signal light at the fish land station, market challenges, government policies and regulations, hard conditions of taking loan given by financial institutions, and low capital, were the factors affecting the income generating activities of coastal communities. Despite those factors, the income-generating activities helped to increase household income and to bring about the development of coastal communities. Income-generating activities empower coastal women to bring improvement in women’s participation in household decision-making, family planning, children’s survival rate, health and nutrition and children’s education, especially girl’s education.

A cross-sectional study was conducted by **Gloria (2015)** on “Assessing the effect of women participation in income generating activities towards economic development in Masaka town council”. The objectives of the study were, to identify income-generating activities among women in Masaka Town Council. to find out challenges that affect women participation in the income-generating activity. and to examine appropriate strategies to improve women participation in income-generating activities. Data were collected using a self-administered questionnaire, interview and documentary reviews. Random sampling was used to select the sample. The study found out the income-generating activities among women in Masaka Town Council are Poultry. Craftwork and Jewellery, Money Lending. Piggy among others could have much effect on women participation in income-generating activities towards economic development. The study accessible population comprised of 60 respondents who were to be approached by the researcher to represent the rest of the population. The revelation of this study shows that the participation of women in Income generating programs had a positive effect on most women. Most women were able to set up new businesses and improve on existing ones These strategies were activities that could be associated with aim of generating income and learning skills, need for Assistance, teaching people to engage income generating activities, inadequate start-up capital, capacity building, which could be in turn used to create new inroads into improving income-generating and other areas like entrepreneurship. Subsequently, strategies had to be adapted had involved mobilization of affected and interested women into the fight.

Mufudza (2015) undertook research on “Impact of income generating projects on rural livelihoods: The case of Mwenezi fish conservation project, Zimbabwe”. The main objectives of the research were to assess the contribution of fish conservation as a strategy towards improving the livelihood status of people in Maranda Ward 9 in Mwenezi, Zimbabwe, and to ascertain the challenges in fish conservation and access to fishing activities. In this research, a questionnaire, interviews, focus group

discussions and observations were used to gather information. In the administration of the questionnaires on the village households, 80 households were used as research subjects drawn from a 10% sample size for each of the 10 villages. Purposive sampling was also used for selecting respondents for the interviews and focus group discussions. Secondary data sources used included data from the Parks and Wildlife Authority on recorded cases of fish poaching. From the findings, it was clear that there was a lack of community involvement and participation in most of the projects. A lot of projects which were initiated by government agencies and donors failed in rural areas. A holistic approach to development at the local level should be followed to tackle challenges faced by rural communities. This research indicated that the fish conservation project contributed positively towards improving the livelihood status of the people in the ward. The successes of this programme can be attributed to proper and organised coordination between all stakeholders, which include non-governmental organisations, Wildlife Authority and the community at large.

A cross-sectional study was conducted by **Mwaigaga (2017)** on “Contribution of women’s income generating activities on access to health services at the household level: a case of vision fund Tanzania in Morogoro municipality”. The main objective of the study was to explore the contributions of women’s income-generating activities to household access to health services. Both primary and secondary data were used. The former used questionnaire, interviews and observation while the latter used document reviews. Simple random and purposive sampling techniques were used to select respondents for data collection. The sample size was 100 respondents including four staff and 96 clients from Vision Fund Tanzania. This study found that there were six major types of women’s income-generating activities namely small business, farming, livestock keeping, food business, farming product business and clothes business. It was also found that there were six causes of women’s income-generating activities. These are; reducing the much dependable on the husband, reducing family economy challenges, presence of

gender equality and equity, making life improvements, increasing the cooperation with the community and Education of IGA presence globally. It was found that there were three contributions of women's income-generating activities to household access to health services. These are personal access to health services, family access to health services and community access to health services. This study concluded that women's income-generating activities crosscut in all levels of society including personal, family and community.

Aysha, et al., (2018) conceptualized research on "Empowerment Scenario of Rural Women through Income Generating Activities in Bangladesh". The main purpose of the study was to assess the empowerment situation of rural women and to explore the relationships of the women's selected characteristics with their empowerment. The study was conducted with the women of South Surma Upazila of Sylhet district in Bangladesh. Data were collected from a sample of randomly selected 100 women from a population of 420. A questionnaire was prepared in order to collect related, valid and reliable information from the selected women. The findings revealed that the majority (50%) of the rural women had a medium level of empowerment while 43% had a low, 5% had a very low, and only 2% had a high level of empowerment. The characteristics of age, family education, occupation, communication exposure, credit and training received by the respondents were positively correlated with their empowerment. The study also reveals that rural women participate more in 'decision-making' and 'social and political activities' but their position is still low in 'mobility' and 'access to the financial organization' and other dimensions of empowerment.

Emmanuel (2020) undertook research on "The role of income-generating activities on the socio-economic empowerment of women in Krachi west district". The main objective of this study was to examine the role of income-generating activities on the socio-economic empowerment of women in the Krachi West District. A mixed research methodology was used for the research. In relation to the sampling of the key informants, a purposive sampling technique was employed. The total sample size was

274 women. Questionnaires, interview guides and focus group discussion manuals were used in the collection of the relevant data. The data revealed that all of the 276 total respondents were aware of organizations offering IGA opportunities in the District however, only 26.1 of the respondents benefitted from these opportunities. The data further indicated that the majority of these women who did not benefit from the IGA opportunities were due to the inaccessibility of IGA opportunities. This means that the women were aware of the fact that some IGA opportunities were available in the District however, those women were not able to access these opportunities. This implied that less than one-third of the respondent participated in IGA programmes while a majority, more than two-thirds of the total respondents did not participate in IGA opportunities in the district.

A research study was conducted by **Hossain et al., (2020)** on “Empowerment of Poor Women through Training on Income Generating Activities”. The main focus of the study was to explore the empowerment status of poor women who received training from the Department of Women Affairs (DWA) under the Ministry of Women and Children Affairs, Bangladesh. The study was conducted among trainees of four training centres under the DWA. The population included 2,040 poor and distressed women, who received training on income-generating activities (IGAs) during 2010-2012 from the four training centres, while 204 randomly selected women constituted the sample of the study. Data were collected by using a structured questionnaire from July to December 2017. The finding of the study was the Majority (54.4 percent) of the women were found to attain medium-level empowerment, while above 44 percent remained in the low empowerment category. However, the poor women empowerment status showed a significant increase across all five indicators. Multiple linear regression analysis showed that four characteristics such as education, working experience, family annual income and aspiration in the life of the women could significantly influence the empowerment status of the poor and distressed women.

A research study was conducted by **Alemu et al., (2020)** on “Determinants of Women Participation in Income Generating Activities: Evidence from Ethiopia”. This paper aims to examine the major determinants and challenges of women's participation in income-generating activities focusing on rural women of Ethiopia's practical evidence. A cross-sectional survey design was used as a research design. To carry out this study both primary and secondary data were collected and analyzed. Randomly selected 161 households were the source of primary data for this study. Secondary data was collected from the review of related works of literature. An interview guide for key informant interviews and a questionnaire for sampled households were used to collect primary data. As a result, some women participate in small business activities like livestock product sales, vegetable and fruit sell, poultry, petty trade, hairdressing, and wage labor. In the study area, women's participation in the income-generating activity is determined by age, husband's education, women's education, family size, land size, market distance, livestock holding, and access to credit. This paper contributes to the literature on women's participation challenges in income-generating activities, giving emphasis to rural women's perspectives. It provides the basis for further studies aimed at challenges hindering women's participation in high-income earning activities, particularly in developing countries.

An Article was conducted by **Stokes et al., (2020)** on “Income Generating Activities of Rural Kenyan Women”. This article attempts to understand the current circumstances of female-headed households' income-generating activities by answering two questions: 1) how do rural Kenyan women earn a livelihood? and 2) what influences a woman's decision to spend time, sweat, and energy on certain income-generating activities? All 173 respondents were randomly selected by the Researcher. For data collection Interviews were conducted. The findings suggest that there are several underlying factors influencing women's livelihoods and livelihood-related choices. Some of these factors include prioritizing relationships over occupation, identifying positive factors about their current income-

generating activities (i.e. comfort, extra food, flexible schedule), and planning for dependents rather than themselves. Moreover, the level of education and number of income-generating activities directly impact the total income. These findings allow us to better understand the motivations and influences over the choices of work, as well as initiate a conversation on micro franchise opportunities in developing nations.

The research was carried out by **Dangol (2010)** on the “Women Empowerment through Income Generation Programme at a Village Development Committee in Lalitpur District of Nepal. The present study was focused on assessing the impact of IG Programmes run by non-government organizations in empowering women. A descriptive research design was used. Fieldwork was carried out from the month of March 2010. For this study, purposive sampling was used. The women who participated in skill development training provided by NGOs Amarapur CLC- Skill Nepal, ORCHID- Nepal and Bungamati Foundation. The total sample size was 44. Observations, structured questionnaire interviews, open-ended interviews and personal experiences are primary data sources. In addition, different documents like books, articles, and publications of the different organization were used for obtaining secondary data. The survey data show that following the IG Programme intervention, the women having 1 – 5 members in the family enjoy more participation and respect in the family than those having more than 5 members in the family. Women who had more educated family members gained more decision-making capacity, and again the women who had more professional or skilled workers in the family the more they enjoy family respect and decision-making capacity.

2.2.2 Researchers Conducted within India

A research study was conducted by **Rajeswari (2002)** on “Empowering women through income generating activities with special reference to DWCRA (Development of Women and Children in Rural Areas programme) in Dindigul district”. The primary objective was to focus

attention on the women member of rural families below the poverty line with a view to provide them with opportunities for self-employment on a sustainable basis for additional income. The study was carried out in Dindigul district of Tamil Nadu. 200 members formed the sample DWCRA respondents for the present study. These 200 members were selected at random in order to eliminate the sampling bias. A personal interview schedule was prepared, pre-tested and used as the tool for data collection. It is found that most of the members actively participated in social activities and other development programmes. DWCRA members could acquire positive gains like courage to fight against injustice, to ascertain one's rights, self-reliance self-confidence, capacity to initiate alternate productive express one's views freely and fearlessly, independence in moving out of home, acquisition of leadership abilities, independent decision-making capacity, acquisition of a sense of planning in day-to-day activities, better status in the family, better grooming practices for themselves and their children, functional literacy, new skill development or sharpening their existing skills.

Prameela (2007) conducted research on "Planning for economic empowerment of rural women A case study of women micro-enterprises under DWCRA Programme". The objective of the programme was to provide an opportunity to women members of rural families living below the poverty line, for self-employment and through this ensure sustained income. The researcher used an Action research design. women covered were under the DWCRA programme in Tumkur and Mysore Districts, the study covers 200 women beneficiaries from 40 groups, covering 40 Village Panchayats spread over 10 Taluks in 2 Districts. For the convenience of the respondents, interviews were held. It is found that a larger proportion of the respondents in both the regions under study have been respected in the family. They were aware of their position. Their participation in a family decision like festival, marriage, schooling etc., carry weightage. This implies that there has been some say in the decision process in the family and to this extent, the respondents have benefited from the DWCRA programme; they were participating in the

meetings of SHG /DWCRA. The respondents participated in the meetings of SGH or similar programmes and they felt their words were considered. Opinions have also been expressed regarding usefulness very positively by a large majority of respondents.

Senthamarai (2008) Carried out a study on the “Income generation potential of women self-help groups in Madurai district”. The study was conducted for cooperative credit societies to bring together people of small means for fostering thrift and mutual help for their economic betterment. Perhaps the large size and heterogeneous economic status of the members forced them to delegate the decision-making power to a small group of well-off and influential members. The researcher had chosen the period of six months from July 2007 to December 2007, for the primary data collection. The researcher used the convenience sampling method. And from six blocks having 20 groups in each block, 4 members from each group are selected as samples for the study totaling a sample size was fixed 477. The researcher used a well-structured interview schedule. For the collection of primary data, the researcher has used a well-structured interview schedule. The secondary data were collected from various sources namely books, newspapers, journals, IFAD journals, Annual reports DeW, Madurai Project office reports, government library and Information Centre, and various self-help group-related websites. The finding of the present study was indicating that More than 70 per cent (186 members) from less than 10,000 rupees have a medium level, 34 members (18.3 percent) and 29 (15.6 percent) whose income falls between 10,001 and 20,000 have a low and high level of satisfaction respectively. About 59.3 per cent (16 members) with Rs. 20,000 and above income have a high level of satisfaction.

Bhandari (2008) undertook research on “A study on women empowerment through income generation program in Dhurkot Rajasthan VDC of Gulmi, district, Nepal”. The present study was focused on assessing the impact of IGPs run by non-government organizations in empowering women. This study employed descriptive and analytical

research design. For this study, purposive sampling was used. 30 women who participated in skill development training provided by NGOs. All women in the village, who participated in the income generation program from the NGOs NRC and Helvatas Nepal constituted the universe of the study. The study is based on both primary and secondary data. Primary data was collected from the questionnaire survey. Secondary data has been collected from a review of related documents, articles and books. The study revealed that the percentage of women confirming their active participation in family decisions rose from 61 to 78 after they set up their businesses. This change suggests that the status and respect of the women in their families were raised due to IGP. Further analyzing the mode of participation, just 15% of women are enjoying a decisive role while 63% are taking decisions jointly with the male family head. However, increased economic activities have increased participants' financial responsibilities and participation in household decision-making, still, household decision-making is a prerogative of a male head of the family.

Haque (2009) Carried out a study on "Participation of rural women in income generating activities from agricultural model farm project of Sabalumby Unnyan Samity (SUS)". The main purpose of the study was to measure the extent of rural women participation in income generating of AMF. The present study was conducted in Netrokona district. Rural women involved in the Agricultural Model Farm (AMF) Project of SUS in the study area were the population of the study. In order to select the sample double-stage sampling method was used. A total of 90 women constituted the sample of the study. In order to collect data from the rural women of the AMF project of SUS, an interview schedule was prepared. The researcher himself collected necessary data through a personal interview schedule from the individual respondents from 20 April 2008 to 20 May 2008. Findings also indicated that 80 percent of rural women had high participation in AMF project activities, (81.11 percent) had medium training exposure, 60 percent had low extension media exposure, 75.56 percent had moderate cosmopolites and 91.14 percent

had primary level education including can sign only. Correlation analysis indicated that the characteristics of the rural women such as age, family size, family farm size, farming experience, duration of involvement with SUS, cosmopolites, annual family income, extension media exposure, and credit received and training exposure had no significant relationship with the extent of participation in AMF project activities. On the other hand, education and farming experience had a positive relationship with their participation in income-generating activities initiated by the AMF project of SUS.

Verma (2018) undertook research on “Empowering Women through Income Generating Activities a Participatory Approach”. The aim of the study was to raise the level of social consciousness amongst rural poor women and to generate confidence in them about their empowerment. It seeks to encourage collective action through a participatory approach, which is known to work better than individual effort. The researcher used an action Research Design. The study was conducted in the Varanasi district situated in the northern Indian state of U.P. and The Kashi Vidyapeeth block was selected purposively for the study. The study was limited to the female respondents, who had received training for learning income generation in the participatory group. The total sample size was 270 and In a Total of 156 females who were inclined to participate in the study from the Amara Khaira Chak and 114 females who were inclined to participate in the study from the Awaleshpur village were selected for the study. Data were collected from primary and secondary sources. The training was imparted in 95 days. The results were Participatory group training has a highly significant impact on the increase of knowledge of respondents about various income-generating skills, after taking training respondents were confident to start their own income-generating work self or in the group. But due to their non-interest in taking a loan and starting their work from their small savings or by collecting money in a group, they were unable to initiate. They were feeling more comfortable with their earning sources and the majority of respondents were

interested in working with any income-generating institutions and organizations to be linked up.

