



**Dr Yasmin Janjhua**  
**Assistant Professor**

**Department of Business Management**  
**College of Horticulture**  
**Dr YS Parmar University of Horticulture and**  
**Forestry, Nauni, Solan (HP)-173230**

## **CERTIFICATE-I**

This is to certify that the project entitled, “**A Study on Women Empowerment in Agriculture in Village Kangoo, District Hamirpur Himachal Pradesh** ”, submitted in partial fulfilment of the requirements for the award of degree of **MASTER OF BUSINESS ADMINISTRATION** in the discipline of **Business Management** to Dr Yashwant Singh Parmar University of Horticulture & Forestry, (Nauni) Solan (HP)-173230 is a bonafide project work carried out by **Ms Shilpa Sharma** daughter of **Shri Kamal Dev Sharma** under my supervision and that no part of this project has been submitted for any other degree or diploma.

The assistance and help received during the course of investigation have been fully acknowledged.

**Place: Nauni, Solan**  
**Dated:**

**Dr Yasmin Janjhua**  
**Project Advisor**

## **CERTIFICATE - II**

This is to certify that the project titled, “**A Study on Women Empowerment in Agriculture In Village Kangoo, District Hamirpur, Himachal Pradesh**”, submitted by **Miss Shilpa Sharma (H-2017-13-ABM)** daughter of Shri Kamal Dev Sharma to Dr Yashwant Singh Parmar University of Horticulture & Forestry, (Nauni) Solan (HP) – 173230 India in partial fulfilment of the requirements for the degree of **MASTER OF BUSINESS ADMINISTRATION** in the discipline of **Business Management** has been approved by the Advisory Committee after an oral examination of the student in collaboration with the External Examiner.

---

**Dr Yasmin Janjhua**  
Major Advisor

---

**External Examiner**

---

**Professor and Head**  
**Department of Business Management**  
**Dr Yashwant Singh Parmar University of Horticulture and Forestry**  
**Nauni-173 230, Solan (HP)**

---

**Dean**  
**College of Horticulture**  
**Dr Yashwant Singh Parmar University of Horticulture and Forestry**  
**Nauni-173 230, Solan (HP)**

## ACKNOWLEDGEMENT

*This project is a result of efforts, time, skill and skills contributes to a number of people. I therefore, would like to take this opportunity to thank all of them who were instrumental in successful completion of my project.*

*Thanking almighty for always being with me, I hear by acknowledge my gratitude to my project advisor **Dr. Yasmin janjhua** (Assistant Professor), Department of Business Management, College of Horticulture, UHF, Nauni whose superb guidance, critical analysis, constructive criticism, constant encouragement and unparalleled execution of the essential requisites during the entire course of study are beyond reach of my formal words.*

*I emphatically extend my heartiest thanks to the head of the department **Dr. Krishan Kumar** (Assistant Professor) and worthy teachers **Dr. Kapil Kathuria** (Associate Professor), **Mrs. Neena Ghonkrota** (Assistant Professor), **Dr. Piyush Mehta** (Assistant professor), **Dr. Rashmi Chaudhary** (Assistant Professor), **Dr. Nisha Raghuvanshi** (Assistant Professor), **Dr. Rahul Dhiman** (Assistant Professor) and the entire staff of the Department of Business Management for their moral support extended to me time to time.*

*I can hardly overlook the co-operation, timely help and moral support extended by the galaxy to my friends **Farhana Majid, Jaya Sharma, Sunny Sharma, Neha Sharma, Priya Sharma and Rohini** who have always supported and helped me anytime I needed.*

*I am grateful to my parents **Shri Kamal Dev Sharma, Mrs. Rita Sharma** and brother **Abhishek Shrama** for instilling in me the values that make me the person that I am.*

*I am sincerely thankful to my respondents who spread their valuable time to provide me the pertinent information.*

