



Empowerment through perspective capacity building skills

Dr. K Prema

Assistant Professor, Department of Education (SDE), Bharathiar University, Coimbatore, Tamil Nadu, India

* Corresponding Author: **Dr. K Prema**

Article Info

ISSN (online): 2582-7138

Volume: 04

Issue: 01

January-February 2023

Received: 27-12-2022;

Accepted: 13-01-2023

Page No: 243-246

Abstract

The skill certificate course on "Empowerment through perspective capacity building skills among female students in Bharathiar University" was funded by RUSA 2.0 BEICH under Skill Development Centre, and organized by The Principal Investigator Dr. K. Prema, Bharathiar University Coimbatore-46. It consists of 20 sessions including theories and practical (visual) /demonstration videos and lectures by various subject experts. This course is specially designed for female students of Bharathiar University and its affiliated colleges to incorporate and empower them through capacity building skills which are a need of an hour. For this course, 68 participants from various age group student teachers (I & II Year B.Ed.) M.Sc., & Ph.D research scholars were registered. An average of 35 students were participated in the course and also benefitted too. Every session had question and answer session; participants were open to clarify their doubts. They are also interacted with the resource person and the resource person cleared their doubts then and there.

The participants were satisfied with the course and also with the mode of presentation and duration of the course. They also assure that they were interested to attend future course of this genre organized by the principal investigator. Through an effective learning process to raise their capacities and enrich their entrepreneurship knowledge and, the training aims to inspire and empower women in Bharathair University who wish to create their own business. The participants were trained to implement various techniques to identity their current strengths and weakness. This will help to empower a clear understanding of the major issues emerging from the current research and through perspective capacity building skills.

Keywords: Women empowerment, Capacity building skill, female students

Introduction

Women, who make up half of the world's population, have benefited more than men from the progress in economic and social development in the last three decades. Nevertheless, they continue to be over represented among the world's most vulnerable groups, as access to resources and power remains highly skewed towards men. Gender equality is a goal in its own right but also a key factor for sustainable economic growth, social development and environmental sustainability. By providing the same opportunities to women and men, including in decision-making in all kinds of activities, a sustainable path of development can be achieved to ensure that women's and men's interests are both taken into account in the allocation of resources. In 1992, the United Nations Conference on Environment and Development (UNCED) made important provisions for the recognition of women's contributions and their full participation in sustainable development. Principle 20 of the Rio Declaration (quoted at the outset of this paper) and "Global Action for Women towards Sustainable and Equitable Development" of Agenda 21 make commitments to strengthening the position of women. The extent of empowerment of women in the national hierarchy is determined largely by the three factors are economic, social and political identity and their weightage.

These factors are deeply intertwined and interlinked with many cross-cutting linkages which imply that if efforts in even one dimension remain absent or weak, outcomes and momentum generated by the other components cannot be sustained as they will not be able to weather any changes or upheavals. It is only when all the three factors are simultaneously addressed and made compatible with each other can the woman be truly empowered. Therefore, for holistic empowerment of the woman to happen - social, economic and political aspects impacting a woman's life must converge effectively.

The Concept of women empowerment

Women's empowerment means women gaining more power and control over their own lives. This entails the idea of women's continued disadvantage compared to men which is apparent in different economic, socio-cultural and political spheres. Therefore, women's empowerment can also be seen as an important process in reaching gender equality, which is understood to mean that the "rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female". According to the UN Population Fund, an empowered woman has a sense of self-worth. She can determine her own choices, and has access to opportunities and resources providing her with an array of options she can pursue. She has control over her own life, both within and outside the home and she has the ability to influence the direction of social change to create a more just social and economic order, both nationally and internationally. Gender role expectations are institutionalized through legislative, educational, political and economic systems. Women need to be "empowered" in order to narrow the "gender gap" and to create an equal playing field between women and men before gender equality can be reached and maintained.