Choudhary et al., (2018) undertook research on the “Extent of Empowerment of the Rural Women through Various Income Generating Activities of Self-Help Groups”. The objective of the study was to focus on the extent of empowerment of rural women through income-generating activities and constraints that are experienced by rural women in their empowerment along with the factors affecting the empowerment of women through SHGs. The present investigation was conducted in the Jaipur district of Rajasthan which was selected purposively. Two Panchayat samities viz. Viratnagar and Jhotwara were selected purposively for the study, due to having a maximum number of Self-Help Groups in Jaipur District. From each selected Panchayat Samiti, three villages were selected randomly consisting of a total of 6 villages for study purposes. From each selected village two SHGs one run by DWCD and another run by an NGO running from last 3-5 years and actively involved in different income-generating activities consisting of a total of 6 SHGs from DWCD and 6 SHGs from NGOs were selected randomly. From each SHG, 10 rural women, actively involved in income-generating activities from the last 3-5 years, were selected randomly. Thus, the overall sample consisted of 120 respondents comprising 60 rural women from SHGs run by DWCD and 60 rural women from SHGs run by NGOs. An interview schedule consisting of measuring devices of dependent and independent variables. It was found that the majority of the rural women involved in the income-generating activities of Self-Help Groups were having a medium level of empowerment. There was a 96.39 percent gain in both i.e. Increase in communication ability and Human relationship maintenance ability of the respondents. The extent of empowerment through income-generating activity was 65.87 per cent which indicated that still there is scope to empower women by taking the contributing factors.

Garima and Gupta (2018) conducted research on the “Empowerment of women through income-generating activities”. The study was undertaken during 2016-17 in Kalyanpur and Chaubepur blocks of Kanpur Nagar with the objective to see the empowerment of rural women through various income-generating activities. Thus 25-25 respondents were selected from two blocks of six villages randomly. A total number of 150 respondents were selected. Findings of the study concluded that education was found significantly correlated to rural women empowerment meaning that, a rural woman with having higher education level is likely to have higher empowerment, education can bring desirable change in rural women behaviour which ultimately helps in her empowerment.

The research was carried out by **Mehmood (2019)** on “Income generating activities of women in Aligarh District, Uttar Pradesh”. The objective of the study was To analyze the income-generating activities of women living in rural areas of Aligarh district, Uttar Pradesh in India. The present study was normative in nature. A stratified random sampling technique was used to collect sampling data. A well-designed questionnaire was developed and used for collecting data regarding the income-generating activities of the 150 women and their monthly income in the study region. The finding of the study showed that Women play a significant role in uplifting the socio-economic condition of their families by engaging themselves in Income Generating Activities in rural areas of Aligarh District, Uttar Pradesh. Dairy farming, weaving, embroidery work, cultivation and shop-keeping are the main activities of women workers through which they earn their livelihood. Most of them raised their family welfare by reducing the level of poverty. but the methods and techniques used to carry out these activities are obsolete.

A review was carried out by **Parveen (2019)** on “Empowerment of the Rural Women Through Income Generating Activities”. The research design of the study was kept descriptive and an experimental group was selected for the study. The main objective of the study was to generate

the forces that lead to the empowerment of various sections of the population in a country and to raise their status, especially in the case of women. The study was carried out in the villages of Delhi NCR. The villages were visited between February 2019 to May 2019 for collection of the data related to the study of the rural women involved in income-generating activities. Thus, 50 respondents were selected from the villages of Delhi NCR. A random purposive sampling technique was used. The main tool used in the study is a pre-designed and pre-tested questionnaire which consisted of general & specific information required for the study. The finding of the study reveals that the Maximum respondents [20%] were from the 25- 30, 46-50, 51-55 year age groups while only 10 respondents were from 41- 45 year age group. According to their occupation, a maximum of 40 percent were in farming while only 10% were self-employed and 10% were having no occupation. 28% were taken income generating activity for their poor economic condition and traditional practical while only 12% of respondents took income generating to buy assets. Non-Monitory Benefit Maximum [30%] was respected by society while only [8%] rural women were change cropping pattern and intensity.

Baruku et al., (2021) undertook research on “Constraints faced by women in empowerment through income-generating activities in the Visakhapatnam district of Andhra Pradesh”. The present study was conducted to find out the “Constraints Faced by Women in Empowerment through Income Generating Activities in Visakhapatnam District of Andhra Pradesh.” In Vishakhapatnam District Anakapalli Mandal was selected for data collection. Data were collected from 120 respondents randomly from 6 villages using a pre-tested structured interview schedule. From this present study, the major constraints faced by the respondents were Family restrictions, lack of education, proper marketing facilities, lack of proper guidance and financial limitations, lack of resources, lack of training and lack of knowledge, skills and mismanagement. It was suggested that Families should support women in participating in different types of income-generating activities followed

by Women farmers should focus on increasing their education, Govt. should focus on increasing the Proper marketing facilities, Women empowerment organizations should focus on proper guidance and different training programmes and Govt. and private organizations should provide funds for financial supports.

Conclusion on Review of Literature

After going through the various available literature, the investigator came across various researches conducted in India which focused on the impact of the income-generating activity on low-income group women and empowerment of women.

The researches conducted outside India focused on the need of training for rural women and the role of Income generating activities in the socio-economic empowerment of women. The investigator did not come across any research on the Skill Development of Low Income Group Women for Selected Activities. The investigator understands that the involvement of women in skill-based activities increases the income of women and women are more empowered. This motivated the researcher to develop a training programme for low-income group women for developing skills in Fabric Dyeing, Decorative Bottles, Decorative Diya, Keychains, and Handmade earrings. Hence, the present research was undertaken.



METHODOLOGY

CHAPTER III

METHODOLOGY

The present investigation was undertaken to organize the training programme for the low-income group women and give training on the 5 skill development activities. In order to achieve the aims of the present study, a detailed plan of work and the sequential procedure will be followed which is presented in this chapter under the sub-headings:

3.1 Research Design

3.2 Operational Definitions

3.3 Locale of the Study

3.4 Unit of Inquiry

3.5 Sampling Size and Sampling Techniques and Selection Criteria

3.5 Selection, Development and Description of the tools

3.7 Data Collection

3.8 Data Analysis

3.9 Training Programme for women

3.1 Research Design

The present study aimed to organize and conduct a skill development training programme in Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state. Therefore, the Descriptive research design was used and Action project was undertaken.

3.2 Operational Definitions

The operational definitions constituted for the present research study are given below.

- **Skill Development** – For the present study, skill development was operationally defined as enhancing of productive capabilities through training to the women.
- **Low Income Group** – For the present study, low-income group families were the type of households earning an annual income are 1 lakh or less.
- **Training Programme** - For the present study Training Programme was defined as a programme where a planned sequence and combination of activities are followed with the aim of empowering women with knowledge and skills.

3.3 Locale of the Study

The present study was conducted in Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state. Gorwa is a residential cum commercial neighborhood of Vadodara. It is situated in the northwestern region of Vadodara.

3.4 Unit of Inquiry

The unit of inquiry were the selected Homemakers of the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state. who were involved in homemaking activities. The present study was conducted on the women who gave their consent to participate in the study.

3.5 Sampling Size, Sampling Technique and Selection Criteria

3.5.1 Sample Size

The sample size for the present study was restricted to 40 homemakers from the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state.

3.5.2 Sample Technique

For the present study, the purposive sampling technique was used to select the respondents from the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state.

3.5.3 Selection Criteria for the Women

3.5.3.1 Inclusive Criteria

- a. The present study was limited to 40 homemakers from the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state.
- b. Women who were 18 years & above in age.
- c. Homemakers who were willing to participate in the study.

3.5.3.2 Exclusive Criteria

- a. Those respondents who did not give consent to participate in the study were excluded.
- b. Those homemakers who are not residing in the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state.

3.6 Selection, Development and Description of the tools

3.6.1 Selection of the Tool

Questionnaire and Feedback sheet were selected as tools for the present study. On the basis of objectives framed for the study and literature reviewed the tools were constructed. Various sources such as books, journals and electronic media were used to make the tool for the present research. The feedback from the professionals like academicians of

related field from the Department of Family and Community Resource Management helped in making the tool for the present study.

a) Questionnaire: This was selected as a tool to gather the data because of the following reasons:

- The personal information can be obtained easily taking the respondents in confidence.
- It ensures complete data.

3.6.2 Description and Development of the Tool

Based on the objectives of the present study questionnaire was prepared. While preparing the questionnaire, care was taken to include all such questions that would elicit the information needed to attain the objectives of the study. A Feedback sheet was also prepared to know the perceived Impact of the training programme after attending skill development programme.

Tool 1 – Questionnaire

The questionnaire comprised of the following two sections:

Section I – Background Information

This section included the background information of the respondents and their family such as age, marital status, educational level, type of family, size of family and family income etc.

Section II – Motivating Factors for Participating in skill Development Programme

This section contained a scale to find out the Motivating Factors of the respondents in participating in the Skill Development training. It had different aspects like Achieving personal goals, Becoming better, Interest in developing skills, Learning something new, Increasing self-confidence, Overcome Challenges, Interested in meeting new people, Get recognition in the family, Increasing social status, For leisure, Utilizing spare

time, Economic Independence, Family profession, Supplementation of income, Job opportunities, Increase family income by acquiring creative skills etc. The respondents were asked to respond with “Yes” and “No”.

Tool 2 – Feedback sheet

The Feedback sheet was used to assess the perceived impact of the skill development training program conducted in Gorwa area, Vadodara city.

3.6.3 Establishment of Content Validity of the Tool

“Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study.” (Kothari, 2014) The scale was subjected to the establishment of content validity. To test the validity of the statements prepared, the scales were given to a panel of 11 judges, who were from the Family and Community Resource Management of Vadodara city. They were requested to check the clarity and relevance of the content for each subsection. They were also requested to state whether each statement fell in the category under which was listed. A consensus of 80 % among the judges was taken as a benchmark for the inclusion of the statement in the final tool.

3.7 Data Collection

The data were gathered by the researcher from 15th December to 13th January 2023. The questionnaire and feedback schedule were used for data collection. The purpose of the research was explained and a rapport was built to get the true responses. The investigator personally distributed and collected back the filled in questionnaire. The rate of return was 100%.

3.8 Data Analysis

The procedure of analysis of the data comprised of categorization.

3.8.1 Categorization

3.8.1.1 Demographic profile of the respondents: Categorization of the data was done for the Age of the respondent, Marital Status, Type of Family, Size of the family, Education level, Monthly Family Income, Source of information and Motivation on training programme for women.

- i. **Age of the respondents (Age in Years):** The obtained range of the respondents on the basis of equal intervals was as follows:
 1. 24-32 Years
 2. 33-42 Years
- ii. **Marital status:** It referred to the marital status of the respondents at the time of data collection and was categorized as follows:
 1. Unmarried
 2. Married
- iii. **Type of family:** It referred to the type of family of the respondents at the time of data collection and was categorized as follows:
 1. Joint
 2. Nuclear
- iv. **Size of family:** The type of family was categorized on the basis of the number of family members staying together in a house at the time of data collection was categorized as follows:
 1. Small (1-3 members)
 2. Medium (4-6 members)
- v. **Educational qualification of the respondents:** The education obtained by the respondents at the time of data collection were categorized as:
 1. Illiterate
 2. Primary School (10th Pass)
 3. High School (12th Pass)
 4. Graduation
- vi. **Monthly Family Income (in ₹):** It referred to the monthly personal income of individual acquired at the time of data

collection from various sources in duration of a month. It was categorized as follows:

1. ₹6001 - ₹8000
2. ₹8001 - ₹10000

vii. **Source of information:** As per the data collected, the following categories were obtained for the Source of information.

1. Neighbour
2. Aaganwadi Sabhya
3. Friends

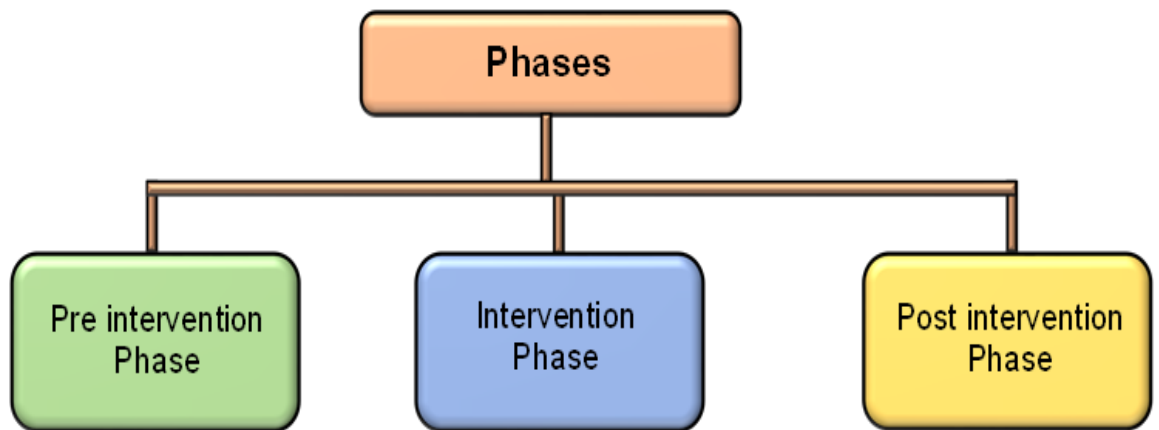
viii. **Source of Motivation:** As per the data collected, the following categories were obtained for the source of motivation.

1. Self-motivated
2. Family member

3.8.1.2 Motivating factors for women: This section, describes the motivating factors for attending skill development programme. It had different aspects like Achieving personal goals, Becoming better, Interest in developing skills, Learning something new, Increasing self-confidence, Overcome Challenges, Interested in meeting new people, Get recognition in the family, Increasing social status, For leisure, Utilizing spare time, Economic Independence, Family profession, Supplementation of income, Job opportunities, Increase family income by acquiring creative skills etc. The respondents were asked to respond with “Yes” and “No”.

3.9 Training Programme for women

An intervention program was conducted for the respondents of the study which was focused to organize a training program for the low income group women of Gorwa town of Vadodara City. An intervention program was delivered in a regional language (Gujarati) for better understanding of the audience. The development and implementation of the training program was done in three phases.



The major focus in the intervention program was to train the low income group women on 5 income generating skills viz: Diya Painting, fabric dyeing, bottle painting, and handmade earrings. After the completion of the training, Exhibition cum sale of the products was organized to boost the confidence of the respondents.



FINDINGS & DISCUSSIONS

CHAPTER – IV

FINDINGS AND DISCUSSIONS

The aim of the present study was to find out the impact of the training programme implemented for enhancing the skills of the low income group women. This chapter deals with the findings obtained from the analysis of data collected through a questionnaire. The findings have been supported by relevant interpretations and discussions. For systematic presentation, this chapter has been divided into following sections:

Section I : Background information of the respondent

Section II : Motivating Factors for women participating in the skill development programme

Section III : Training programme conducted for the skill development of the low income group women

Section IV : Perceived impact of the training programme for enhancing the skills of the low income group women.

Section I

4.1 Background Information of the Respondent

This section included information with reference to the background data of the women. It included the personal data and the family data of the women. The findings associated to personal data of the respondents included their age, educational qualification and marital status. The family data of the respondents included type of family, size of family, monthly family income, the source of the information about the programme etc.

4.1.1 Age of the Respondent

Age of the women ranged from 24 years to 42 years.

Table 1: Distribution of the women according to their age.

Sr. No.	Age (in years)	Respondents (n=42)	
		<i>f</i>	%
1.	24-32	31	73.81
2.	33-42	11	26.19
Total		42	100
Mean		28.5 years	
Standard Deviation		14.14	

The findings of the age of the women revealed that majority of the women belonged to the age group of 24-32 years (73.81%) whereas few women belonged to the age group 33-42 years (26.19%). The mean age of the women was 28.5 years.