*I owe entire responsibility for all the errors and omissions.*

**Date:**

**Place: Nauni, Solan**

**(Shilpa Sharma)**

## **TABLE OF CONTENTS**

<b>Chapters</b>	<b>Title</b>	<b>Page(s)</b>
<b>1.</b>	<b>Introduction</b>	<b>1-9</b>
	1.1 Women empowerment	2-3
	1.2 Concept of women empowerment on agriculture	3-4
	1.3 Components of women empowerment in agriculture	4-6
	1.4 Various factors that determine women empowerment	6-8
	1.5 Need of the study	8-9
	1.6 Objectives of study	9
<b>2.</b>	<b>Review of Literature</b>	<b>10-14</b>
<b>3.</b>	<b>Research Methodology</b>	<b>15-18</b>
<b>4.</b>	<b>Results and Discussions</b>	<b>19-33</b>
<b>5.</b>	<b>Summary and Conclusions</b>	<b>34-36</b>
	<b>Literature Cited</b>	<b>37-38</b>
	<b>Abstract</b>	<b>i</b>
	<b>Appendix</b>	<b>ii-iii</b>
	<b>Brief Bio-data of the student</b>	<b>iv</b>

## LIST OF TABLES

<b>Table No.</b>	<b>Title</b>	<b>Page</b>
<b>4.1.1</b>	Age wise distribution of sample	19
<b>4.1.2</b>	Marital status of the respondents	20
<b>4.1.3</b>	Educational status of the respondents	21
<b>4.2.1</b>	Percentage response and mean values on perceptions on women empowerment in agriculture	22
<b>4.2.2</b>	Percentage response, mean values on statements pertaining to decision making ability of women in agriculture	24
<b>4.2.3</b>	Mean difference analysis of women empowerment with respect to age	25
<b>4.2.4</b>	Mean difference analysis of women empowerment on decision making ability in agriculture with respect to age	27
<b>4.2.5</b>	Mean difference on components of women empowerment with respect to marital status	28
<b>4.2.6</b>	Mean difference on components of women empowerments on decision making ability of women in agriculture with respect to marital status	29
<b>4.2.7</b>	Mean difference on components of women empowerment in agriculture with respect to education	30
<b>4.2.8</b>	Mean difference on components of women empowerment on decision making ability in agriculture with respect to education	31

## **FIGURES**

<b>Figure No.</b>	<b>Title</b>	<b>Page ( s)</b>
<b>1</b>	Age wise distribution of sample	19
<b>2</b>	Marital status of the respondents	20
<b>3</b>	Educational status of the respondents	21

## **INTRODUCTION**

Empowerment is frequently heard today all over the world. It is clearly connected to the word 'Power'. The term 'power' in turn connotes control. In the context of human society, it means control over resources. The assets could be material, for example, normal assets, money related assets and HR, for example, aptitudes, work, or scholarly assets including data, thoughts and learning and so on. Power is social dynamic between individual or between gatherings of individuals and is regularly unequally disseminated. The imbalance results in charge or control. Numerous a periods the mastery is joined by misuse. However the empowerment did not initially developed in a gender context, but through the Brazilian educationalist Paulo Freire who explained empowerment in relation to the oppressed and to resolve the contradiction to the oppressors by those in power. Freire's approach lead to an influential social and education moment and literacy program to create empowerment through critical consciousness. Later he was named the founder of critical pedagogy, which uses the role of education as promoting capability of individual development from women right perspectives. The empowerment of a person or group of people is the process of giving them power and status in a particular situation (Collins, 1995).

However their access to productive resources such as land and livestock's, fertilizers and improved seeds and services (credit, extension) for agriculture reflects a "gender gap" that most often is rooted in social norms specific to a given geography and culture. It is in the same context that women carry out many responsibilities within household, in addition to agriculture labor (example care giving of children and the elderly, fetching water and fuel and tending to domestic chores). This disparity in access to productive resources, input and services may result in women's low agricultural productivity unless control of household income and decision, as well as warriors to adoption of new technology of practices. The nature of farming system in which woman practice agriculture may be quite important in determining the extent of disparities observed through the gender gap. The diversity of crops and animals raised, farm management practices, the orientation of farm output (e.g., for subsistence, commercial, or contract use and the type of labor employed may all plays role (FAO, 2011). However, very little research has systematically examined the connection between farming systems and the status of women, that is, their level of empowerment relative to men, specifically in the domain of agriculture.

## **1.1 Women empowerment**

Women play a vital role in the social economic and political set up of any nation. Women are vital part of our society yet they have always been treated less than men. In this man dominated society, there are a lot of difficulties faced by women. They are not fully empowered and most of the women are unaware of their rights .With the changing world and growing need of making women aware of their rights, the need for empowering the women has been felt. Women make essential contributions to agriculture and rural economic activities in all developing countries. Women have different opportunities and challenges due to the different gender roles and responsibilities of women in their daily lives.

