



IMPARTING SKILLS TO THE RURAL ADOLESCENT GIRLS ON FLOWER MAKING USING WASTE

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ABSTRACT: The majorities of rural families have marginal to small land holdings and earn very little money. To improve those families income levels and living standards, there is an urgent need to provide their family members, particularly girls, with skill-based training such as flower making from waste, which not only provides them with skills but also develop entrepreneurial characteristics in them. The training provided by institutions or the government to improve the skill, quality, and efficiency of entrepreneurs at work is referred to as skill development. These trainings are also beneficial for rural girls because they can add more value to the flowers by creating different types of flowers from waste. The current study was undertaken with the goal of developing an intervention package for skill development, imparting skill development training to rural girls and knowledge development was assessing using MPS(Mean Percentage Score) and paired t-test. A sample of 30 people was chosen at random from Loyara village in the Rajasthan district of Udaipur. A self-created skill assessment test and rating scale were employed. The investigation's major findings revealed that the majority of respondents were between the ages of 11 and 15. Four different flowering items were created with the demonstration method employed. The results of the skill assessment test revealed that all of the girls fall into the category of excellent skill development and knowledge retained was found significant both at 1 percent and 5 percent of significance. Overall training feedback was found to be positive. After receiving training, they are motivated to go for self-marketing of their produce at the domestic and village levels, and the majority of them want to start their own commercial and domestic businesses on the side. They were extremely pleased with the training they received

Keywords: Skill development, Training, Rural girls, Waste paper.

Introduction

Adolescence is derived from the Latin verb "adolescere," which means "to grow to maturity." Adolescence as a concept differs from one culture to the next and from one society to the next. It is a period of transition in which many physical, social, emotional, and psychological changes occur. Anna Freud believed that the adolescent years were more important for personality development. Adolescence, which means "to emerge" or "achieve identity," is a relatively new concept, particularly in development thinking. For an adolescent, the entire world appears to be changing, including his or her own body; this can be a confusing and unsettling time. They tend to question and appreciate adult values while attempting to assert their identity and role in society. Adolescents require skills in order to build the necessary components for healthy development and to adopt positive behaviours that allow them to deal effectively with everyday challenges.

Life skills are defined by the World Health Organization (1997) as "the adaptive and positive behavioural abilities that enable individuals to deal effectively with the demands and challenges of daily life." According to UNICEF (2002), life skills are psychosocial and interpersonal skills that allow people to make informed decisions, communicate effectively, and develop the coping and self-management skills necessary for a healthy and productive life. Individuals can translate knowledge, attitudes, and values into actual abilities through skills-based education, and adolescents can gain knowledge and develop attitudes and skills that support the adoption of healthy behaviours. It has been discovered that regardless of whether adolescents intend to attend college or enter the workforce full-time, some children leave high school unprepared for the challenges and responsibilities that adults face. Because the 'individual' rather than the 'system' is recognised as the fundamental unit of society, it is critical that adolescents be assisted in developing skills for their holistic growth and development.

Adolescents require assistance and guidance in all aspects of their lives, such as making career decisions, dealing with day-to-day problems, managing stress, and so on. There is a wealth of research that identifies the importance of life skills in many aspects of young people's lives (2016 Chakra). The goal of overall socioeconomic development is linked to the role of girls in development. The various approaches should be replaced with a more integrated and participatory approach that emphasises the role of women in development. Despite the fact that almost every country has improved its legal systems and taken measures to combat gender discrimination, traditional attitudes and practises continue to discriminate against women. Despite government and other efforts, even after 62 years of independence, 45.84 percent of women are illiterate (according to the 2001 census). Illiteracy is the primary cause of female empowerment. As a result, there is an urgent need to influence education and provide training in a variety of areas, including individual, family, and social issues. Their training is focused on the thrust areas. Key areas of training include education, training, and employment, health and family welfare, ecology, environment, and wild life preservation, recreation and sports, arts and culture, science and technology, civic and good citizenship, and so on.