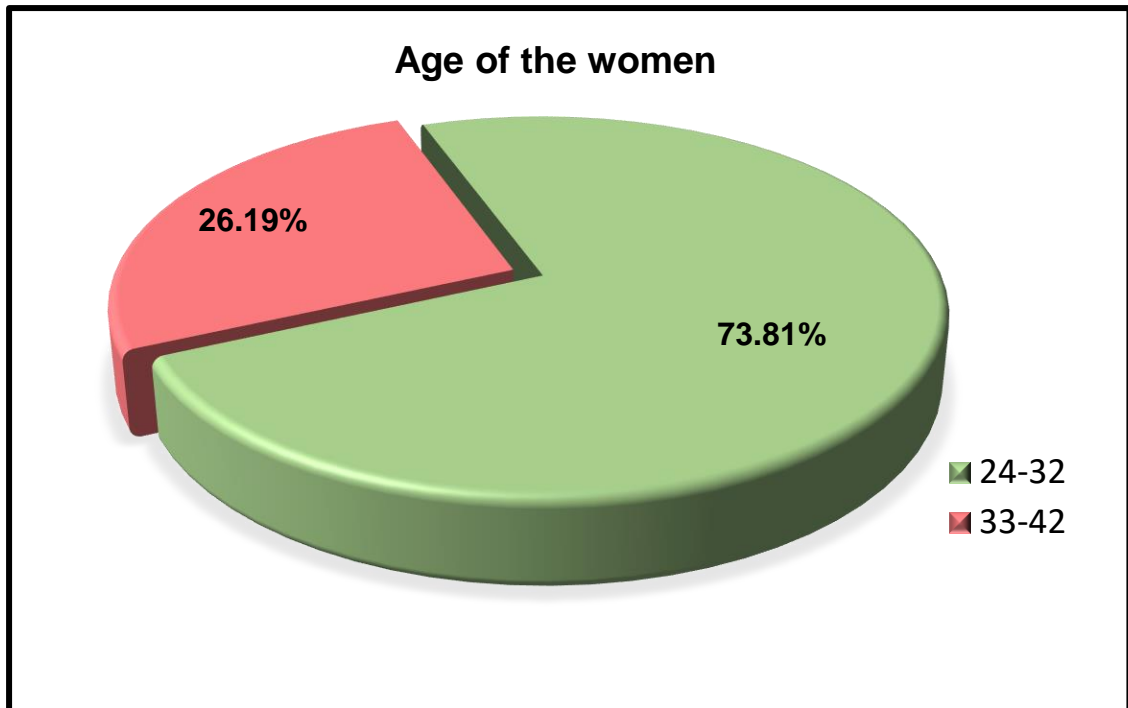


Figure 1: Percentage distribution of the respondents according to their Age.

4.1.2 Marital status of the Respondent

Marital status of the women was found out in terms of Unmarried and married.

Table 2: Distribution of the women according to their marital status.

Sr. No.	Marital Status	Respondents (n=42)	
		<i>f</i>	%
1.	Unmarried	3	7.14
2.	Married	39	92.86
Total		42	100

The findings revealed that majority of the women were married (92.86%) and very few women were unmarried (7.14%).

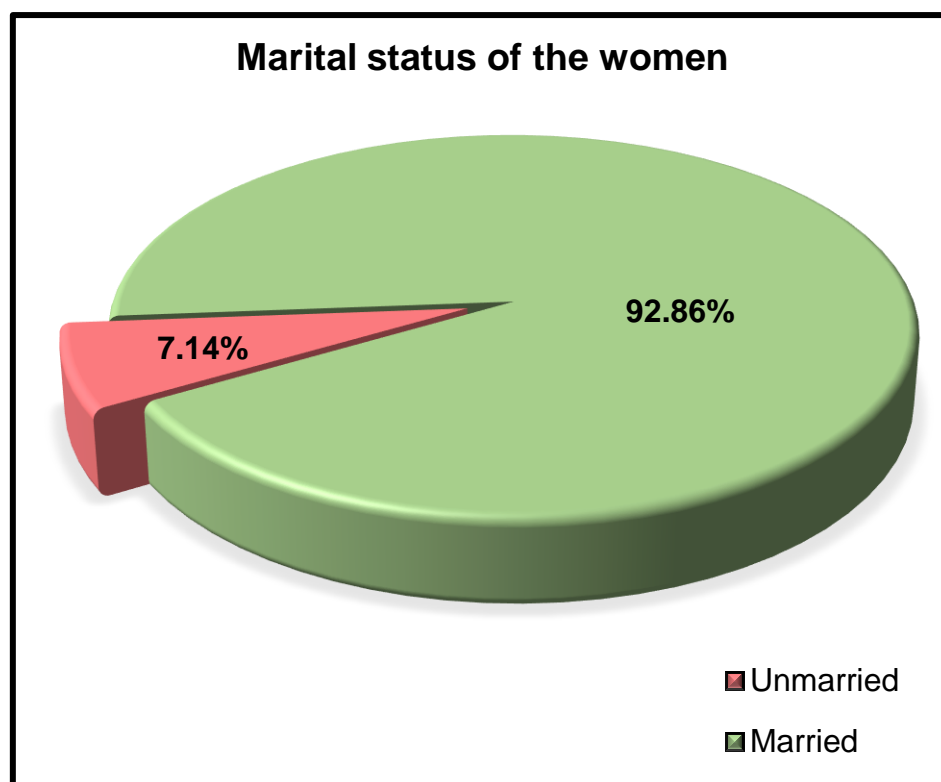


Figure 2: Percentage distribution of the women according to the Marital Status.

4.1.3 Type of family of the Respondent

Type of family of the women was found in terms of nuclear family and joint family.

Table 3: Distribution of the women according to the type of family.

Sr. No.	Type of family	Respondents (n=42)	
		<i>f</i>	%
1.	Nuclear family	28	66.67
2.	Joint family	14	33.33
Total		42	100

The findings revealed that majority of the women lived in the nuclear family (66.67%) and few women lived in the joint family (33.33%).

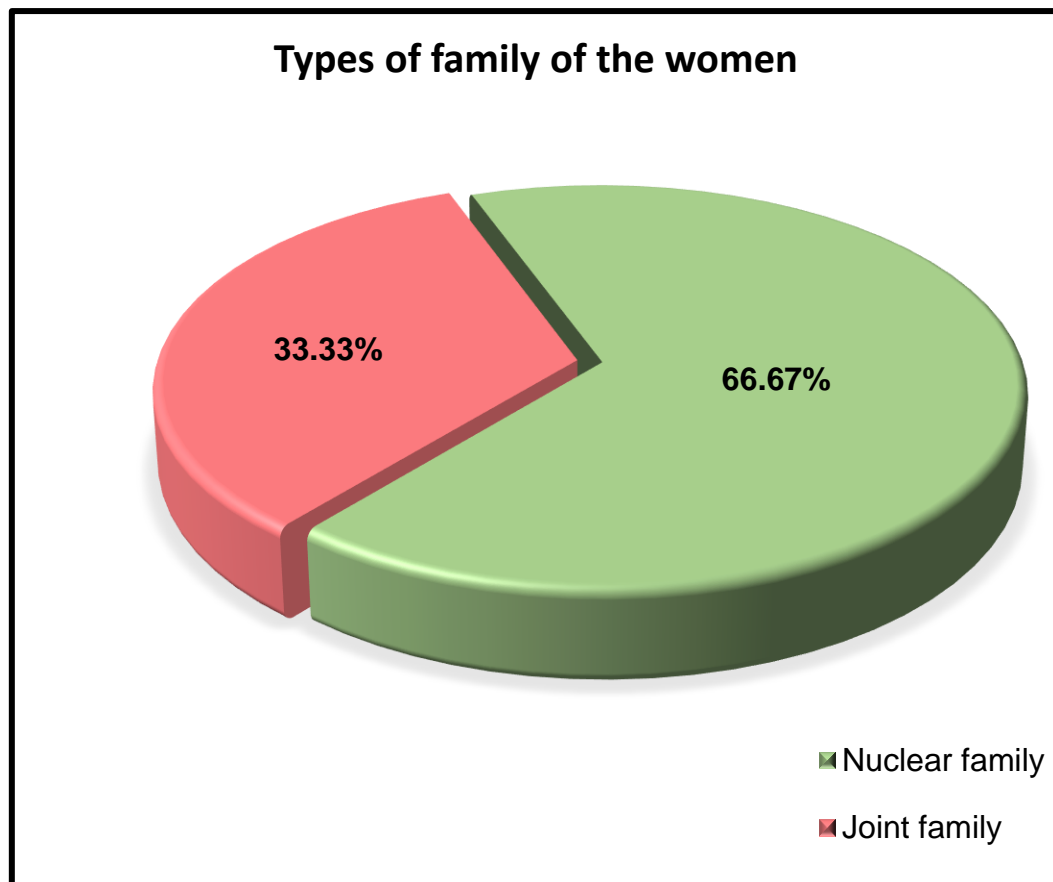


Figure 3: Percentage distribution of the women according to their Type of Family.

4.1.4 Size of family of the Respondent

Size of family of the women was classified into two categories viz; small (1-3 members), medium (4-6 members).

Table 4: Distribution of the women according to their size of family.

Sr. No.	Size of the family	Respondents (n=42)	
		<i>f</i>	%
1.	Small (1-3)	6	14.29
2.	Medium (4-6)	36	85.71
Total		42	100

The findings on the size of family revealed that majority of the women had medium family with 4-6 members (85.71%) and few women had small family with 1-3 members (14.29%).

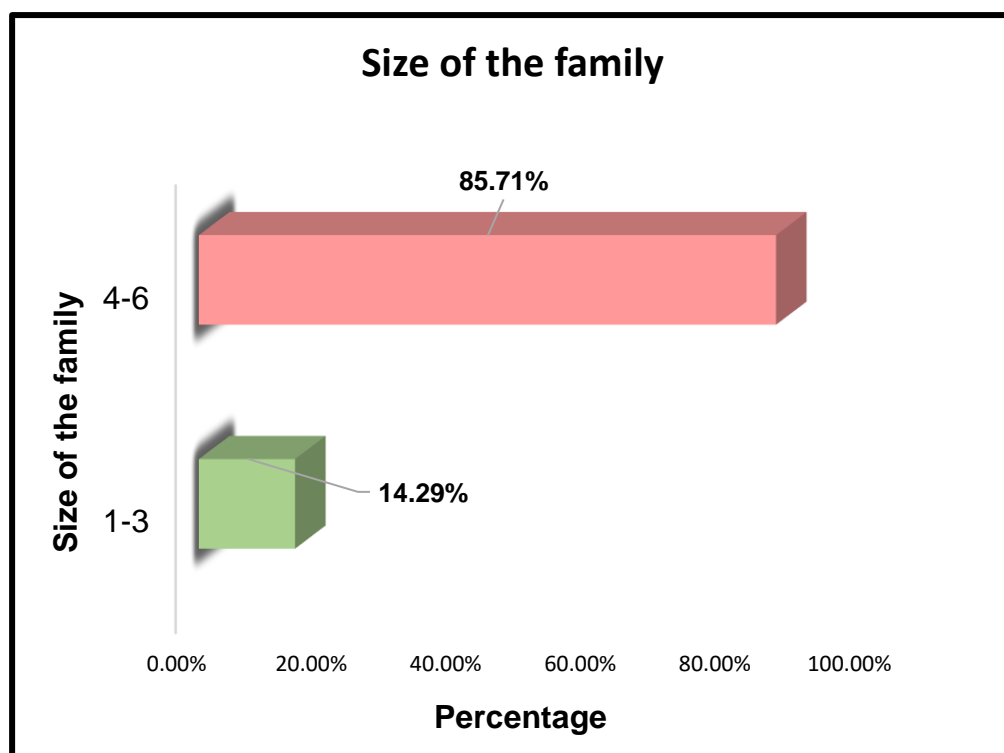


Figure 4: Percentage distribution of the women according to their Size of Family.

4.1.5. Educational Qualifications of the Respondent

Educational qualification of the women was categorized under the following groups: illiterate, primary school, high school, and graduate.

Table 5: Distribution of the women according to their educational qualifications

Sr. No.	Educational level	Respondents (n=42)	
		<i>f</i>	%
1.	Illiterate	2	4.76
2.	Primary School (7 th pass)	22	52.38
3.	High school (12 th pass)	12	28.57
4.	Graduate	6	14.29
Total		42	100

The findings on education of the women revealed that majority of the women were 7th pass (52.38%), 28.57% were 12th pass, 14.29% women were studied up to Graduation, and remaining women were illiterate (4.76%).

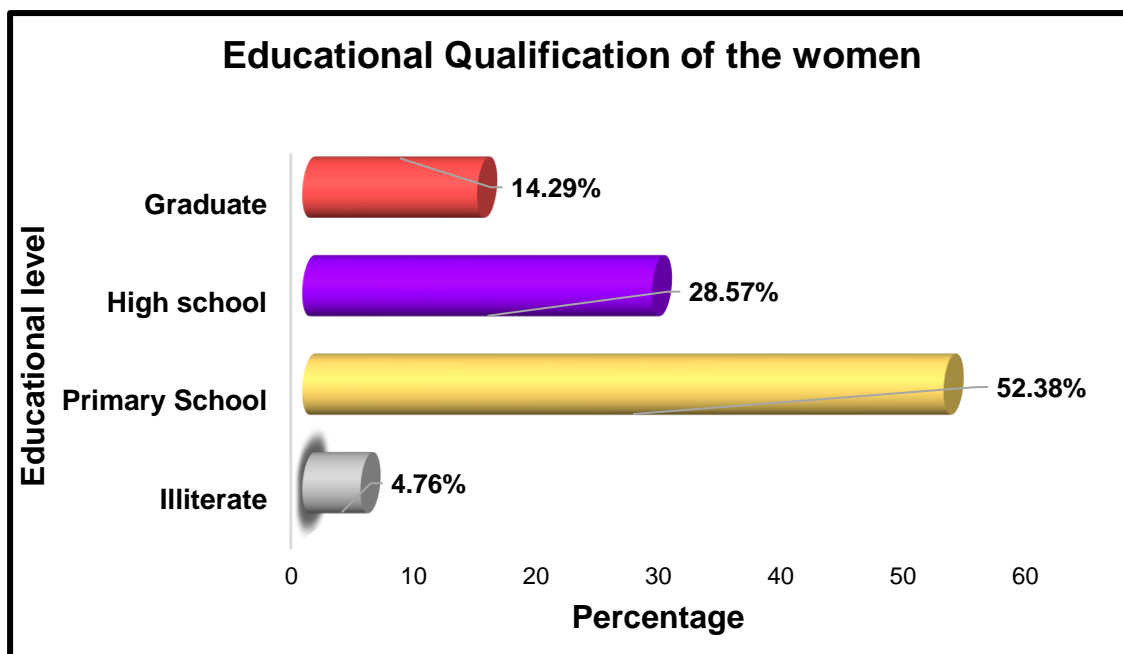


Figure 5: Percentage distribution of the women according to their Educational Qualifications.

4.1.6 Monthly family income of the Respondent (in ₹)

Monthly family income of the women ranged from minimum ₹6050 and maximum ₹10000.

Table 6: Distribution of the women according to the Monthly family income.

Sr. No.	Monthly family income	Respondents (n=42)	
		<i>f</i>	%
2.	₹6001 - ₹8000	34	80.95
3.	₹8001 - ₹10000	8	19.05
Total		42	100
Mean		₹ 8055.071	
Standard Deviation		18.38	

The findings on the monthly family income revealed that majority of the women family monthly income was between ₹6001- ₹8000 (80.95%) and few women

had between ₹8001- ₹10000 (19.05%). The mean monthly family income (in ₹) of the women was ₹ 8055.