Women play roles as housewife and play role in different activities like making food, producing agricultural crops, collecting water, caring for family and maintain their homes. Women have been working always and everywhere in each society of the world since the beginning of human civilization. Women comprise 43 percent of the agricultural labor force, on average, in developing countries; this figure ranges from around 20 percent in Latin America to 50 percent in parts of Africa and Asia, but it exceeds 60 percent in only a few countries (FAO, 2010). By empowering the women we can reduce the poverty in country. Empowering women is a prerequisite for creating a nation, when women are empowered, society with stability is assured.

Empowerment of women is essential as their thoughts and their value system lead to a development of a good family, good society and ultimately a good nation (Agrawal, 2009). Any sustainable change towards progress needs involvement of women and nowadays, it has been widely recognized and accepted that economic development is impossible without developing women potential. Women assume a key job in family sustenance the board. Despite the fact that women's contribute 60 to 80 of the work in horticulture and agriculture, their association in choice of appropriate products and selection of inventive and great administration rehearses, is low. A portion of the essential explanations behind their quelled job in basic leadership in horticultural creation could be absence of mindfulness about new chances and present day advances, insufficient offices for preparing and limit building and poor access to female expansion specialists for conference, at whatever point required. Women constitute the backbone of India agricultural and rural economy (Patel, 2012).

The women have been suffering from inability, discrimination, injustice and inequality all over the world for almost many centuries. They receive small share of

development opportunities, they are often deprived of educational opportunities; better jobs; political system or of adequate health care facilities. For centuries women have been regulated to a secondary status in the family and the society. All over the world women are always dominated by men on the basis of sex, gender and patriarchal views. 'Sex' is used to indicate the biological differences between female and male i.e. female can bear and nurse children and male cannot. This difference is created by nature but 'Gender' represents the society constructed differences - in terms of accepted attributes, roles and relationships between women and men and girls and boys in given society.

## **1.2 Concept of women empowerment in agriculture**

The concept assumes that the gender differences apparent in every society have been created and reproduced through socio-cultural, religious, Political and economic factors. Thus while women's child bearing abilities are part of their sex, the confinement of women to the home in many cultures is due to their gender. The notion of 'biological difference' is often used to justify discrimination beliefs about women and men's relative intelligence, emotional behavior or suitability to certain jobs. Women are commonly portrayed as among the most oppressed people in the third world. Indeed, the experiences of the majority of women of the subcontinents are grounded in both poverty and patriarchy. Overall structure of patriarchy allows men in general more mobility, authority and control than women in general. In this socially constructed, rigid and narrowly defined gender roles, it is 'woman' who pays the price in much more obvious way. Above all issues are women's issues, they affect women and along with them their families, communities, economies and societies are also affected. So still more recent is the growing realization and recognition all over the world that women empowerment is absolutely essential for human, national and real global development (Ackerly, 1995).

Gender discrimination is a universal phenomenon. Both inside and outside the households women are excluded from positions of power. They are denied opportunities to participate in the decision making process. Even when the decisions are to affect their well-being, they are only passive observers. The idea which is gaining momentum these days is that increased participation of women in decision making at all levels will help to adjust the goals pursued through the development (Karl 1995). According to Bernard, women empowerment is an increase in women's capacities and willingness to support other women and to work diligently toward strengthening women in their efforts to survive or to gain

equality. According to (Vesna Pericevic) empowering women means giving them means to be financially and intellectually independence in their choices on one side, and on the other side, it also means seeding the belief that they have the same rights and can choice what and where to be and to do in their lives. In short empowerment is a process of awareness and capacity building leading to greater participation, to greater decision-making power and control and to transformative action and providing women and girls with equal access to education, health care, decent work, representation in political and economic decision making processes and economics and benefit societies and humanity at large. Implementing new legal frameworks regarding female equality in the workplace and the eradication of harmful practices targeted at women is crucial to ending the gender based discrimination prevalent in many countries around the world. According to Nobel Laureate Dr. Amartya Sen sees ‘development as freedom ‘which in turn empowers. He emphasizes, “Indeed, the empowerment of women is one of the central issues in the process of development for many countries in the world today. According to Kate young (1993) empowerment enables women to take control of their own lives, set their own agenda, organize to help each other and make demands on the state for support and on the state for support and on the society itself for change. As Young, stated that empowerment is a complete change of the processes and structures responsible for women’s inferior status in the society. It is based on a transform women’s position in such a way that the advancement will be sustained and she summarizes the concept of empowerment from individual to wider political perspectives and puts sufficient importance to collective action, as it is sure means to individual empowerment.