Skill development for rural girls is a process that allows them to organise themselves in order to increase their own self-reliance, support their independent right to make choices, and control resources, thereby challenging and eliminating their own subordinates. Employability skill development will be used as a change agent in promoting employment (Diwakar & Ahamad, 2015). The rural population is migrating to cities due to a lack of job opportunities. Rural girls are illiterate and lack productive skills. Poverty and unemployment will be alleviated through vocational skill training, and they will go on to become successful entrepreneurs. With the help of this skill training, girls will be able to enter the social network system, giving them more decision-making power, which will have a significant and positive impact on status. Effective education can improve their lives and social standards, allowing them to reduce poverty and develop feelings of economic and social empowerment (Babel & Sharma, 2016).

Females constitute half of the global and rural population. As a result, half of all production is done by females, and they make a significant contribution to production. With this change has come an increased need for training. The training will ensure an improvement in human resources, a more rational use of technology, and a faster adaptation to changing life circumstances (Kizilaslan, 2007).

OBJECTIVES-

1. To impart skill development in adolescent girls through flower making.
2. To assess the impact of training in terms of gain in knowledge and development of skill.

METHODOLOGY

The current study was conducted to help rural teenage girls strengthen their skills. The research was carried out in the Udaipur district's Loyara village. A sample size of 30 rural teenage girls was recruited for the study using a random selection approach. Four distinct types of flowers were created utilizing waste paper in accordance with the aims, and the process was meticulously documented. Rose, Lotus, Marigold, and Tulip were the created flowers. The willingness to engage in training was assessed before to the session. For data collection, a structured questionnaire was employed, which included demographic information about the respondents, knowledge about paper waste, flower development, and so on. A self-developed rating scale and competence assessment test were also used. The acquired data were evaluated using frequency percentage and (MPS) mean percent scores, as well as paired sample t-test on both 1 and 5 percent level of significance.

Results and Discussion

I General profile of respondent

- **Age** - According to the data gathered, 53% of girls were between the ages of 11 and 15, and 46% were the ages of 15 and 20.
- **Educational Qualification** -The data revealed that more than half of the girls (60%) were in the tenth grade, with the remainder (40%) in the twelfth.
- **Family structure**- (83%) of respondents belonged to a joint family, while (16%) belonged to a nuclear family.
- **Exposure to mass media**- More than half of respondents (80%) used television as a source of entertainment, while 20% used radio.

Table No.1 General profile of respondent

(N=30)

S. No	Aspect	Categories	F(frequency)	Percentage (%)
1.	Age	11-15yr	16	53.33
		15-20yr	14	46.66
2.	Educational Qualification	10th	18	60
		12th	12	40
3.	Type of family	Nuclear	5	16.66
		Joint	25	83.33
4.	Mass media exposure	T.V.	24	80
		Radio	6	20

• Details of training-

Six days of two-hour training were planned for IMPARTING SKILLS TO RURAL ADOLESCENT GIRLS ON FLOWER MAKING USING WASTE. This training was held at the village Loyara in the district of Udaipur. The course is offered to those who want to learn how to produce flowers out of waste. According to the research's goal, four distinct types were created. After the training was complicated, two days were set aside for skill evaluation. After three days of training, a knowledge assessment exam was conducted to determine the respondents' retention of knowledge.

II. Existing knowledge and practices of rural girls about utilization of waste paper

To check their existing knowledge about utilization of waste paper a structured questionnaire method were used which filled by the all respondents. And according to the data analysis, (93%) of rural girls knew that

waste paper flowers could be used as decorative flowers at home and (90%) knew what materials were used to make flowers, more than half of the girls (83%) knew that waste paper could be used to make flowers, but they had no idea how to do it. In addition, (53% of girls) tried to make other things from waste paper. but only 16% knew how long it took to make one.

Table No.2 Existing knowledge and practices of rural girls about utilization of waste paper

(N=30)

S.No.	Aspect	Categories	F(frequency)	Percentage (%)
1.	Know about how to make flower with waste paper.	Yes	7	23
		No	23	76
2.	Know about flower could made from waste paper.	Yes	11	36
		No	19	63
3.	Know about paper flower used as a decorative items.	Yes	26	86
		No	4	13
4.	Ever tried to make products from waste flower.	Yes	11	36
		No	19	63
5.	Know about type of material used for making flower.	Yes	15	50
		No	15	50
6.	Aware about time required to make a flower.	Yes	5	16
		No	25	83

III. Assessment of skill developed among rural girls:

At the completion of the training programme, the researchers completed a skill evaluation exam, and all of the participants constructed flowers and were graded. Each correct step received one point, whereas each incorrect step received zero points. Respondents were classified into four groups based on their marks: great skill acquired (80-100%), good skill developed (60-79.9%), fair skill developed (40-59.9%), and less skill developed (less than 40%). The development of skill among responders was measured by summing all of the scores from all of the processes involved in producing each flower. The total steps for making flowers were 20. The overall total score was calculated by multiply the number of respondent (30) and number of steps 20 involved in making flowers. Thus maximum obtainable score was 600 and respondent scored was 569, overall skill developed was 94.83 per cent.