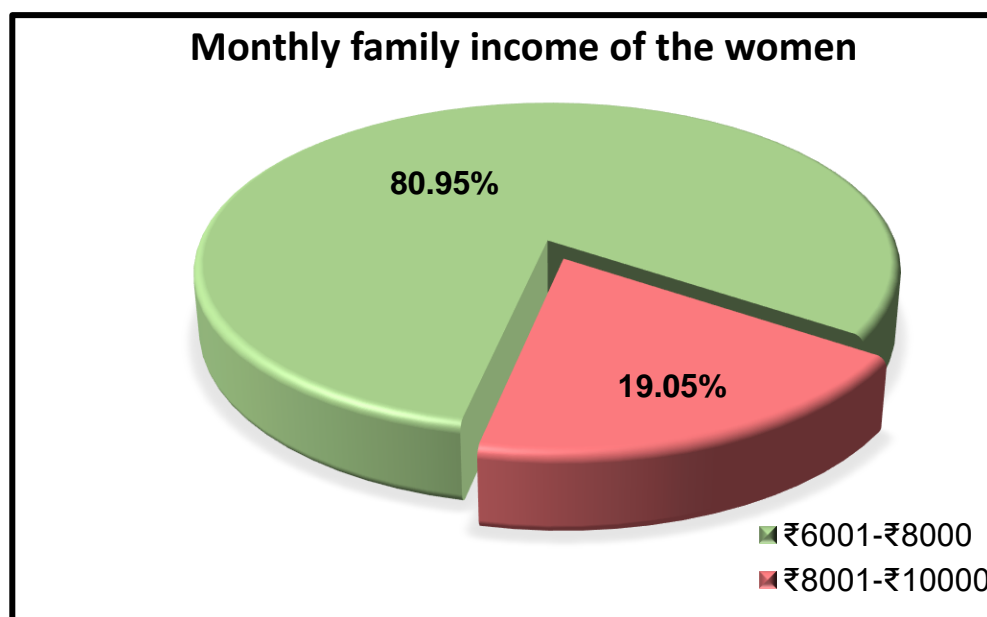


Figure 6: Percentage distribution of the respondents according to the monthly family income.

4.1.7 Source of information on training programme for women

Source of information on training programme for women was classified into three categories viz; neighbors, aaganwadi sabhya and friends.

Table 7: Distribution of the women according to the Source of information on training programme.

Sr. No.	Source of information	Respondents (n=42)	
		<i>f</i>	%
1.	Neighbour	13	30.95
2.	Aaganwadi Sabhya	26	61.91
3.	Friends	3	7.14
Total		42	100

The findings on the source of information revealed that majority of the women got the information about training programme through Aaganwadi sabhya (61.91%), few women got the information through neighbour (30.95%) and remaining women got the information through friends (7.14%).

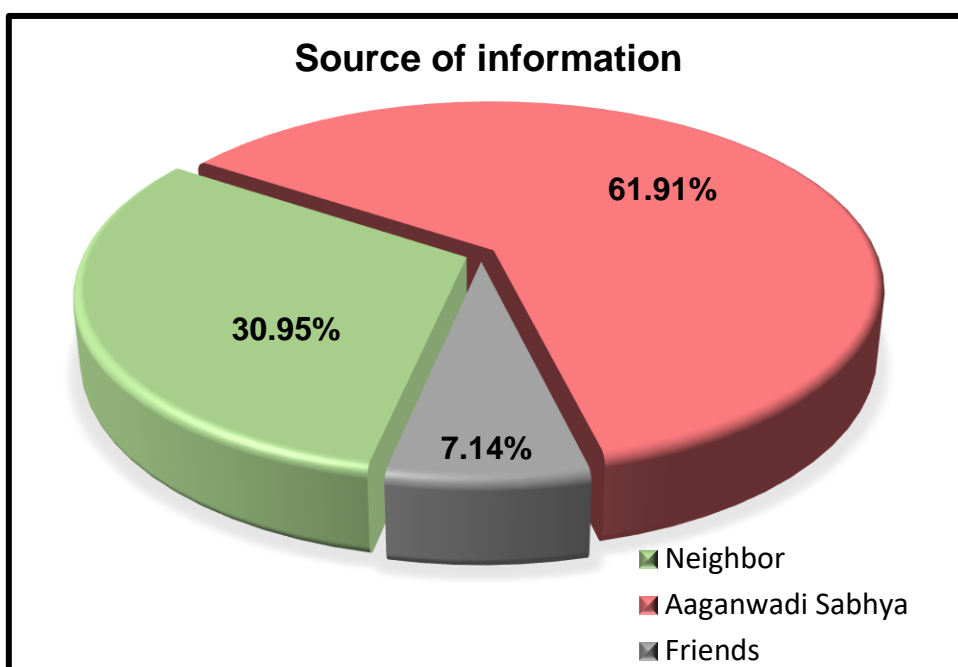


Figure 7: Percentage distribution of the women according to the Source of Information on training programme.

4.1.8 Source of the motivation on training programme for women

The Source of the motivation on training programme for women were classified into two categories namely; Self-motivated and family members.

Table 8: Distribution of the women according to the source of the motivation on training programme for women.

Sr. No.	Source of motivation	Respondents (n=42)	
		<i>f</i>	%
1.	Self-motivate	6	14.29
2.	Family member	36	85.71
Total		42	100

The findings on source of the motivation showed that most women were motivated by family members (85.71%) and few women were motivated by themselves (14.29%).

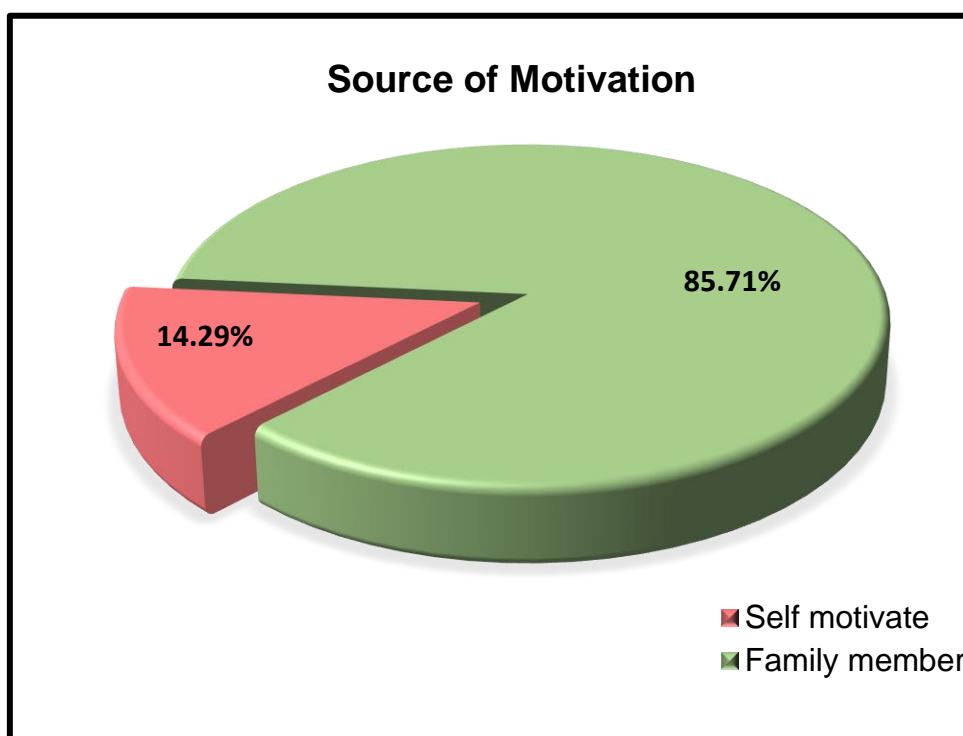


Figure 8: Percentage distribution of the women according to source of the Motivation on training programme for women.

Section II

4.2 Motivating factors for women for participating in the skill development programme

This section describes the motivating factors for attending skill development programme.

Table 9: Distribution of the women according to their motivating factors for participating in the skill development programme

Sr. No.	Motivating factors	Respondents (n=42)			
		Yes		No	
		<i>f</i>	%	<i>f</i>	%
1.	Achieve personal goals	27	64.29	15	35.71
2.	Become better	41	97.62	1	2.38
3.	Interest in developing skills	42	100	0	0
4.	Learning something new	42	100	0	0
5.	Increase self-confidence	42	100	0	0
6.	Overcome Challenges	11	26.19	31	73.81
7.	Interested in meeting new people	38	90.48	4	9.52
8.	Get recognition in the family	29	69.05	13	30.95
9.	Increase social status	15	35.71	27	64.29
10.	For leisure	41	97.62	1	2.38
11.	Utilize spare time	41	97.62	1	2.38
12.	Economic Independence	28	66.67	14	33.33
13.	Family profession	8	19.05	34	80.95
14.	Supplementation of income	28	66.67	14	33.33
15.	Job opportunities	27	64.29	15	35.71
16.	Insisted by Agencies	0	0	42	100
17.	Insisted by group members	0	0	42	100
18.	Increase family income by acquiring creative skills	30	71.43	12	28.57

The data shown in table 9 describe the frequency and percentage distribution of the women according to their motivating factors related to attending skill development programme.

The study found that all women took the skills development program because they wanted to develop their skills, learn something new and increase their self-confidence (100%). All women participated in the skills development program without pressure from agencies and group members (100%). The majority of women have participated in the skills development program to become better, for leisure, to utilise spare time (97.62%) and be interested in meeting new people (90.48%). Mostly women attended skill development programme to achieve personal goals (64.29%), to get recognition in the family (69.05%), for economic independence (66.67%), for supplementation of income, for job opportunity (66.29%) and for increasing family income (71.43%). Only a small number of women participated in the skills development program to overcome challenges (26.19%) and to pursue a family occupation (19.05%).

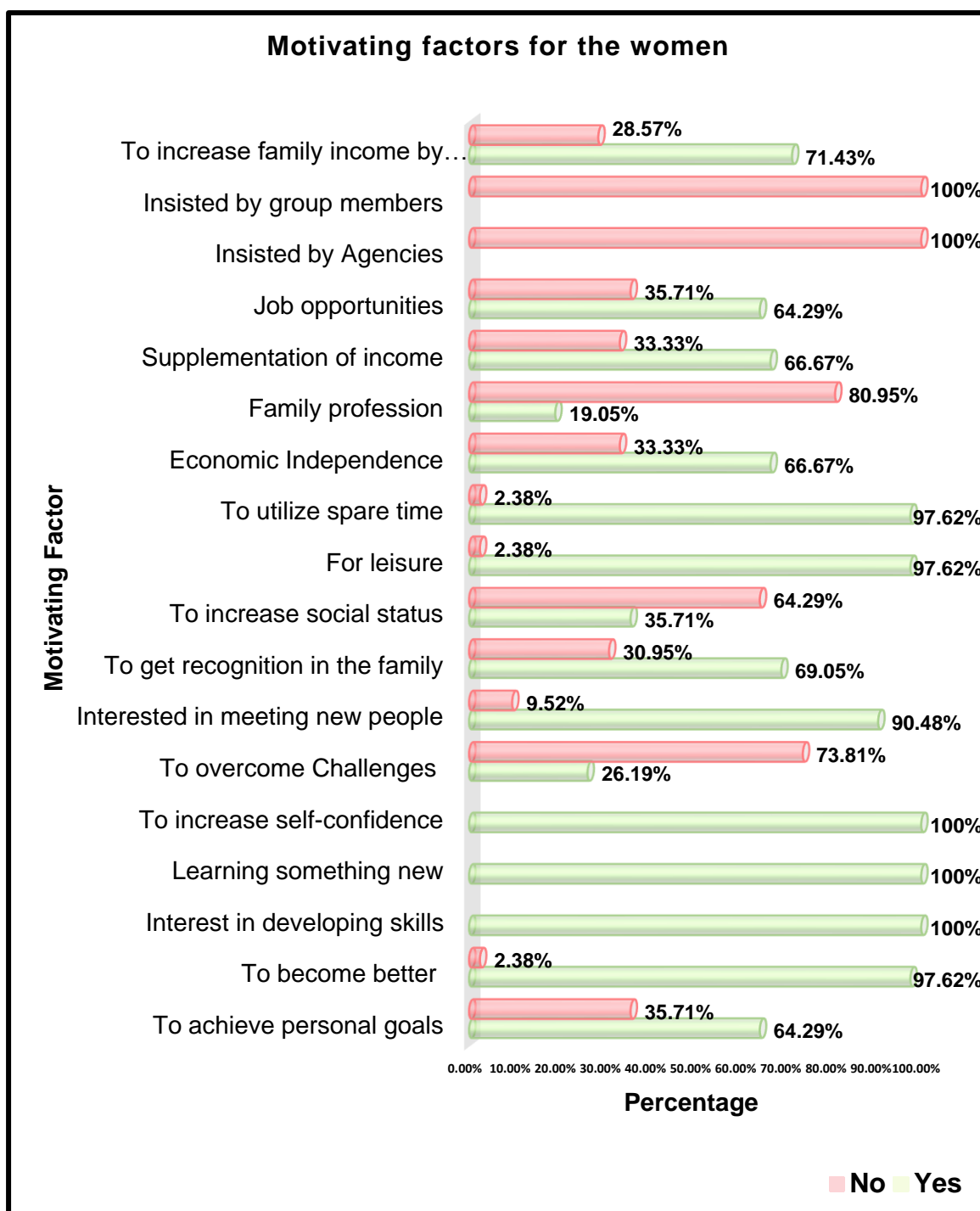
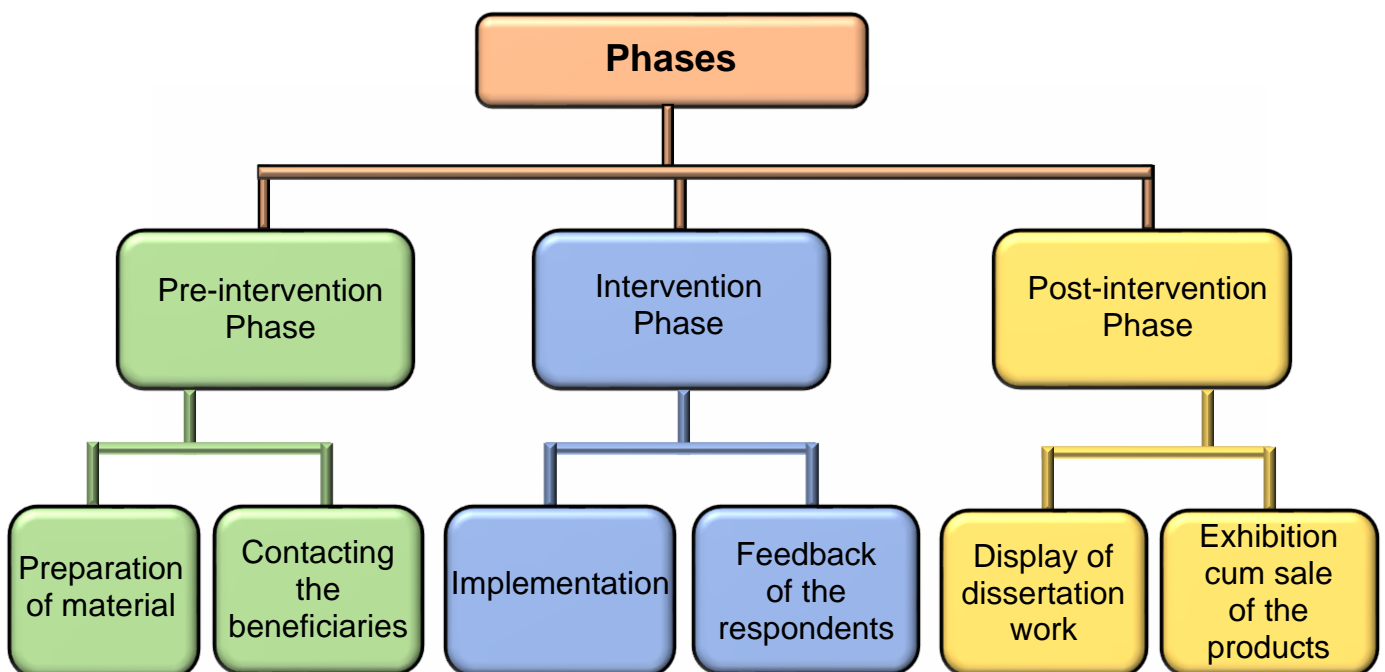


Figure 9: Percentage distribution of the women according to the motivating factors for participating in the skill development programme

Section III

4.3 Training programme conducted for the skill development of the low income group women

One of the objectives of the present research was to conduct an training program for women to develop skills in preparation of decorative diya, decorative bottles, fabric dying, handmade earrings and keychains. The development and implementation of the intervention program was done in three phases, pre-intervention phase, intervention phase and post-intervention phase.