### **1.3 Components of women empowerment on agriculture**

According to Hashemi et al (1993) there are different components of women empowerment and five of them are;

- ❖ Their right to have and to determine choice
- ❖ Their right to have access to opportunities and use the agricultural resources
- ❖ Their right to have the power to control their own lives, both within and outside the home
- ❖ Women’s sense of self worth
- ❖ Their ability to influence the direction of social change to create a more just social and agricultural values but also economic orders, nationally and internationally.

### **Provisions in the constitution for Women's equality:**

The Special Provisions in the Constitution of India designed to secure equality of sexes and non-discrimination are:

- ❖ Equality before law and equal protection of law (Article 14).
- ❖ State shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth. And the state is permitted to make any provision for women and children. (Article 15).
- ❖ Equality of opportunity in public employment. (Article 16).
- ❖ Equal rights for men and women to adequate means of livelihood. (Article 39(a))
- ❖ Humane conditions of work and maternity relief for women. (Article 42).
- ❖ To secure for all citizens a uniform civil code throughout the country. (Article 44).
- ❖ It is a constitutional duty of every citizen of India to renounce practices derogatory to the dignity of women. (Article 51 A (e)).
- ❖ Not less than one-third of the total number of seats to be filled by direct elections in every Panchayat to be reserved for women and such seats to be allotted by rotation to different constituencies in a Panchayat (Article 243 D (3)).
- ❖ Not less than one-third of the total number of offices of chairpersons in the Panchayats at each level to be reserved for women (Article 243 D (4)).
- ❖ Not less than one-third of the total number of seats to be filled by direct elections in every municipality to be reserved for women and such seats to be allotted by rotation to different constituencies of a municipality (Article 243T (4) (Sah, A. mir, Rasool, 2015)).

The Women's empowerment in agriculture index (WEAI) is a survey-based index designed to measure the empowerment, agency and inclusion of women in the agricultural sector. The WEAI was initially developed in 2012 as a tool to reflect changes in women's empowerment that may result from the US government's feed the future initiative, which commissioned the development of the WEAI. However, the WEAI has also been used extensively since 2012 by a variety of organizations to assess the state of empowerment and gender parity in agriculture, to identify key areas in which empowerment needs to be

strengthened, and to track progress over time. The WEAI focuses on women's decision-making and access to resources in multiple domains of agriculture. These would differ based on the type of agriculture activities that a household is participating in -for example, crop cultivation or livestock management as well as the nature of those agricultural activities. We would expect empowerment levels to differ as the nature of agricultural activities changes. The WEAI has been studied with respect to nutritional outcomes in Nepal and food security outcomes in Bangladesh. However, although these studies account for production diversity and area of cultivable land, respectively, the existing literature has not accounted for the market orientation of farm production. Two households with the same production diversity or the same area of cultivable land can reflect two very different resources base situations in terms of access to, and decision-making about, producing the same number of crops, the market orientation of those crops can differ based on land ownership, area under cultivation, access to irrigation, and other factors.

The WEAI is a significant innovation in its field and aims to increase understanding of the connections between women's empowerment, food security and agricultural growth. WEAI is a composite measurement tool that indicates women's control over critical parts of their lives in the household, community and economy. It allows us to identify women who are disempowered and understand how to increase autonomy and decision making in key domains. It is also a useful tool for tracking progress toward gender equality, which is one of the development goals. This was developed to track the change in women's empowerment levels that occurs as a direct or indirect result of interventions under feed the future, the US government's global hunger and food security initiatives. Ultimately, the index will be used for performance monitoring and impact evaluations of feed the future programs.

#### **1.4 Various factors that determine women empowerment are discussed as below**

**1. Education:** Since our country is on its path towards a knowledge based society, women's education is of much importance unless the light of knowledge dawns in the women force of our country, we can never join the community of developed nations. So education, which is the most dynamic factor of development, is the only important tool for realizing empowerment and human resources development. The right to education is one of the most important means of empowering women with knowledge, skills and self confidence which are necessary to participate fully in the development process. It enables women to respond to opportunities to challenge their traditional roles and to change their life.

**2. Elimination of gender discrimination:** Gender discrimination in all spheres of activity should be checked. Women should be given due respect and status which they rightfully deserve in society to achieve their destiny. They should be provided opportunity to take active part in decision making at all levels and management processes for the achievement of the goal of empowerment.

