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EXCELLENCE IN EDUCATION SOCIETY'S

**K.B.COLLEGE OF ARTS & COMMERCE FOR
WOMEN,THANE**

Editors

Ms. Sunanda Bhasagare

Dr.Seema Jha

Dr.Vinayak Raje

Ms.Preeti Srivastava

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NEED OF VOCATIONAL TRAINING TO EMPOWER WOMEN SHG'S WITH SPECIAL REFERENCE TO RATNAGIRI DISTRICT

Ms. Darshana D. Kadwadkar

K.B. College of Arts and Commerce For Women, Thane

Abstract:

India is a land of villages. Four-fifth of the total population in India who is socially and economically backward lives in rural area. 'Empowering women' became a catch phrase for media coverage and that abortion surfaced as a symbol of this empowerment. The empowerment of rural women is seen as the only means of poverty eradication. Any economic step of empowering of these poor women will make provision to link the nature of empowerment with the skill training required for efficiently running it. It also discusses the outcome of vocational training, type of training and its impact on improving the quality of life of the rural women. The results shows that vocational training programmes play a key role in empowering the rural women and the poor women look positively towards income generation programmes.

Keywords: *Women Empowerment, SHG, vocational training etc.*

Introduction:

Self Help Groups (SHGs) evolved through the Grameen Bank model in Bangladesh in the late 1970s. Self Help Group, as the name suggests, was an idea which aimed at women empowerment through "Self Help". The SHG model focuses on inter-loaning and group savings generally among rural women to increase financial independence and as a measure for poverty alleviation.

There has been a mixed response as far as the success of the SHG model in India is considered. Experienced Social workers feel that the credit linkage schemes run by large banks are the reason for the failure of many of the groups. Banks have set up specialized cells which deal with SHG loans and credits. These cells have annual targets of loan disbursement, and the managers to fulfil their targets generally push loans on to SHGs. Newly created SHGs generally agree to the loans and are seen as defaulting on their loans.

It was envisaged that SHGs would empower women folk by bringing them together and enabling the creation of multiple rural micro-enterprises. The initial few months/years are used as capacity building for the women to work in groups as this is the most challenging aspect of a formation of a SHG. Behaviour change, as we know, is the most difficult outcomes to achieve in a development sector programme. Once the women are acquainted with working in groups, and the group dynamics are somewhat stable, then they are taken to the next level of developing a business plan, or are trained in specific trades which act as the foundation for setting up an enterprise.

Many organizations in India have been extensively working in the field of women empowerment through SHGs. The most common observation from these organizations has been that once the women reach the stage of financial stability, they become more confident and aware of their rights. When they become aware, they demand, this demand has seen many a changes in the rural areas of the country wherever SHG model has been a success.

The Self Help Group model for poverty alleviation has been a success wherever it was implemented in a manner as it was envisaged in the beginning, and has been a failure with many lessons wherever it was implemented with an agenda to only alleviate poverty from a region.

Background:

The vocational training is new concept for the women in rural area. It is in this regard the variables literacy level and information regarding vocational training has been taken into consideration. Empowerment of women by means of micro-credit-based income generation programs is a new orthodoxy in the development discourse (Jude, 1997). Economic problems have led to individual, family, and community problems. In the field of education, many programmes have been introduced for improving the quality and content of education, which include programmes for increasing the employment ability of students. The agriculture and industries are increasing the facilities for technical and vocational education at the secondary school level. Socially useful productive work has been recommended as an integral part of school curriculum. The National Council for Educational Research and Training which is the apex body in India to advise the Government in matters relating to school education has formulated a comprehensive curriculum for 10 years which has been accepted by all the State Governments. One of the highlights of this programme is the introduction of 10+2 System together with vocationalization at the secondary stage, which is also recommended by the National Policy.

Research Methodology- Exploratory

Sample size:

Primary Data: The sample of the present study will be 35 groups by personal interviews- face to face communication.

Secondary Data: By taking the base of different sources from the data related to the research i.e. Books, Magazines, data, form the last year's records etc.

Findings Of The Study:

According to the data majority 51.43% are middle school educated followed by 34.86% are only educated up to primary level. Following are the points which give clear idea about the status of rural women.

1. It was hypothesized that education plays a crucial role in motivating and increasing the efficiency of human being in agriculture and vocational training. An attempt is made to understand the co-relation between educational status of the respondents and understanding about vocational training,
2. The present education system necessitates attaining additional vocational skills to qualify for a job or a rewarding career. If vocational education and training is geared up to the needs of the job market, it can contribute to a great extent to the economic empowerment of women which is an important prerequisite for improving their status.
3. There are a number of income generating activities made available by Government and non-Governmental organizations in rural areas. An attempt was made to find out the knowledge of respondents about Income

generating activities available for them. Employment status of women in India has shown significant improvement.

4. Literacy has direct relationship with annual income of an individual. While studying the problem of income generation programmes among the rural women, There is a positive relationship between literacy level and total annual income of a person.

Suggestion:

1. Vocational subject training will provide by giving informal education to the women in rural areas.
2. Conduct seminars, workshop relating to the entrepreneurship development, personality development programmes so that they can build their confidence and move further.
3. Provide skill based training or guidance to the rural women through their group activities.

Conclusion:

Entrepreneurship among women is an indicator of economic independence Women entrepreneurship in the country helps industrial development, promotes economic developments and solves the problems of unemployment in rural as well as in urban areas. A large number of rural households are poor and sometimes have little access to land. For, survival women offer themselves as casual labourers to neighbouring farms. While men migrate to towns for earning, women suffer immobility due to household's responsibilities and lack of housing facilities in towns. It can be concluded that the poor women look positively towards income generation programmes. Need more policies to increase women's wage employment (Jeyaranjan, 1999). Need for learning with the people, and building new knowledge and institutional capacity through action (David, 1980). Income generation programmes helps to provide higher education for children" the respondents seem to be apprehensive. It also helps the family to progress" The majority of the women expressed that the additional income is more important for the progress of family in rural areas. The meaning of family progress is just to have sufficient food and day today requirements. Women are increasingly being recognized as equal partners in development.

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