4.3.1 Phase I :- Pre-intervention Phase

The study was designed to empower rural women by skill development of low income group women for selected activities. The first step was to identify rural women who were interested and participated in training programme of skill development activities. The Pre-intervention program was done in two stages, Preparation of material and conducting the beneficiaries.

4.3.1.1 Stage 1: Preparation of material

The researcher selected 5 activities namely: Fabric dyeing, decorative bottles, decorative diya, keychains, and handmade earrings. These five products were selected according to ease of preparation. According to the convenience of all participants place was selected in such a way that beneficiaries can easily come and participate in skill development training. The educational material developed for the intervention program was shown through the visual aid to the respondents. The visual aid contained the steps of Fabric dyeing, decorative bottles, decorative diya, keychains, and handmade earrings. It was developed in Gujarati language for better understanding of the respondents.

4.3.1.2 Stage 2: Contacting the beneficiaries

The beneficiaries for the intervention program were contacted with the help of the owner of one of the NGO (Pratibha Foundation) of Vadodara. The NGO helped the researcher by providing seven interns studying in the Navarachna University of Vadodara for help.



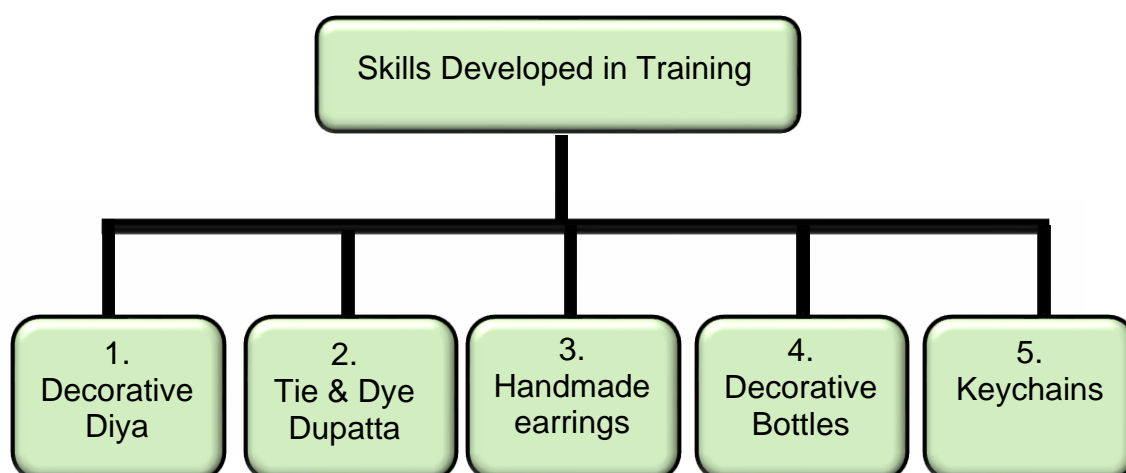
Plate 1 –First meeting with women at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

4.3.2 Phase II :- Intervention Phase

In the second phase researcher conducted the skill training programme on 5 skills namely: decorative diya, decorative bottles, Fabric dyeing, handmade earrings and keychains. The Intervention program was done in two stages, Implementation and Feedback of the respondents

4.3.2.1 Stage 1: Implementation

A suitable time and place was decided for the beneficiaries to attend the intervention program. Intervention programs were conducted in the Narmadeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state. The beneficiaries were gathered there, and workshop was conducted on 5 skills namely: Fabric dyeing, decorative bottles, decorative diya, keychains, and handmade earrings through lecture cum Demonstration method and Visual aid.



4.3.2.1.1 SKILL DEVELOPMENT PROGRAMME ON DECORATIVE DIYA

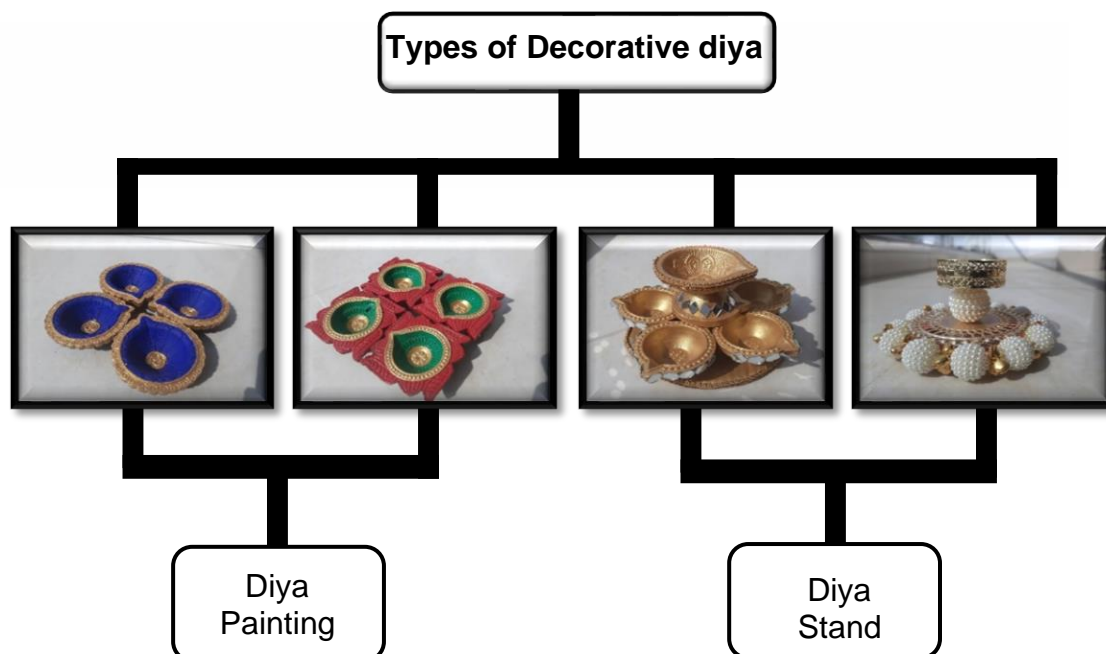


Plate 2 - Decorative Diya training Conducted by Researcher at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.



Plate 3 – Women make Decorative Diya at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

4.3.2.1.2 SKILL DEVELOPMENT PROGRAMME ON FABRIC DYING

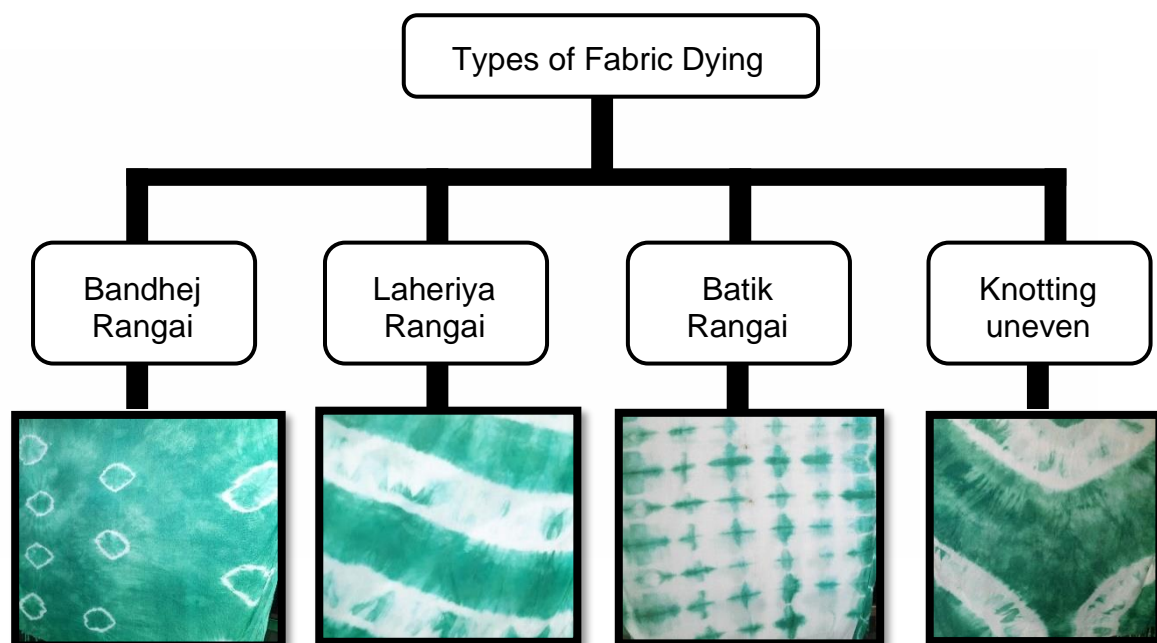


Plate 4 - Fabric dyeing training Conducted by Researcher at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.



Plate 5 - Fabric dyeing done by women at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

4.3.2.1.3 SKILL DEVELOPMENT PROGRAMME ON HANDMADE EARRINGS

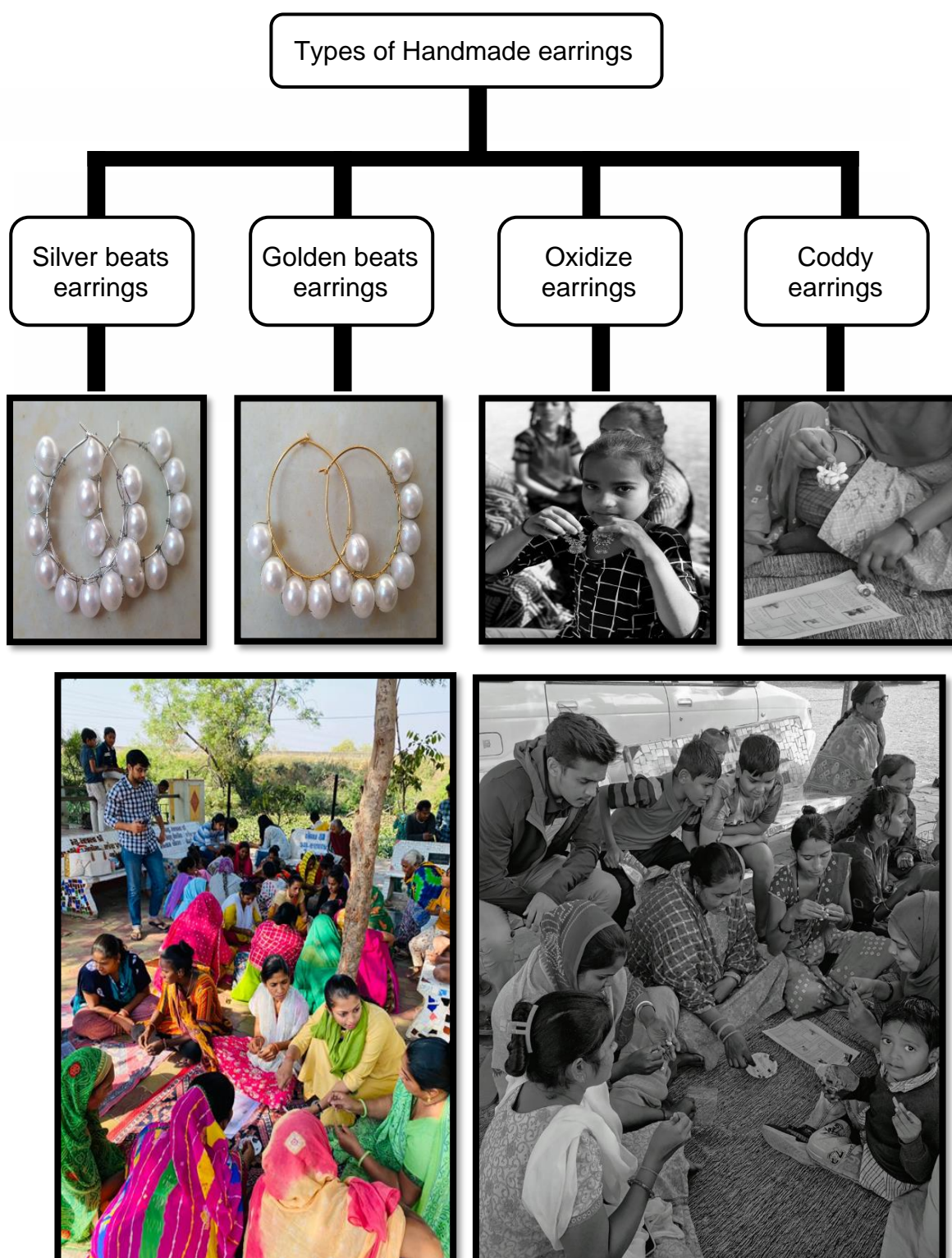


Plate 6 – Handmade earrings training Conducted by Researcher at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

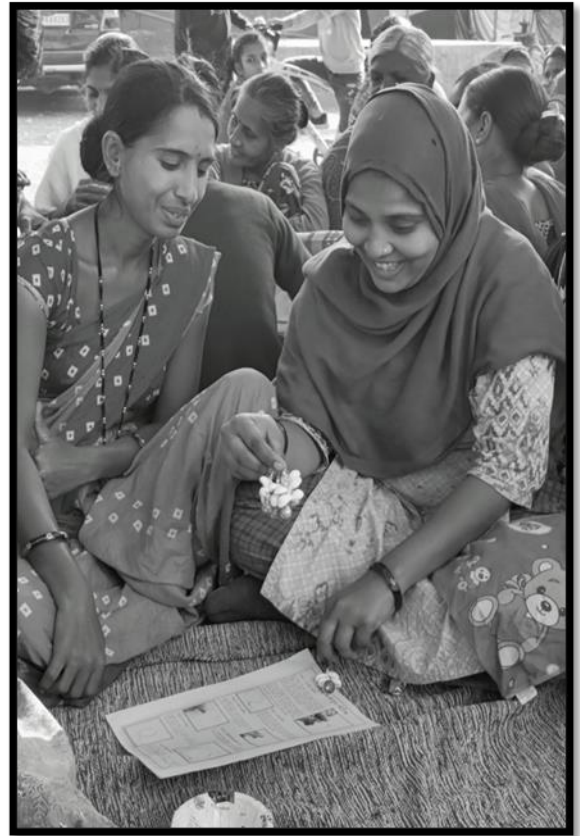
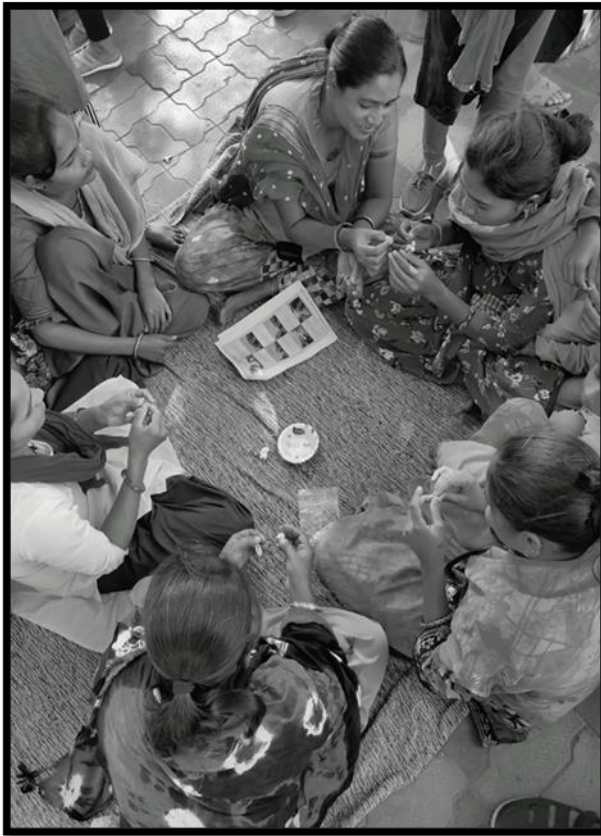