**3. Steps for implementation of women development programme and various acts:** Action based training programme at village in vocational and entrepreneurship development programmers should be organized to make women self employed by increasing their efficiency and capabilities in decision making. Female feticide and infanticide should be checked by banning the sex determination of unborn child through the regulation and prevention of Misuse act 1994 and PNT ACT (pre-natal diagnostic techniques act) other enactments relating to marriage, dowry, divorce, abortion and moral protection or protection against sexual harassment should be implemented for the emancipation of women.

**4. Action for organization of awareness programmers:** National State level commissions for women, NGO task force for women and child development DWACRA ( development of women and children in rural areas ), ICDS programmers should undertake awareness, campaign about legal rights, women's rights, human rights, population education, environmental education, education about saving schemes, rehabilitation programmers with all sincerity and honesty.

**5. Change of attitude of women:** Women should realize that opportunities will not land in their hands. They should fight back to restore their dignified position in society. They should thrive hard to enforce their rights and establish due justice and equality in society. They should work hard for total elimination of illiteracy, poverty, dowry-ills and for effective implementation of all women related programmers and laws. Thus women have to empower themselves by becoming conscious of their oppression, showing initiative and seizing opportunities to change their status and women's empowerment is important for the development of the family, community and the nation

Since the late 1990s, strategies for tackling global poverty have begun to emphasize the importance of empowering marginalized people to advocate for their own change (Ashby et al., 2011). According to Pandya (2008), empowerment has become the key strategy for addressing many socio-economic problems as it initiates the process of obtaining the basic opportunities for marginalized people, either directly by the affected people, or through the

help of others who may not be marginalized but willing to share their own access to these opportunities. While the process of empowerment is applicable to both sexes, it is more relevant for women since their disempowerment is more pervasive as it cuts across class and other social distinctions, and is made more complicated by the fact that household and intra-familial relationships are a major source of women's powerlessness (Malhotra & Schuler, 2005).

In addition women empowerment is also considered as a means to achieve other important livelihood outcomes such as more income (e.g., cash), increased wellbeing (e.g., non-material goods, like self-esteem, health status, access to services, sense of inclusion), reduced vulnerability (e.g., better resilience through increases in asset status), improved food security (e.g., increase in financial capital to buy food) and a more sustainable use of natural resources (e.g., appropriate property rights), improvements in child nutritional status, and self-reliance. Mayoux (2006) argues that empowering women can also lead to other broader development outcomes, such as greater participation in local government processes, rural development and overall poverty reduction. According to World Bank (2001) empowerment gives individuals or groups capabilities to make purposive choices and to transform those choices into desired actions and outcomes. Therefore, the ultimate goal of empowering the poor is for them to achieve their desired livelihood outcomes.

### **1.5 Need of the study**

Women play a vital role in the social, economic and political set up of any nation. Women play roles as housewife and play role in different activities like making food, producing agricultural crops, collecting water, caring for family and maintain their homes. Women have been working always and everywhere in each society of the world since the beginning of human civilization. Women are vital part of our society yet they have always been treated less than men. In this man dominated society, there are a lot of difficulties faced by women. They receive small share of development opportunities, they are often deprived of educational opportunities, better jobs, and political system or of adequate health care facilities. They are not fully empowered and most of the women are unaware of their rights. The empowerment of women is essential as their thoughts and their value system lead to a development of a good family, good society and ultimately a good nation. Despite the fact that women contribute 60 to 80 per cent of the work in horticulture and agriculture, their association in choice of appropriate products and selection of inventive and great

administration rehearses, is low. With the changing world and growing need of making women aware of their rights, the need for empowering the women has been felt. In the present study need has been felt to assess the empowerment of women in agriculture in general and to the decision making ability in particular.

### **1.6 Objectives of the study**

The present study has been conducted with the following objectives:

1. To assess the level of women empowerment in agriculture.
2. To study the difference in level of empowerment with respect to demographic variables.

## REVIEW OF LITERATURE

A literature review is an evaluative report of information found in the literature related to selected area of study. The review describes, summarizes, evaluates and clarifies the literature. It gives a theoretical base for the research and helps to determine the nature of research. In the present study following research studies have been reviewed:

**Beegle et al., (1998)** studied the impact of women's characteristics on pre-natal care and on the incidence of delivery at hospital. The author collected the data from Indonesia and involved about 2000 couples. The author found that Individual assets, education and social status of the women have been considered as indicator of her empowerment. This empirical study has revealed that volume of individual assets, level of education and social status of the women increases the probability of getting pre-natal and delivery care of the women in Indonesia.