Table 3: Overall calculation of skill development of the respondents

N=30

Sr.No	Type of flower	Total scores for each flower	Scores obtained by all respondent	Per cent of skill developed
1	Rose	120	118	98
2.	Lotus	120	116	96
3.	Marigold	120	117	97
4..	Tulip	120	116	96
	Total	480	467	97

Table 3 shows that as per impact of training and skill developed concerned 100 per cent girls came under the category of excellent. The reason was that girls education level was good with high catching power; they were highly motivated and eager to learn something innovative so that they can utilize this training skill further for the betterment of their life.



IV. Assessment of knowledge development among rural women

Development of knowledge among respondents was assessed by pre and post knowledge test and total knowledge retained after the training. The data was collected twice in the form of post-test, post-test was administrated immediately after exposure of the training to know the knowledge gain and after three days to know the knowledge retained by the respondents.

Table 5-Percent and frequency distribution of the respondents on the basis of knowledge regarding flower making through waste paper

(N=30)

S.No.	Item	Pre Knowledge		Post Knowledge		Knowledge retained	
		f	%	f	%	f	%
1.	Know about how to make flower with waste paper.	7	23	30	100	30	100
2.	Know about flower could made from waste paper.	11	36	30	100	29	96
3.	Know about paper flower used as a decorative items.	26	86	30	100	30	100
4.	Ever tried to make products from waste flower.	11	36	30	100	29	96
5.	Know about type of material used for making flower.	15	50	30	100	30	100
6.	Aware about time required to make a flower.	5	16	28	93	26	86

□ Paired Samples Correlations

	Mean	N	SD	Correlation	Sig.
T1	2.50	30	1.1966	-.114	.550*
T2	5.93	30	254		

*Significant both at 1% and 5% level.

Before the training programme, rural girls didn't know anything about crafting flowers out of used paper. They knew that producing flowers out of waste paper may be utilised as a decorative object, but they didn't know what sort of material was used or how long it would take to make. According to the mean percentage score, knowledge level has grown after exposure to the training session (MPS). According to MPS, the degree of knowledge about how to manufacture flowers has increased from (23-100%), the amount of time needed has increased from (16-86%) and the level of information about how waste paper may also be utilised to make flowers has increased from (36-96%). And knowledge retained was found significant both at 1 percent and 5 percent of significance.



V. Effectiveness of training

Respondents completed structured questionnaire at the conclusion of training to assess the effectiveness of the programme. According to data analysis, the majority of respondents agreed to share their training experience with others and found the training useful. 93.33% of respondents wished to establish their own business, while 53.66% were willing to work on a part-time basis.

Table no.6 Effectiveness of training

(N=30)

S. No	Aspect	Categories	F(frequency)	Percentage (%)
1.	Share the experience with others regarding the training?	Yes	30	100
		No	0	0
2.	Want to start the business?	Yes	28	93
		No	2	6
3.	How much time you spare on this business?	Full time	15	50
		Part Time	15	50
4.	Was the training helpful?	Yes	30	100
		No	0	0

Conclusion

It can be concluded that the skill development for rural girls is a process whereby rural girls are able to organize themselves to increase their own self-reliance. In fact, the social status, employment, and work performed by girls are indicators of a country's overall progress. A country's social, economic, and political progress will be stalled unless girls participate in national activities.

Rural girls can make a significant contribution by engaging in entrepreneurial activities effectively and competently. They have fundamental indigenous knowledge, skills, and the potential and resources to establish and manage businesses. The developed decorative flowers help the girls in terms of gain in knowledge and skill development. Thus, it is concluded that developed waste paper flower were highly

preferred by all parameters, with the help of training programme, many rural girls start to make their own business as a part time, with the business they also continue their study. The present study is an innovation to make decorative flowers through waste paper which was found fruitful and it has encouraged rural girls for self development.

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