About RUSA 2.0

Campus years are treasured by graduates long after they leave the hallowed portals of their universities. Not only does that time shape their thinking, this phase allows young minds to open up, to understand the path they want to take, and sometimes, more importantly, the road they don't want to follow. With that at the very core, the Rashtriya Uchchatar Shiksha Abhiyan, a centrally sponsored programme, aims to work with 300-plus state universities and its affiliated colleges to raise the bar of campus life. Launched in 2013, the RUSA aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category states, 90:10 for special category states and 100% for union territories) is based on norms and is outcome dependent. Funds flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. Funding to states would be made on the basis of the critical appraisal of State Higher Education Plans, which would enlist each state's strategy to address issues of equity, access and excellence in higher education. RUSA places greater emphasis on the improvement of the quality of teaching-learning processes in order to produce employable and competitive graduates, post-graduates and PhDs. Spread across two plan periods (XII and XIII), the programme focuses on state higher educational institutions and draws upon the best practices from colleges and universities across the nation. In short, RUSA isn't a touch-

up tint of paint. It is the central government's plan to develop every state university to its most exemplary version.

Objectives of the study

The study is focused on the main objective

To assess the empowerment of female students through capacity building skills.

Hypothesis of the study

- H₀:** There is no significance difference between in empowerment through perspective capacity building skills with respect to their locality.
- H₀:** There is no significance difference between in empowerment through perspective capacity building skills with respect to their subject stream.
- H₀:** There is no significance difference between in empowerment through perspective capacity building skills with respect to their educational qualification.

Review of related studies

Prema (2022) ^[1] studied empowerment through perspective capacity building among female students in Bharathiar University. The study entitled on "Empowerment through perspective capacity building skills among female students in Bharathiar University" was funded and organised by RUSA 2.0 BEICH under skill development centre, Bharathiar University, Coimbatore-46. Every session had question and answer session; participants were open to clarify their doubts. They are also interacted with the resource person and the resource person cleared their doubts then and there. The participants were satisfied with the course and also with the mode of presentation and duration of the course. The participants were enjoyed the session which was so lively, interactive and assure that they were interested to attend future course of this genre.

Prema (2021) ^[2] studied women's entrepreneurship: A strategy to solve their problem. The article focuses on women's entrepreneurship it is an effective strategy to solve their own problem of rural and urban. It extended to include a specific mind set resulting in entrepreneurship. This covers the historical background in brief that successful entrepreneurs have the ability to lead a business in a positive direction by proper planning, to adapt to changing environments and understand their own strengths and weakness. It also dealt in short about entrepreneurial behaviours, strategies, styles with very few empirical studies. It also explained in detail about women's entrepreneurship development and gender equality and the ways to promote the same, with obstacles to innovative entrepreneurship. This was concluded that it is an important factor in socio-economic development of nation.

Maduraiveeran and Sudha (2019) ^[3] examined rural women entrepreneur and capacity building: Role of NGOs in empowering women in India. The main objective of the study is to analyze the role of non-governmental organizations engaged in capacity building activities for women entrepreneurs in Villupuram district of Tamilnadu. Development of women Entrepreneurship particularly in rural areas is an indication of social transformation and breaking of traditional taboos. The capacity building programmes provided by non-governmental organizations have transformed the middle-class women into innovative, hardworking, achievable women entrepreneur. The non-governmental organizations and governmental support is

limited in many ways but play crucial role in empowering women in rural areas.

Jasneek and Shalini (2018) [4] studied empowering women through capacity building at workplace: A study of manufacturing Micro and Small-scale Enterprises. The organization laid eight targets with respect to the empowerment of girls and women. Majority of women working in micro and small-scale enterprises are devoid of the benefits as promised by SDG's. The trainings so given at workplace help them to stand out in comparison to men at workplace and they gain access to various capabilities in transition. The paper, therefore, focuses on the agenda of women empowerment through capacity building in micro and small-scale enterprises. Multinomial logistic regression is used to evaluate the relationship between skill development and women empowerment in micro and small-scale enterprises. Primary data from 150 women has been collected in this regard, from manufacturing industries belonging to micro and small-scale group. The major findings of the paper focus on decision making power at workplace, freedom to express ideas at workplace, training given and income increased thereafter.