**Quisumbing et al., (2000)** conducted study to estimate the impact of wife's and husband's empowerment captured by assets at marriage and current assets on expenditure shares of food, clothing and children's education. This study is based on the survey of 826 households residing in 47 villages in three sites in Bangladesh. The findings showed that wife's assets have more effect on the share of expenditure on children's and education.

**Maldonado et al., (2003)** highlighted the role of microfinance program along with women's empowerment and other individual and household characteristics on the child education decision of rural households in Bolivia. The authors formulated a theoretical model of utility and applied the count model to estimate the education gap of rural child. This study noted that microfinance program and women's empowerment significantly reduce the education gap of the children in rural areas in Bolivia. It was concluded that age, the position of child compared to siblings, household land holdings and poverty index have significant impact on education gap.

**Ahmed et al., (2006)** have examined the effect of physical violence during pregnancy on prenatal and early-childhood mortality. For this purpose they have collected data from 2199 women in Uttar Pradesh, India and have used proportions, logistic regression model, hazards model to examine the risks for prenatal, neonatal, post-neonatal and early-childhood (aged 1-3 years) mortality by mother's exposure to domestic violence. They found that 18 of

sample women experienced domestic violence during their last pregnancy. After adjusting other risk factors, they found that mothers who had experienced domestic violence had higher risks for prenatal and neonatal mortality than the mothers who had not experienced violence. They found no significant associations between domestic violence and either post-neonatal or early-childhood mortality.

**Verma (2009)** has tried to conceptualize the concepts, needs and context of whole issue of empowerment and has reviewed the different approaches of empowerment of women. The author defined empowerment as a process of gaining or accessing control over self and the resources as well as the ideology which determine power relationships. According to author empowerment may help the women to participate more effectively at different socio-political forum. This study suggests the suitable strategy for empowering women in true sense and has presented a critical assessment of the existing alternative approaches and strategies for women's development, emancipation and empowerment. The study concluded that for empowering women we need the full participation of the people who are already empowered in the formulation, implementation and evaluation of the action strategies.

**Yemisi *et al.*, (2009)** conducted a study on gender issues in agriculture and rural development. Further the authors examined the role of women's in agriculture and civil societies, programmers, NGO's societies on empowering women. The data had been collected in Kaduna state of Nigeria. The authors particularly investigated the factors which influence the participation of women's in decision making process in farm management. The study found that the women's participation in decision making was quite minimal. The findings reported that there are number of barriers in agriculture such as women participation, decision making regarding farm management, women education, customs, beliefs, women's economic time burdens, etc. The study concluded that the contribution made by women to agricultural production and rural development is grossly underappreciated in spite of the dominant role women play in the sector.

**Sharma (2014)** examined the role of women in agriculture in different states of India. The author found that woman obtained 6.6 more output on an average level of inputs than men and the output per acre was slightly higher for female headed households whereas the male headed households had a higher profit per acre and higher net profit per acre despite the greater value of the farming equipments they owned. The study showed that rural women are

subjected to some hindrances, which impose limitations on their potential to play their role effectively.

**Ghosh (2014)** analyzed women participation in Indian agriculture and studied the trend of women participation in agriculture as cultivator and agricultural labors in Indian states. The author found that women participation in agriculture is increasing with time and women are now acknowledged with the status of agricultural workers. The author concluded that various policies and initiatives of the government have helped in women empowerment in agriculture.

**Sarbani et al., (2014)** conducted a study to find out the relationship between women's empowerment in agriculture and three measures of food security in rural, per capita calorie availability, household dietary diversity and adult Body Mass Index (BMI). This data was collected from 3 countries i.e. Bangladesh, Guatemala and Uganda during 2011-12. The study showed that the proportion of women in the agriculture labor force has increased from less than 20 per cent to 33.6 per cent of the total. The authors concluded that WEAI can be used not only to assess the extent of women's empowerment in agriculture, but also to identify areas where the gaps in empowerments are greatest.