Plate 7 - Handmade earrings done by women at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

4.3.2.1.4 SKILL DEVELOPMENT PROGRAMME ON DECORATIVE BOTTLES

Types of Decorative Bottle



Plate 8 - Decorative bottles training Conducted by Researcher at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

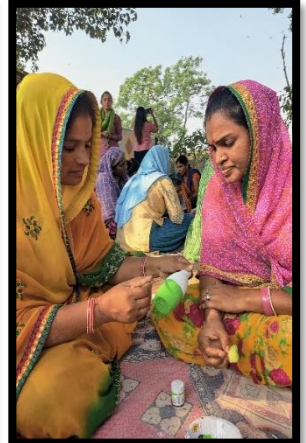


Plate 9 - Decorative bottles done by women at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

4.3.2.1.5 SKILL DEVELOPMENT PROGRAMME ON KEYCHAIN

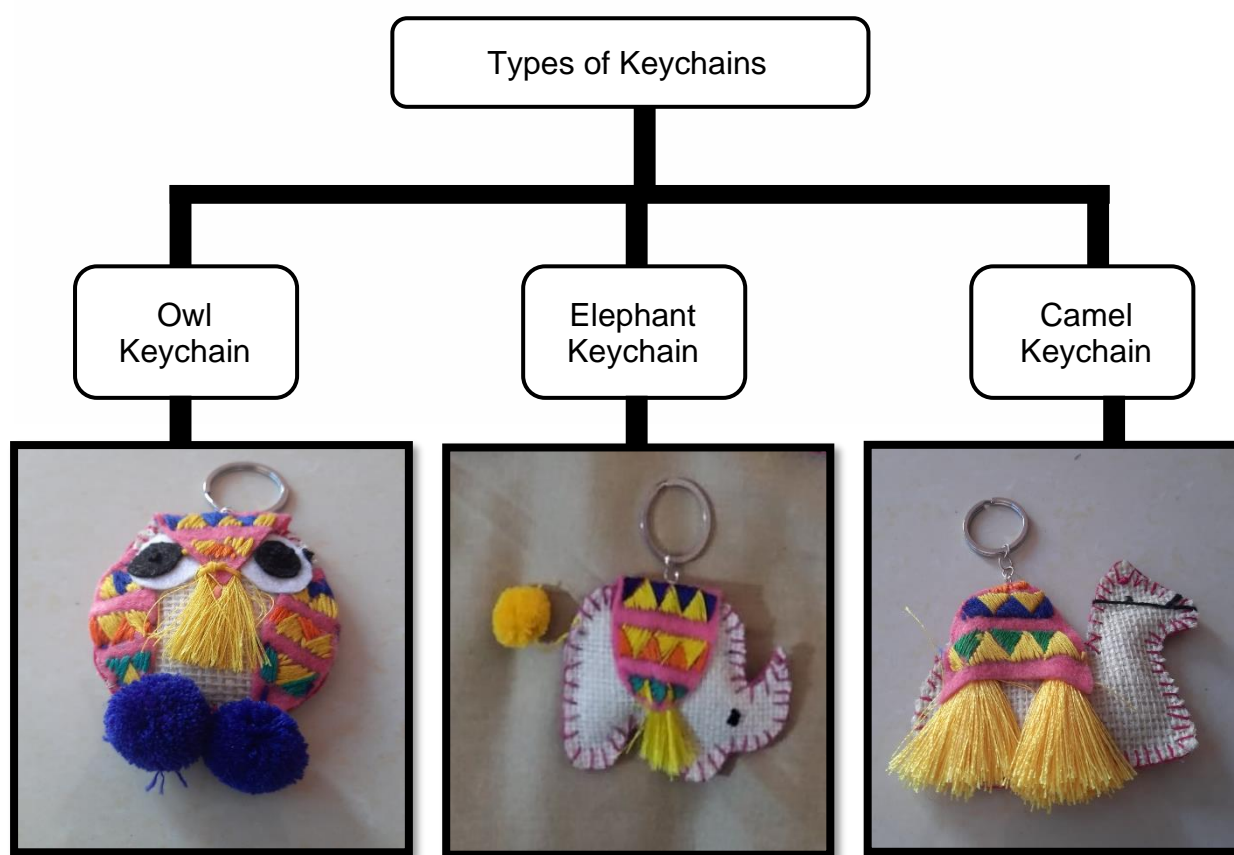


Plate 10 - Keychain training Conducted by Researcher at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.



Plate 11 - Keychain done by women at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

4.3.2.2 Stage 2: Feedback of the respondents

After completion of the training program feedback sheet was given to the women and they were requested to give their feedback.



Plate 12 - Feedback sheet collected from women at Narmedeswar temple of Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city.

4.3.3 Phase III :- Post-intervention Phase

In the third phase researcher organized the Display of M.Sc. Dissertation work and Exhibition cum sale of the products prepared by the women. The display of the work was highly appreciated by the viewers. In the exhibition cum sale of the products a lot of sales was done which proved that the women did a good quality work in the preparation of various products.



Plate 13 – Display of Dissertation work by the researcher in Seminar Room, Department of Family and Community Resource Management, Faculty of family and community sciences, The Maharaja Sayajirao University Vadodara, Baroda.

4.3.3.1 Stage 1: Display of Dissertation Work



Plate 14 -Viewers viewing the display of Dissertation work by the researcher at Seminar Room, Department of Family and Community Resource Management, Faculty of family and community sciences, The Maharaja Sayajirao University Vadodara, Baroda.

4.3.3.2. Stage 2: Exhibition cum sale of the products



Plate 15 –Exhibition cum sale of the Products by the researcher in Garden of Department of Family and Community Resource Management, Faculty of family and community sciences, The Maharaja Sayajirao University Vadodara, Baroda.

Section IV

4.4 Perceived impact of the training programme for enhancing the skills of the low income group women.

This section describes the feedback of the women regarding the types of products covered under skill development programme and also dealt with the Perceived Impact of the training programme after attending skill development programme.

4.4.1 Rating of the overall training programme.

Table 10 : Distribution of the women according to the rating of the overall training programme.

Sr. No.	Name of the Products	Overall Training Programme					
		Very Good		Satisfactory		Poor	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	Fabric Dyeing	32	76.19	10	23.81	0	0
2	Decorative Bottles	41	97.62	1	2.38	0	0
3	Decorative Diya	42	100	0	0	0	0
4	Keychains	41	97.62	1	2.38	0	0
5	Handmade earrings	42	100	0	0	0	0

The finding revealed that all women were very satisfied with decorative diya and hand-made earrings skills in the period of the training program (100%), high majority of the women were satisfied with the skill of decorative bottles and keychains (97.62%) and majority of the women were satisfied with the skill of fabric dying(76.19%), which proved that the training programme was successfully implemented.

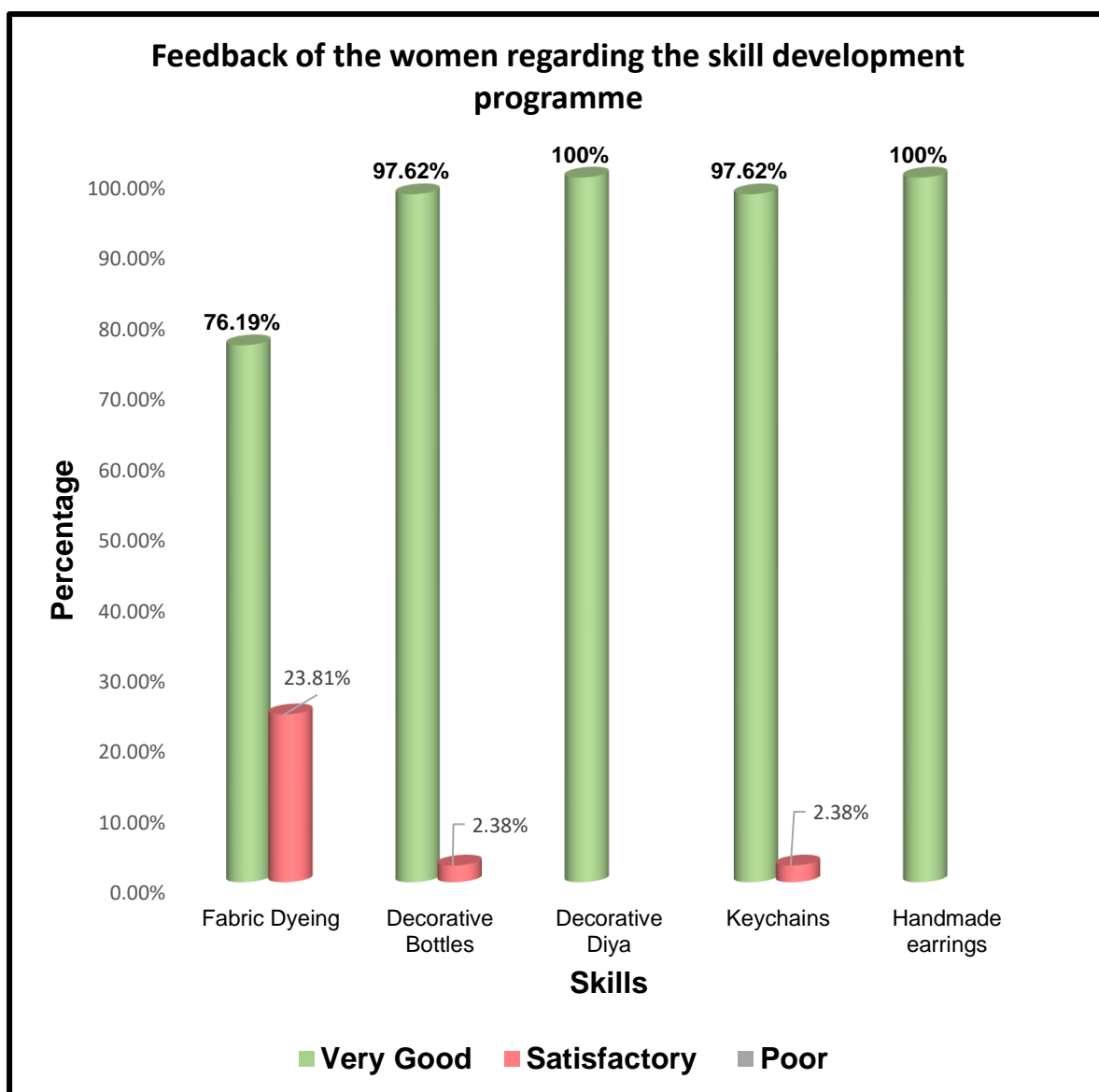


Figure 10: Percentage distribution of the women according to the rating of the overall training programme.

4.4.2 Perceived Impact of the training programme

Table 11 : Distribution of the women according to the Perceived Impact of the training programme after attending skill development programme.

Sr.No.	Attributes	Yes		No	
		<i>f</i>	%	<i>f</i>	%
1	Developed Confidence	42	100	0	0
2	Gained Knowledge	42	100	0	0
3	Enhanced Self-reliance	40	95.24	2	4.76
4	Develop Positive outlook	42	100	0	0
5	Developed Information-seeking abilities	40	95.24	2	4.76
6	Gained Respect from family members	42	100	0	0
7	Developed Ability to work with others	40	95.24	2	4.76
8	Provide help in Income generation	37	88.1	5	11.9
9	Developed Improvement in skills	42	100	0	0

The results showed that the majority of women felt that they developed confidence, knowledge, family respect, develop a positive attitude and enhance their skills (100%), after the training programme, highly majority of the women enhanced self-reliance, developed the ability to work with others and developed information seeking capacity (95.24%), majority of the women felt that the training would help women generate income (88.1%).

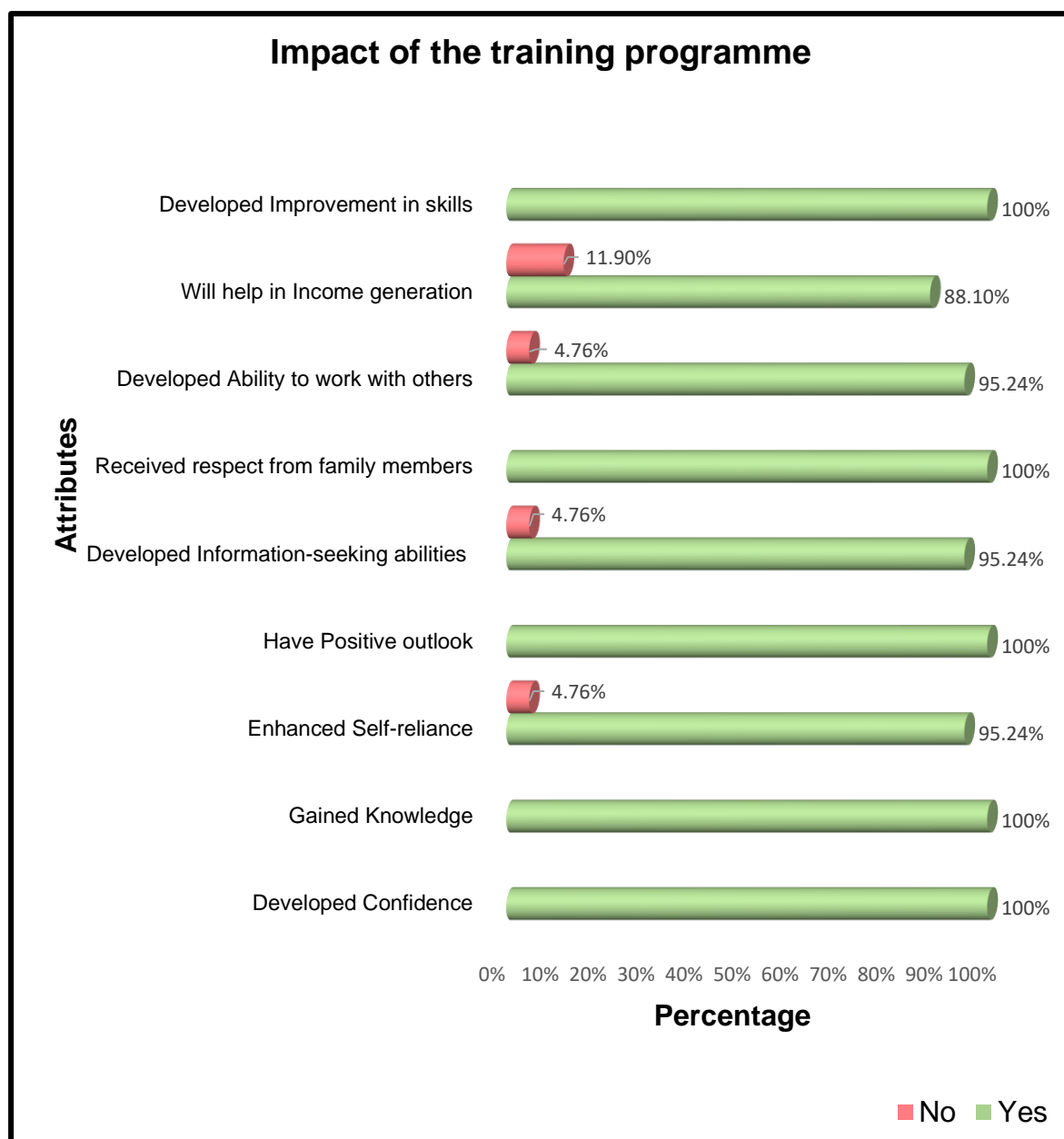


Figure 11: Percentage distribution of the women according to the Perceived Impact of the training programme after attending skill development programme.