Mohammad (2015) [5] studied women empowerment, entrepreneurship, and capacity development. Mainstream economic analysis assumes that economic opportunity and outcome are equally and evenly distributed across social segments, including the gender. The reality is, however, not so. There are various factors which inhibit equality-oriented outcomes e.g., patriarchy and masculinity engender gender discrimination and injustice and, thereby, inhibit growth of women capacity building and empowerment, including entrepreneurship. Gender inequality, in turn, remains a serious limitation of economic growth and development and keeps women powerless and backward. Women own only a little of economic assets, have less consumption entitlements, lack access to economic opportunities, and lag far behind in social and political arena. The issue of gender equality can be solved to a great extent through considerate policy regimes favouring women empowerment and entrepreneurship.

Training programme on Women Empowerment through Capacity building skill

Women empowerment through capacity building is a top priority and work agenda, since development cannot be achieved or sustained without the full and genuine involvement of women.

RUSA 2.0 attaches special importance to women's empowerment in Bharathair University since it believes crucial role in developing university. In this regard the RUSA 2.0 SDC funded and organized training programme for post graduate female students in Bharathiar University. RUSA 2.0 designed and conducted a training programme to women from the continent on various issues, such as empowerment through capacity building skills.

Ten days training programme inaugurated with 68 participants but final day of the programme 35 participants who have attended all the sessions and everyday test. The training programme also aims to inspire and empower women students in Bharathair University, to create their own future.

The training programme covered following the key topics

- Intellectual development through physical activities
- Balanced DIET
- Stress: Sources and Management
- Effective Communication in English
- Wellness through Yoga and Exercise
- Insight into culture and value education
- Global warming – The science of climate change
- Teamwork and collaborative learning
- Empowering women through self-defense
- Human rights perspective

Methodology

Normative survey method was following to conduct the study. The study was carried out on sample basis taking to Bharathiar University in Coimbatore. The sampling procedure involved a purposive sampling technique. The selection was purposive in nature as it comprised only female students.

Tools used in the study

As per requirement the data were gathered from female students studying in Bharathiar University. All the session had questions and answers session for the participants to clarify their opinions and doubts with the resource persons. The resource person answered their queries.

Testing of Hypothesis

Table 1: H₀: There is no significance difference between in empowerment through perspective capacity building skills with respect to their locality.

Locality	N	Mean	Std	p - value	t -value	Remarks
Rural	26	199.00	30.238	0.364	0.916	Not Significant
Urban	42	206.33	34.887			

In the above table-1 shows that, the calculated 't'-value is 0.916 less than the table value 1.96 at 0.05 significant level. Hence, the null hypothesis is accepted. Therefore, it is interpreted that, there is no significant between rural and urban of empowerment through perspective capacity building skills with respect to their locality. From the observed mean score of urban have high empowerment through perspective capacity building skills than rural of female students?

Table 2: H₀: There is no significance difference between in empowerment through perspective capacity building skills with respect to their subject stream.

Subject stream	N	Mean	Std	p -value	t -value	Remarks
Arts	38	207.47	35.632	0.262	1.131	Not Significant
Science	30	198.53	29.541			

In the above table-2 shows that, the calculated 't'-value is 1.131 less than the table value 1.96 at 0.05 significant level. Hence, the null hypothesis is accepted. Therefore, it is interpreted that, there is no significant between arts and science of empowerment through perspective capacity building skills with respect to their locality. From the observed mean score of arts have high empowerment through perspective capacity building skills than science of female students?

Table 3: H₀: There is no significance difference between in empowerment through perspective capacity building skills with respect to their educational qualification.