**Stanley et al., (2015)** studied the impact of women's empowerment in agriculture on household vulnerability to food insecurity and the study is done in Kwazulu-natal province of Northwest. The study has been conducted on 300 randomly selected female heads-of-households. The findings showed that female heads-of-households who are young, educated with vocational skills as well as those who are psychologically empowered are less likely to rely on farm and off farm rural activities because they perceive such manual activities are jobs suitable for the low social class groups. Thus empowering women through various capabilities requires that these also be economic opportunities in an area for women to lead independent lives.

**Logeswari and thiruchenduran (2016)** studied the role of empowerment of women farmers in agricultural development. The authors found that rural women participate in a broad range of agricultural activities and contribute 60 to 80 of labor in agriculture and animal husbandry. The study further reported that the involvement of women in selection of suitable crops and adaption of good management practices is very low. The author found that

the reasons are lack of authority, gender discrimination, farm women problem etc. The study suggested that women empowerment in agriculture should be the main priority.

**Thiruchenduran *et al.*, (2016)** conducted the study on the major reason behind the lack of authority in decision making in agricultural land production, gender discrimination in the land, lack of awareness about the new technologies in agriculture and the poor access to female extension professionals for consultation about their farm lands. The authors have referred the data according to 1991 census in which the male cultivars has increased in the country by 11.67 per cent from 76 in 1981 85.6 million in 1991. The female cultivars however have increased at much faster of 45.23 per cent from 14.8 million in 1981 to 36.45 per cent. About 60 per cent of agricultural operations are handled exclusively by women. This study reported that women are the backbone of agricultural workforce but worldwide her handwork has mostly been unpaid. Mostly the rural Indian women are extensively involved in agricultural activity. This empowerment initiates a global level support for humanists thinking. Women enlightenment will change the face of rural India.

**Satsangi (2017)** assessed the study on Indian women involved in agricultural activities and in agricultural production system. The main objective of this study is to examine the role of women in selected states as well as problems faced by them in agriculture sector and to understand the present status of agriculture industry in BIMRAU statue. The studies revealed that most of the women participate in agriculture work as unpaid subsistence labor. The study has reported that according to united nation human development report only 32.8 per cent of Indian women formally participate in the labor force, a rate that has remained steady since 200 per cent statistics where as men constitute 81.1 per cent. The study concluded that the training should be imparted to create awareness, generate interest, motivate, learning, impart knowledge, change attitude and generate skills.

**Gupta *et al.*, (2017)** study the relationship between the women's empowerment in agriculture and market orientation of farm production in India. The author used data on 1920 adults from 960 household in the Chandrapur District of Maharashtra and classified the households into three groups i.e. landless, food cropping and cash cropping that reflects increasing degrees of market orientation. The authors also found that women are disempowered in two major domains of agriculture resources and leadership. The result of the study shows that empowerment levels were significantly higher for women belonging to cash-cropping households, followed by food cropping and landless households.

**Gracious (2018)** conducted study on women empowerment in agriculture and assessed the relationship of empowerment and productivity of maize crop. The present study has been conducted in Western Kenya. The study is measured by using indicators derived from the abbreviated version of the women's empowerment in agricultural index. The study is based on data set of 707 maize farm households. The findings of the study showed that woman empowerment in agriculture increase the maize productivity in Western Kenya. The result of the study showed that women empowerment contributes not only in reducing the gender gap in agriculture productivity but also to improve the farm managed by women.

**Diiro *et al.*, (2018)** conducted a study on relationship between maize productivity in western Kenya and women's empowerment in agriculture. The data for the study was collected from western Kenya. The study showed that women were most likely to achieve adequacy in asset ownership, access to and decision on credit and control over use of income. The result of the study showed that an increase in women's overall empowerment score significantly improve maize yield, suggesting the importance of improving women's empowerment in Kenya agriculture to reduce food insecurity and poverty.

## **RESEARCH METHODOLOGY**

Research Methodology is a systematic, theoretical analysis of the procedures applied to a field of study. Methodology involves procedures of describing, explaining, and predicting phenomena so as to solve a problem; it is the 'how'; the process, or techniques of conducting research, (Kothari, 2004). The research methodology for the present study has been discussed as under.

### **Area of the study**

The present study has been conducted in village Kangoo in Hamirpur district of Himachal Pradesh.

### **Population of the study**

The population of present study is women of village Kangoo in Hamirpur district of Himachal Pradesh.

### **Sampling Technique**

Sampling is the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole populations. It is also defined as the part of an aggregate or totality based on which an inference about the aggregate or totality is made (Kothari, 2004). The sampling technique used in the present study is convenience sampling. In convenient sampling, the choice of sample is left completely to the convenience of the investigator (Kothari 2005). According to (Salkinds, 2010) convenience sampling is a type of non-probability sampling that focuses on a sample that is easy to assess and available.

