

Empowerment of Rural Dropout Girls Through Income Generating Activities

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Abstract

For a healthy nation, we need to educate, train and develop the women folk along with their male counterparts so that they could cope with the changing society. In this study, the empowerment of rural dropout girls was evaluated. The sample consisted of 120 respondents. The study shows that knowledge and skill possessed by rural dropout girls about different income generating activities can be enhanced. The dropout girls used to face a number of constraints such as risk-bearing capacity, financial ability for setting up enterprise, marketing facility, non-availability of raw materials, lack of skill and technical knowledge for refinement of the products. The remedial measures to overcome such constraints are providing marketing facility, financial support, upgrading of existing skill, flow of latest information about costing, management of the product, resources of the area and availability of the raw materials which will help them to become economically empowered.

Key words : Sustainability, Dropout girls, Income generation.

India is very rich in human resource. They are interested to contribute in the nation building if they are provided such scope. The acute poverty has been the substantial barrier of development for the rural youth. Majority of them are either illiterate or school dropouts. Sharma (1) stated that in India 60 million girls lack access to primary education. The percentage of rural female literacy is 30 only. There is higher rate of gender discrimination in rural areas. Economic, social and educational discrimination rather under privilege of rural girls diminish the degree of development. It results in the 66% of rural female population idle and unutilized (2). Recently due emphasis has been given upon the development of women folk who need to be technically empowered corresponding to the changing needs. This would contribute not only to utilize their idle hours but to engineer their resources for productivity. Thereby rural women would be able to generate their income which, on progress, would contribute in establishing small scale rural enterprise.

As regards the impacts of training programme on dropout girls about different income generating activities. This study was conducted with the objectives : To find out knowledge and skill of dropout girls about different income generating activities, to

find out constraints faced by dropout girls for adoption of different income generating activities, and to suggest remedial measures for overcoming such constraints.

Methods

An exploratory research design is adopted for the purpose of this study which has been under-

Table 1. Knowledge and skill of dropout girls about different income generating activities (N=120).

Aspects	Num- ber of res- pon- dents	Per- cen- tage	Rank
1 Preparation of household decorative by using golden grass (vertiver khas)	68	56.67	I
2 Applique products for income generation	55	45.83	II
3 Agarbati making	49	40.83	V
4 Preparation of different spices	51	42.50	IV
5 Value addition in fruits & vegetables	54	45.00	III

Table 2. Constraints as expressed by dropout girls.

Constraints	Number of respondents	Percentage	Rank
1 Non-possession of technical knowledge	47	39.16	VII
2 Non-availability of golden stick throughout year	65	54.17	V
3 Lack of financial ability for setting up enterprise	72	60.00	II
4 Lack of skill	58	48.33	VI
5 Lack of marketing	69	57.50	III
6 Lack of risk bearing capacity	78	65.00	I
7 Lack of govt subsidy	68	56.67	IV

taken in four villages of Kendrapara district of Orissa. A sample of 120 respondents were selected at random. It covers 32 landless, 42 marginal (upto one ha are of land), small 34 (below 2 ha), 12 big farmers (above 2 ha). The database of the study is drawn from a variety of secondary sources and the primary data is collected through observation and interview schedule.

The collected information is tabulated, analyzed and the results are presented below.

Results and Discussion

Table 1 reveals that 56.67% of dropout girls have knowledge and skill on preparation of golden grass products for generating their income. About 45.83% of dropout girls engage themselves in preparing different types of applique products as a vocation for fetching money. About 45.00% of dropout girls engaged themselves in preparing different value added products from seasonal fruits and vegetables. Around 42.50% of rural girls adopted preparation of different spices which provides them additional income and 40.83% of respondents adopted agarbati preparation as an income generating activities.

Table 2 reveals that while running after such efforts of income generating activities each of the respondents has identified some problems or oth-

Table 3. Suggestions of dropout girls.

Suggestions	Number of respondents	Percentage	Rank
1 Upgradation of existing skill through training	79	65.83	III
2 Financial support from different banks	85	70.83	II
3 Market networking	89	74.16	I
4 Flow of latest information	73	60.83	IV
5 Availability of raw-material	70	58.33	V

ers. The most important hurdle as expressed by rural dropouts is risk bearing capacity (65.00%). About (60.00%) of dropout girls are of opinion that they are not financially sound for setting up enterprise followed by (57.50%) who are of the opinion that marketing of the finished product is an acute problems in rural areas. Around 56.67% are of opinion that lack of government subsidy for purchasing raw materials is a barrier for adopting remunerative enterprise. About (54.17%) of dropout girls expressed that golden sticks are not available throughout the year for which it is essential to store it for future use. Around 48.33% express their concern on the lack of skill and (39.16%) about lack of knowledge. These are various constraints faced by rural dropout girls while adopting income generating activities. No improvement in their economic status could be contemplated to remove these constraints.

Table 3 records various suggestions of dropout girls. About 74.16% of them are of opinion that market networking is essential for quick disposal of their finished products followed by 70.83% who suggested financial support and government subsidy that could help for setting up small enterprise/ cottage industries. About 65.83% of dropout girls are of view that upgradation of existing skill on training would help in obtaining better and finer products. About 60.83% are of opinion that flow of updated information and availability of raw materials (58.33%) would substantially contribute to their income generating activities.

Conclusion

The study contemplates knowledge, skill and awareness of rural dropout girls on various income generating activities which include various constraints and remedial measures to overcome such hurdles. Proper guidance, effective feedback and monitoring on production of high valued products, motivating dropout girls for formation of self help groups, ample financial assistance, soft loan from banks, storage and marketing facilities would substantially support their income generating activities. Besides, their awareness about easy availability of

raw materials, proper management of resources available in their locality, would help them in obtaining technical support and marketing. All these factors not only compliment in enhancing the socio-economic empowerment of dropout rural girls but also contribute to the development of women folk at large.

References

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