SUMMARY, CONCLUSIONS & RECOMMENDATIONS

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The Covid-19 pandemic has considerably impacted the distribution of income in India. The pandemic led to a large number of people losing their jobs, making it difficult for them to support their families. Furthermore, inflation rates have been constantly increasing, and as a result, both men and women have had to work harder. Women with certain skills such as sewing, embroidery, and painting could benefit from income-generating skill-based training programs to become entrepreneurs, thereby improving their livelihoods. This is particularly important for low-income women as it can help them enhance their quality of life.

With the help of income Generating activities researcher aimed to economically empower women. Women's empowerment refers to empowering women to make all decisions of their own so that they can take all decisions for their social and economic development. The mission of women empowerment encourages women to be self-reliant and have positive self-esteem and generate the potential within themselves to compete with the world and take the position they chooses. This is only possible if equal opportunities in society are also available to women. So, the researcher conducted a training program on enhancing the income-generating skills of low-income group women. The main purpose of the training programme was to teach the women Income generating activities.

The researcher organized a training program for the low income group women of Gorwa town of Vadodara City. The researcher provided training to the low income group women on 5 income generating skills namely: decorative diya fabric dyeing, decorative bottles, keychains and handmade earrings.

OBJECTIVES OF THE STUDY

1. To assess the motivating factors for participating in skill development programme.
2. To conduct a training programme for the low income group women for developing skills for selected activities.
3. To assess the perceived impact of the training programme implemented for enhancing the skills of the low income group women.
4. To organize an exhibition cum sale of the products prepared by the respondent.

DELIMITATIONS

1. The study was limited to 40 low income group women residing in Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state.
2. The study was limited to 5 skills namely: Fabric Dyeing, Decorative Bottles, Decorative Diya, Keychains, and Handmade earrings.

METHODOLOGY

The researcher aimed to provide training to the low-income group women on 5 income generating skills namely: decorative diya fabric dyeing, decorative bottles, keychains and handmade earrings with the help of an action project.

For the present study, the purposive sampling technique was used to select the respondents from the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state. The sample of the present study comprised of 42 homemakers selected, purposively who were 19 years of age and above, could understand the Gujarati language and were willing to participate in the research study. The training was conducted from 15th December to 13th January 2023 in the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state. The major focus in the training program was to train the low-income group women on 5 income-generating skills viz: Diya Painting, fabric dyeing, bottle painting, and handmade earrings.

The questionnaire and feedback schedule were used for data collection. The **questionnaire** was divided into two sections. Where, section I dealt with the background information of the respondent, and Section II dealt with motivating factors for participating in the skill development programme and **feedback** section describes the feedback of the women regarding the types of products covered under skill development programme and also dealt with the perceived Impact of the training programme after attending skill development programme. The content validity of the tool was established.

THE MAJOR FINDINGS OF THE STUDY

The major findings of the study are presented here.

Section I: Background information of the women

It was found that the majority of the women belonged to the age group of 24-32 years (73.81%) whereas few women belonged to the age group 33-42 years (26.19%). Majority of the women were married (92.86%) and very few women were unmarried (7.14%). Majority of the women lived in the nuclear family (66.67%) and few women lived in the joint family (33.33%). Majority of the women had medium family with 4-6 members (85.71%) and few women had small family with 1-3 members (14.29%). Majority of the women were 7th pass (52.38%), 28.57% were 12th pass, 14.29% women were studied up to Graduation, and remaining women were illiterate (4.76%). Majority of the women family monthly income was between ₹ 6001- ₹8000 (80.95%) and few women had between ₹ 8001- ₹10000 (19.05%). Majority of the women got the information about training programme through Aaganwadi sabhya (61.91%), few women got the information through neighbour (30.95%) and remaining women got the information through friends (7.14%). Most women were motivated by family members (85.71%) and few women were motivated by themselves (14.29%).

Section II: Motivating factors for women for participating in the skill development programme

It was found that all women took the skills development program because they wanted to develop their skills, learn something new and increase their self-confidence (100%). All women participated in the skills development program without pressure from agencies and group members (100%). The majority of women have participated in the skills development program to become better, for leisure, to utilise spare time (97.62%) and be interested in meeting new people (90.48%). Mostly women attended skill development programme to achieve personal goals (64.29%), to get recognition in the family (69.05%), for economic independence (66.67%), for supplementation of income, for job opportunity (66.29%) and for increasing family income (71.43%). Only a small number of women participated in the skills development program to overcome challenges (26.19%) and to pursue a family occupation (19.05%).

Feedback of the respondents

It was found that all women were very satisfied with decorative diya and hand-made earrings skills in the period of the training program (100%). High majority of the women were satisfied with the skill of decorative bottles and keychains (97.62%). Majority of the women were satisfied with the skill of fabric dying (76.19%). Majority of women felt that they developed confidence, knowledge, family respect, develop a positive attitude and enhance their skills (100%). Highly majority of the women enhanced self-reliance, developed the ability to work with others and developed information-seeking capacity (95.24%). Majority of the women felt that the training would help women generate income (88.1%).

CONCLUSION

Empowering rural women through income generating activities on fabric dyeing, decorative bottle, decorative diya, keychains, handmade earrings etc. was helpful considered the women. This training will help women feel a sense of worth, boost their self-esteem, as well as provides them with opportunities for self-employment and jobs. In turn, these training programmes transform these women into entrepreneurs, who are capable of supporting their families financially. For that researcher conducted a training programme for low-income group women and it was found that all women were very satisfied with decorative diya and hand-made earrings skills in the period of the training program, high majority of the women were satisfied with the skill of decorative bottles and keychains and majority of the women were satisfied with the skill of fabric dying, which proved that the training programme was successfully implemented. The results of perceived impact showed that the majority of women felt that they developed confidence, knowledge, family respect, develop a positive attitude and enhanced their skills ,

IMPLICATIONS

The findings of the present study had the following implications:

For the Field of Family and Community Resource Management

The findings of the study will be useful to the students of the Family and Community Resource Management department as entrepreneurship management and extension education are the core subjects taught to the students in which they also can plan such activities for the economically poor women groups.

For Women

The findings of the study will be useful to the women who want to start their small business by learning the income-generating activities. It is very helpful not only to the lower-income group people but to the people who are interested in skill-based activities and want to earn by working from home.

For Non-Government Organizations

The findings of the study will help NGO workers and will provide them an idea for planning skill development programmes for women.

For librarians and documentation centres

The findings of the present research would be a ready reference for documentation on the impact of training programme for improving the financial stabilities of the women and imparting skills for entrepreneurship.

RECOMMENDATIONS

1. Similar research can be conducted where both government and NGOs should work together to plan and implement women's development programs.
2. Researches can be conducted an enhancing the marketing skills of the women for promoting their products in the market.



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APPENDICES

APPENDIX 1

ETHICAL COMPLIANCE CERTIFICATE



Institutional Ethics
Committee for Human
Research
(IECHR)

FACULTY OF FAMILY AND COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Ethical Compliance Certificate 2022-2023

This is to certify that **Ms. Hemini Dhimmar's** study titled, **Skill development of Low Income Group women for selected activities: An Action Project** has been approved by the Institutional Ethics Committee for Human Research (IECHR), Faculty of Family and Community Science, The Maharaja Sayajirao University of Baroda. The study has been allotted the ethical approval number IECHR/FCSc/M.Sc./2022/07.

Prof Shagufa Kapadia
Chairperson
IECHR

Prof Mini Sheth
Member Secretary
IECHR

APPENDIX 2

Data Collection Tool – Questionnaire

"પસંદ કરેલ પ્રવૃત્તિઓ માટે ઓછી આવક ધરાવતા જૂથની મહિલાઓનો કૌશલ્ય વિકાસ -
એક કાર્ય પ્રોજેક્ટ".

વિભાગ I

પૃષ્ઠભૂમિ માહિતી

કૃપા કરીને નીચેની માહિતી આપો:-

1. પ્રતિવાદીનું નામ: _____

2. ઉંમર (વર્ષોમાં): _____

3. વૈવાહિક સ્થિતિ:

- અપરિણીત ☐
- પરિણીત ☐
- છૂટાછેડા લીધેલા ☐
- અલગ રહો છો ☐
- વિધવા ☐

4. કુટુંબના પ્રકારો:

- મોટું કુટુંબ ☐
- નાનું કુટુંબ ☐

5. પરિવારના સભ્યોની સંખ્યા: _____

- બાળકો ☐
- પુખ્ત વયના લોકો ☐

6. શિક્ષણ સ્તર :

- અશિક્ષિત ☐
- પ્રાથમિક શાળા ☐
- ઉચ્ચ શાળા ☐
- સ્નાતક ☐
- અન્ય _____

7. કુટુંબની માસિક આવક (રૂપિયામાં) :- _____

8. તમને કૌશલ્ય વિકાસ કાર્યક્રમ વિશે કેવી રીતે ખબર પડી??

- મિત્રો ☐
- પડોશીઓ ☐
- સંબંધીઓ ☐
- અન્ય _____

9. તમને કૌશલ્ય વિકાસ કાર્યક્રમમાં જોડાવા કોણે પ્રેરિત કર્યા??

- પરિવારના સદસ્યો ☐
- મિત્રો ☐
- પડોશી ☐
- સંબંધીઓ ☐
- અન્ય _____

વિભાગ II

કૌશલ્ય વિકાસ કાર્યક્રમોમાં ભાગ લેવા માટે પ્રેરક પરિબલો

શું તમે કૌશલ્ય વિકાસ કાર્યક્રમોમાં તમારી ભાગીદારી પાછળના કારણો સાથે સહમત છો?
તમારો જવાબ “હા” અથવા “ના” માં આપો.

ક્રમાંક નંબર	વિગત	હા	ના
1.	વ્યક્તિગત લક્ષ્યો હાંસલ કરવા		
2.	વધુ સારા બનવા માટે		
3.	કુશળતા વિકસાવવામાં રસ		
4.	કંઈક નવું શીખવા		
5.	આત્મવિશ્વાસ વધારવા માટે		
6.	પડકારોને દૂર કરવા		
7.	નવા લોકોને મળવામાં રસ		
8.	પરિવારમાં ઓળખ મેળવવા માટે		
9.	સામાજિક દરજ્જો વધારવા માટે		
10.	પોતાની ખુશી માટે		
11.	સમયનો સદુપયોગ કરવા		
12.	આર્થિક સ્વતંત્રતા		
13.	કૌટુંબિક વ્યવસાય		
14.	આવકની પૂર્તિ		
15.	નોકરી ની તકો		

16.	એજન્સીઓ દ્વારા આગ્રહ		
17.	ગુપ્તના સભ્યો દ્વારા આગ્રહ રાખવામાં આવ્યો હતો		
18.	સર્જનાત્મક કૌશલ્ય પ્રાપ્ત કરીને કુટુંબની આવકમાં વધારો કરવો.		

અભિપ્રાય ફોર્મ

કૃપા કરીને તમને આપવામાં આવેલ તાલીમ કાર્યક્રમ અંગે તમારો પ્રતિભાવ આપો.

1. પ્રતિવાદીનું નામ :- _____

કૌશલ્ય વિકાસ કાર્યક્રમ અંગે મહિલાઓના અભિપ્રાય જાણવા માટે નીચેના નિવેદનો વિકસાવવામાં આવ્યા છે. કૃપા કરીને યોગ્ય કોલમમાં ટિક માર્ક મૂકો.

2. તમે જે કૌશલ્ય શીખ્યા તેની સામે તાલીમ કાર્યક્રમને રેટ કરો.

ક્રમાંક નંબર	કુશળતા	સમગ્ર કૌશલ્ય વિકાસ કાર્યક્રમ		
		ખૂબ સારું	સંતોષકારક	ખુબ ખરાબ
1.	ફેબ્રિક ડાઇંગ			
2.	સુશોભન બોટલ			
3.	શણગારાત્મક દિયા			
4.	કીચેન્સ			
5.	હાથથી બનાવેલી કાનની બુટ્ટી			

૩. શું આપવામાં આવેલ તાલીમ તમને નીચેના લક્ષણો/ગુણવત્તા પ્રાપ્ત કરવામાં મદદ કરી રહી છે?

ક્રમાંક નંબર	વિશેષતાઓ	હા	ના
1.	આત્મવિશ્વાસ વધારવા		
2.	જ્ઞાન વધારવા		
3.	આત્મનિર્ભરતા		
4.	સકારાત્મક દૃષ્ટિકોણ		
5.	નિર્ણય લેવો		
6.	માહિતી મેળવવાની ક્ષમતા		
7.	પરિવારના સભ્યો તરફથી માન		
8.	અન્ય લોકો સાથે કામ કરવાની ક્ષમતા		
9.	સામાજિક દરજ્જો		
10.	આવક નિર્માણ		
11.	તમારી કુશળતામાં સુધારો		

APPENDIX 3

Permission letter for conducting a Skill Development Programme for low income group women with the help of Pratibha Foundation



DEPARTMENT OF FAMILY & COMMUNITY RESOURCE MANAGEMENT
FACULTY OF FAMILY & COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA
ACCREDITED GRADE 'A+' BY NAAC

Date: 2-11-2022

To
Pratibha Foundation
Old Chhani Road,
Vadodara, Gujarat

Subject: Permission for conducting a Skill Development Programme for low income group women with the help of Pratibha Foundation

I Hemini Dhimmar currently doing research on "Skill development of low income group women for selected activities – an action project for the Master's Degree in the Department of Family & Community Resource Management Faculty of Family & Community Sciences.

For my dissertation work, I wish to conduct a training programme with the help of your Foundation and will train women in different kinds of skills for enhancing Income generating skills. The Following Skills will be taught.

1. Decorative Diya
2. Decorative Bottles
3. Keychains
4. Fabric Dying
5. Handmade Earring

This will be a 15-18 days training Programme. I am sure you will extend support to me and Provide Cooperation as this is a type of social work in which your prestigious Foundation is very much involved.