Educational qualification	N	Mean	Std	P - value	t - value	Remarks
UG	23	201.30	32.001	0.695	0.393	Not Significant
PG	45	204.67	34.019			

In the above table-3 shows that, the calculated 't'-value is 0.533 less than the table value 1.96 at 0.05 significant level. Hence, the null hypothesis is accepted. Therefore, it is interpreted that, there is no significant between UG and PG of empowerment through perspective capacity building skills with respect to their locality. From the observed mean score of PG have high empowerment through perspective capacity building skills than UG of female students?

Results and Discussion

Every day, at the end of the sessions the questions were given to the participants and get feedback of the programme. The participants themselves were engaged and empowered by the training. They were particularly interactive in human rights perspectives, empowering women through self-defense which are new to them and want to know more information, additional details regarding the same. Likewise the communication skill in English session was also enjoyed by the participants and very much interactive. They were dugged out their fear and voluntarily asked more questions and clear their doubts. Tips were given by the expert to enhance and empower in communication. Participants were assured that they will follow and practice in future. This is the success of the programme and women students were benefited at some extent. The questions were valued, compared with the introduction of the session where the participants are not much aware of certain topics but after end of the programme, the investigator found that an improvement and also gain knowledge towards certain topics such as balanced diet, Empowering women through self-defense, Human rights perspective and Communication in English so on. This result of the programme showed that funded and organised the RUSA 2.0 under SDC Bharathiar University, Coimbatore will empower the female students for their future.

Feedback

Based on the feedback from the participants following are observed

- Participants were satisfied with the course and useful for them in future teaching-learning process.
- Majority of the participants were satisfied with the mode of the presentation, resource person, and quality of ppt, duration and timings of the course.
- All the participants are interested to attend future course of this genre organize by the same investigator.

Conclusion

The thirty sessions of the course "Empowerment through perspective capacity building skills among female students in Bharathiar University" through RUSA 2.0, Bharathiar University Coimbatore gave an opportunity to empower the female students through educational programmes. The main objective of this course is to incorporate capacity skills (which also give them an opportunity to explore) for better yet being mentored on the essential aspects. Education is the key to women's empowerment. Through it, women have

better access and opportunities in the work force, leading to increased income and less isolation at home or exclusion from financial decisions. With an education, women are able to live their dreams by pursuing their own goals and values which were given by the Bharathiar University under SDC, RUSA 2.0.

References

1. Prema K. Empowerment through perspective capacity building among female students in Bharathiar University. International Journal of Enhanced Research in Educational Development (IJERED). 2022;10(1):62-5.
2. Prema K. Women's entrepreneurship: A strategy to solve their problem. Shanlax Publications; 2021;115-9.
3. Madhuraveeran P, Sindu S. Rural women entrepreneur and capacity building: Role of NGOs in empowering women in India. SHS Web Conferences. 2019;86:01017.
4. Arora J, Sharma SS. Empowering women through capacity building at workplace: A study of manufacturing micro and small-scale enterprises. International Journal of Creative Research Thoughts (IJCRT). 2018;6(2):1050-7.
5. Khan MI. Women empowerment, entrepreneurship, and capacity development. Journal for Studies in Management and Planning. 2015;1(9):43-56.
6. Kaur GP, Singh S. Women entrepreneurs in India: Problems and prospects. Third Front A Journal of Humanities and Social Sciences. 2013;1(1):102-10.
7. Abbas SM. Women of Islamic faith in trade and commerce: An economic sociological study. VSRD International Journal of Business and Management Research. 2012;2(3):102-13.
8. Afrin S, Islam N, Ahmed SU. Multivariate model of micro credit and rural development entrepreneurship in Bangladesh. International Journal of Business and Management. 2008;3(8):169-85.
9. United Nations. Agenda 21 is a comprehensive plan of action adopted at the United Nations Conference on Environment and Development in 1992. The full text is available online: <http://www.un.org/esa/dsd/agenda21/>.