Thanking you *Hemini*
Ms. Hemini Dhimmar

[Signature]
Research Guide
Dr. Sarjoo Patel
Assistant Professor
FCRM Department

[Signature]
Permission Approve by
Sachin
President
Pratibha Foundation

APPENDIX 4

Consent letter for respondents



DEPARTMENT OF FAMILY & COMMUNITY RESOURCE MANAGEMENT
FACULTY OF FAMILY & COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA
NAAC Accredited 'A' Grade
Estd. 1949


તારીખ: 10.11.2022

આદરણીય મેડમ,

ફેમિલી એન્ડ કોમ્યુનિટી રિસોર્સ મેનેજમેન્ટ વિભાગ, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સ, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા સંશોધનમાં માનવ સહભાગીઓના રક્ષણની પ્રથાને સમર્થન આપે છે. નીચેના તમને અભ્યાસ વિશેની માહિતી પ્રદાન કરશે જે તમને ભાગ લેવા માંગો છો કે નહીં તે નક્કી કરવામાં મદદ કરશે. જો તમે ભાગ લેવા માટે સંમત થાઓ છો, તો કૃપા કરીને ધ્યાન રાખો કે તમે સંશોધનના સમગ્ર સમયગાળા દરમિયાન કોઈપણ સમયે પાછા ખેંચવા માટે મુક્ત છો. સંશોધન અભ્યાસનું શીર્ષક છે “પસંદગીની આવક પેદા કરવાની પ્રવૃત્તિઓ માટે ઓછી આવક ધરાવતા જૂથની મહિલાઓનો કૌશલ્ય વિકાસ - એક એક્શન પ્રોજેક્ટ” આ અભ્યાસમાં અમે તમારી પૃષ્ઠભૂમિની માહિતી વિશે પૂછીશું અને તમારા વિસ્તારમાં એક પ્રશિક્ષણ કાર્યક્રમ યોજીશું અને ઓછી આવક ધરાવતા વર્ગની મહિલાઓને વિવિધ પ્રકારની હસ્તકલા બનાવવાની તાલીમ આપીશું જેથી તેમને આપવામાં આવેલ કૌશલ્ય તેમને કેટલાક પૈસા કમાવવામાં મદદ કરી શકે. તમે પ્રદાન કરો છો તે તમામ માહિતી ગોપનીય રહેશે અને તમારા નામ સાથે સાંકળવામાં આવશે નહીં. જો આ અભ્યાસ દરમિયાન કોઈપણ કારણસર તમને આરામદાયક લાગતું નથી, તો તમે અભ્યાસ છોડી શકો છો. આ અભ્યાસમાં તમારી સહભાગિતા માટે લગભગ 15-20 દિવસની જરૂર પડશે. જો તમને આ અભ્યાસને લગતા કોઈ વધુ પ્રશ્નો હોય, તો કૃપા કરીને અહીં આપેલા સંશોધકના ફોન અથવા ઈમેલ દ્વારા અમારો સંપર્ક કરવા માટે નિઃસંકોચ કરો. કૃપા કરીને નીચેની જગ્યા પર તમારી સહી સાથે સૂચવો કે તમે સમજો છો કે અભ્યાસમાં શું સહભાગિતા શામેલ છે અને ભાગ લેવા માટે સંમત છો. તમારી ભાગીદારી સખત સ્વેચ્છિક છે. બધી માહિતી ગોપનીય રાખવામાં આવશે અને તમારું નામ કોઈપણ સંશોધન તારણો સાથે જોડવામાં આવશે નહીં.

હું આનંદબેન રાઘવ “પસંદ કરેલ આવક પેદા કરતી પ્રવૃત્તિઓ માટે ઓછી આવક જૂથની મહિલાઓનો કૌશલ્ય વિકાસ - એક એક્શન પ્રોજેક્ટ” શીર્ષક ધરાવતા સંશોધન પ્રોજેક્ટમાં ભાગ લેવા માટે મુક્તપણે સંમત છું.


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APPENDIX 5

Educational Material for Intervention Programme

(Posters)



Activity 1 Decorative Diya

ટાઇ અને ડાયના સામાન્ય પગલાં

ટાઇ અને ડાય કરતા પહેલાની સૂચના

1. બહાર અથવા સુરક્ષિત કાર્ય સપાટી પર કામ કરો.
2. જૂના કપડાં અથવા એપ્રોન પહેરવાની ખાતરી કરો.
3. મોજા પહેરો જેથી રંગ તમારા હાથને ડાઘ ન કરે.
4. સોડા અથવા ડાઈ પાવડર મિક્સ કરતી વખતે ડસ્ટ માસ્ક પહેરો.

ટાઇ અને ડાયની સૂચના



કપડાને પહેલા ધોઈ લો.



ટાઇગ પદ્ધતિ પસંદ કરો અને ફેબ્રિક બાંધો.



પાણી સાથે સોડા એશ(મીઠું) અને ફેબ્રિક ડાઇ મિક્સ કરો.



કપડાને ગરમ પાણી, ફેબ્રિક ડાઇ અને સોડા એશ(મીઠું)ના દ્રાવણમાં લગભગ 10 મિનિટ સુધી પલાળી રાખો.



નવી રંગેલી વસ્તુને ઠંડા પાણી હેઠળ ધોઈ નાખો.

ટાઇગ પદ્ધતિ



ટાઇ ડાઇ નાના વર્તુળો

ટાઇ ડાઇ ફેન-રેસ્ટ્રિક પદ્ધતિ



રેઇન્બો સર્પીકાર આકાર

બાટિક રંગાઈ

Activity 2 Fabric Dying

સુશોભન બોટલ



તમારી કાચની બોટલોને ગરમ પાણીમાં ધોઈ લો.



તમારી કાચની બોટલોને કપડાથી સૂકવી દો.



પેઇન્ટનો પ્રથમ સ્તર લાગુ કરો.



પેઇન્ટના બીજા સ્તરને લાગુ કરો.



તમારી સર્જનાત્મકતા અનુસાર તમારી ઝલાસ બોટલ પેઇન્ટિંગમાં વધુ વિગતો ઉમેરવાનું શરૂ કરો.



Activity 3 Decorative Bottles

વાયર વીંટાળેલી હૂપ એરિંસ

પગલું 1: પ્રારંભિક કોઈલિંગ

હૂપ એરિંસ બેઝ અને બીડિંગ વાયર લો. હૂપ ઇથરિંગ બેઝના બેઝ છેડાની આસપાસ બીડિંગ વાયરને કોઈલ કરીને પાસ કરો. હૂપ ઇથરિંગની આસપાસ બીડિંગ વાયરને બેઝને તેડેલું મુક્તપણે બાંધવાનો પ્રયાસ કરો. ચોક્કસમાં જોઈને 4 વખત કોઈલ પરંતુ જો તમે ઇચ્છો તો તમે 6 થી વધુ વખત કોઈલ કરી શકો છો.

એકવાર તમે કોઈલનો પ્રારંભિક ભાગ બનાવવાનું પૂર્ણ કરી લો, પછી તમે બીડિંગ રાઉ કરી શકો છો. બીડિંગ માટે પૂરતો વાયર રાખો અને બેડલમાંથી વાયર કાપી નાખો. 4 સેમી હૂપ એરિંસ માટે, અમે 12 ઇંચના બીડિંગ વાયર (પ્રારંભિક કોઈલ સફિન)નો ઉપયોગ કરી રહ્યા છીએ.

પગલું 2: માળા શેડિંગ

મણકા પસંદ કરો અને તેના ખુલ્લા છેડા દ્વારા બીડિંગ વાયરમાં દાખલ કરો.

પગલું 3: વાયર ને મણકા સાથે વાળો

હૂપ ઇથરિંગ બેઝની આસપાસ વાયરના ખુલ્લા છેડાને કોઈલ કરીને મણકાનેલને તેડેલું મુક્તપણે કોઈલ કરો.

પગલું 4: પ્રક્રિયાને પુનરાવર્તિત કરો

પગલું 5: અંત કોઈલ

એકવાર તમે બીડિંગ પૂર્ણ કરી લો, પછી તમે હૂપ ઇથરિંગ બેઝની આસપાસ બાકીના વાયરને 4 અથવા વધુ વખત કોઈલ કરી શકો છો.

પગલું 6: ડિઝાઇન સમાપ્ત

જો જરૂરી હોય તો વધારાના વાયરને કાપી નાખો. વીંટાળેલા વાયરને ખુલ્લા છેડાને સંપાદ કરવા માટે ફ્લેટ-નોઝ પેઇરનો ઉપયોગ કરી અને કાનની બુટ્ટીને સુદર અને સમાપ્ત દેખાવ આપો.

મણકા સાથે હૂપ એરિંસ

પગલું 1: પ્રારંભિક કોઈલિંગ

હૂપ એરિંસ બેઝ અને બીડિંગ વાયર લો. હૂપ ઇથરિંગ બેઝના બેઝ છેડાની આસપાસ બીડિંગ વાયરને કોઈલ કરીને પાસ કરો. હૂપ ઇથરિંગની આસપાસ બીડિંગ વાયરને બેઝને તેડેલું મુક્તપણે બાંધવાનો પ્રયાસ કરો. ચોક્કસમાં જોઈને 4 વખત કોઈલ પરંતુ જો તમે ઇચ્છો તો તમે 6 થી વધુ વખત કોઈલ કરી શકો છો.

એકવાર તમે કોઈલનો પ્રારંભિક ભાગ બનાવવાનું પૂર્ણ કરી લો, પછી તમે બીડિંગ રાઉ કરી શકો છો. બીડિંગ માટે પૂરતો વાયર રાખો અને બેડલમાંથી વાયર કાપી નાખો. 4 સેમી હૂપ એરિંસ માટે, અમે 12 ઇંચના બીડિંગ વાયર (પ્રારંભિક કોઈલ સફિન)નો ઉપયોગ કરી રહ્યા છીએ.

પગલું 2: માળા શેડિંગ

મણકા પસંદ કરો અને તેના ખુલ્લા છેડા દ્વારા બીડિંગ વાયરમાં દાખલ કરો. તમે અવ્યવસ્થિત કદના મણકાનો ઉપયોગ કરી શકો છો અને તેમને ફેઢમ રીતે ગોઠવી શકો છો. અથવા તમે તેમને સંગઠિત રીતે માળા બનાવી શકો છો.

પગલું 3: માળા સુરક્ષિત

હૂપ ઇથરિંગ બેઝની આસપાસ વાયરના ખુલ્લા છેડાને કોઈલ કરીને મણકાના પ્રથમ સેટને સુરક્ષિત કરો. 2 થી 3 વખત અને બેઝને તેડેલું મુક્તપણે કોઈલ કરો.

પગલું 4: પ્રક્રિયાને પુનરાવર્તિત કરો

હૂપ ઇથરિંગ બેઝની આસપાસ મણકાનો આગલો સેટ બનાવવા માટે પગલું 2 અને પગલું 3 નું પુનરાવર્તન કરો.

પગલું 5: અંત કોઈલ

એકવાર તમે બીડિંગ પૂર્ણ કરી લો, પછી તમે હૂપ ઇથરિંગ બેઝની આસપાસ બાકીના વાયરને 4 અથવા વધુ વખત કોઈલ કરી શકો છો.

પગલું 6: ડિઝાઇન સમાપ્ત

જો જરૂરી હોય તો વધારાના વાયરને કાપી નાખો. વીંટાળેલા વાયરના ખુલ્લા છેડાને સંપાદ કરવા માટે ફ્લેટ-નોઝ પેઇરનો ઉપયોગ કરો અને કાનની બુટ્ટીને સુદર અને સમાપ્ત દેખાવ આપો.

ઓક્સિડાઇઝ્ડ ઝુમકા

એક જુમર ની અંદર પુપરી નાખો.

અડધા સુધી જુમર આવવું ના દેખાય ત્યા સુધી.

પુપરી પસંદ કરો અને વાયરમાં દાખલ કરો.

ઘોડી પુપરી ના વચ્ચે એક જુમર પેરોવો.

પુપરી પસંદ કરો અને વાયરમાં દાખલ કરો.

કોરી એરિંસ

એક વાયર લો અને તેના ૨ ભાગ કરીને વચ્ચે એક ઝુમર પેરોવો. તે ઝુમર ને એક ગાંઠ મારી ને સુરક્ષિત કરો.

બંને વાયર માં એક મોટી ને પેરોવો.

ત્યારબાદ એક વાયર ની અંદર એક કોરી પેરોવો અને બીજા વાયર માં બીજી કોરી પેરોવો.

બંને વાયર માં એક મોટી ને પેરોવો.

પ્રક્રિયાને પુનરાવર્તિત કરો.

અંત માં હૂંઠ નાખી ને એક ગાંઠ મારો. અને તમારી કોરી એરિંસ તૈયાર.

Activity 4 Handmade Earrings

રાજસ્થાની ભરતકામ કીચેન



તમારે જે પણ આકારમાં કીચેન બનવાનું છે તે આકારમાં સુતના કાપડને કાપો.

ગુલાબી રંગના દોરાથી તે આકારને સીવી દો.



આખું સીવી જાય એ પહેલાં સુતના કાપડ ની વચ્ચે રૂંનાખો.

ત્યારબાદ ફેલ્ડેડ પેપર પર જુદા જુદા રંગથી એમ્બ્રોઇડરી કરો



કેંચેનને વધુ આકર્ષિત બનાવ તમે તેસસેલ અને પોમપોમ પણ વાપરી શકો છો

રાજસ્થાની ભરતકામ કીચેન



Activity 5 Keychains

APPENDIX 6

Glimpses of the response received from Print Media for Display of exhibition cum sale of the products.



Sandesh,
10th February 2023



Divya Bhaskar,
10th February 2023



Gujarat Samachar, 10th February 2023

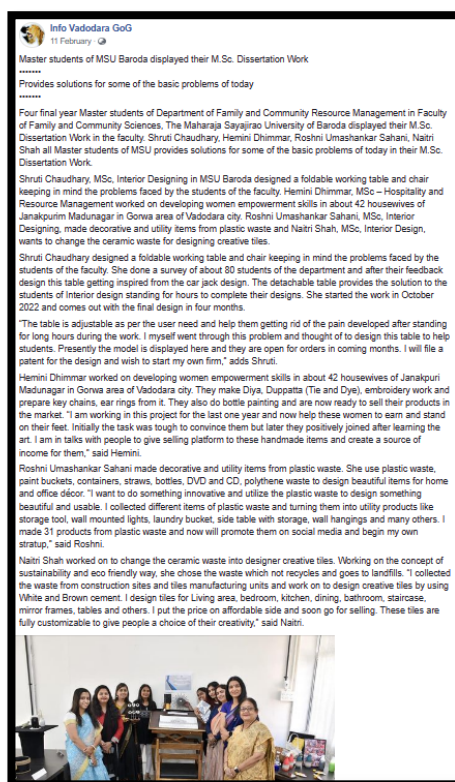
Glimpses of the response received from Electronic Media for Display of exhibition cum sale of the products.



Screenshot of Sayaji Samachar,
9th February 2023



Info Vadodara GOG on Instagram,
11th February 2023



Info Vadodara GOG on Facebook,
11th February 2023



ABSTRACT

ABSTRACT

The Covid-19 pandemic has severely affected income distribution in India. The pandemic has caused many people to lose their jobs, making it difficult for them to support their families. Moreover, the rate of inflation continues to rise and therefore both men and women have to work harder. Women with specific skills such as sewing, embroidery and painting can benefit from income-generating skills training programs to become entrepreneurs and thus improve their livelihoods. This is especially important for low-income women, as it can help improve their quality of life. Training women in income generating activities is part of a skills development program that encourages women to become strong and financially independent through the use of these skills. Through skills development programs, women can use their skills to earn money and support their families. The researcher conducted a Skill development programme in Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state on 5 income-generating skills, namely: decorative diya, fabric dyeing, decorative bottles, keychains and handmade earrings. The sample of the present study comprised of 42 homemakers. The training was conducted from 15th December to 13th January 2023 in the Janakpuri Society, Madhu Nagar, near Narmada Canal, Karodia road, Gorwa Area, Vadodara city, Gujarat state. After the training programme, Exhibition cum sale of the products was organized to boost the confidence of the respondents. The focus of the exhibition was on providing women with skill-based income-generating jobs. The questionnaire and feedback schedule were used for data collection. The questionnaire was divided into two sections. Section I dealt with the background information of the viewers, and Section II dealt with motivating factors for participating in the skill development programme. The feedback section was to take the feedback of the women regarding the types of products covered under skill development programme and the Impact of the training programme after attending skill development programme. The findings revealed that majority of the women belonged to the age group of 24-32 years. Majority of the women were married. Majority of the women lived in the nuclear. Majority of the women had medium family with 4-6 members. Majority of the women were 7th pass. Majority of the women family

monthly income was between ₹6001- ₹8000. Majority of the women got the information about training programme through Aaganwadi sabhya. Most women were motivated by family members. It was found that all women took the skills development program because they wanted to develop their skills, learn something new and increase their self-confidence. The results of perceived impact showed that the majority of women felt that they developed confidence, knowledge, family respect, develop a positive attitude and enhance their skills, after the training programme, highly majority of the women enhanced self-reliance, developed the ability to work with others and developed information seeking capacity, majority of the women felt that the training would help women generate income. The major finding of the present study revealed all women were very satisfied with decorative diya and hand-made earrings skills in the period of the training program. Which proved that the training programme was successfully implemented.