### **Sample size**

Sample size may as well lay down the number of items to be included in the sample that is the size of the sample (Kothari, 2011). The sample size of the present study has been 121.

### **Data Collection**

Data collection is a process of collecting data for the research purpose using both primary and secondary sources. The task of data collection begins after a research problem

has been defined (Kothari, 2004). The data in the present study has been collected through primary and secondary sources.

### **Primary Data**

Primary data are those which are collected fresh and for the first time and thus happen to be original in character. The primary data in the present study has been collected through questionnaire.

### **Questionnaire**

The questionnaire in the present study has been divided into four parts. Part 1 of the questionnaire describes the personal details of the women (name, current designation, gender, age, marital status, qualification, experience, income monthly). Part 2 consists of statements to assess the level of women empowerment. Part 3 of the questionnaire has been designed to assess the empowerment of women regarding decision making ability in agriculture.

### **Secondary Data**

Secondary data on the other hand are those which have already been collected by someone else and which have already been passed through the statistical process. The secondary data for the present study has been collected through the research works, newspaper, survey, websites, journals, books, etc.

### **Data Analysis**

The data of the present study has been analysed through statistical and mathematical tools i.e. percentage analysis, mean, standard deviation, one-way analysis of variance (ANOVA) and independent t-test.

### **Percentage analysis**

Percentage method refers to special kind of ratio which is used in making comparison between two or more series of data. The formula used for percentage method is:

$$P=X/Y*100$$

Where:

X=number of respondents falling in specific category to be measured.

Y=total number of respondents.

## Mean

The arithmetic mean has been applied to study the opinion of sample respondents on 5 scale for different statements'. The arithmetic mean has been calculated by assigning numerical value to the quantitative statements. These values has been assigned for the qualitative respondents as one for highly dissatisfied, two for slightly dissatisfied, three for neutral, four for satisfied and five for highly satisfied.

$$\bar{X} = \frac{\sum X}{N}$$

Where

$\bar{X}$  = Arithmetic Mean

$\sum X$  = Sum of the value of observations on the variables

N = Number of observations.

## Standard Deviation

The standard deviation concept was used by Karl Pearson in 1823. The standard deviation measures the absolute dispersion (or variability of distribution; the greater the amount of dispersion or variability), the greater the standard deviation, the greater will be the magnitude of the deviation of the values from their mean. A small standard deviation means a high degree of uniformity of the observation as well as homogeneity of the series; a larger standard deviation means just the opposite. The formula used for standard deviation is;

$$(S.D) = \sqrt{\frac{\sum x^2}{N}}$$

Where

$x$  = (X -  $\bar{X}$ )

N = number of observations

## One-way Analysis of variance (ANOVA)

The study also required ANOVA test. One-way ANOVA is used in order to test the null hypothesis that several population means are equal. Based on the result of several independent samples. The test variable is measured on interval (for example age) and is grouped by a variable that can be measured on a nominal or discrete ordinal scale. Select the dependent sample variable and specify the factor to define the different groups. Move more than one variable into the dependent list to test all of them. ANOVA the variation (sum of

squares), the degree of freedom (df), and the variance (Mean Square) are given for within and between the groups, as well as the (F) value and the significance of the F (Sig.) indicates whether the null hypothesis – the population means are all equal- has to be rejected or not.

Formula of One-way ANOVA is:

1. Correction factor =  $(\text{grand total})^2 / \text{No. of Observations}$
2. Total sum of squares = sum of n terms + sum of m items  $y^2$ - correction factor
3. Treatment of sum of squares = sum (Treatment of all items / No. of repetitions)- Correction factor

Errors sum of square = Total sum of squares – Treatment sum of squares.

### **Independent t-test**

The independent t-test, also called the two sample t-test, independent-sample t-test or student's t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups. Null and alternative hypothesis for the independent t-test.

The null hypothesis for the independent t-test is that the population means from the two unrelated groups are equal:

$$H_0: u_1 = u_2$$

In most cases, we are looking to see if we can show that we can reject the null hypothesis and accept the alternative hypothesis, which is that population means are not equal:

$$H_A: u_1 \neq u_2$$

To do this, we need to set a significance level (also called alpha) that allows us to either reject or accept the alternative hypothesis.

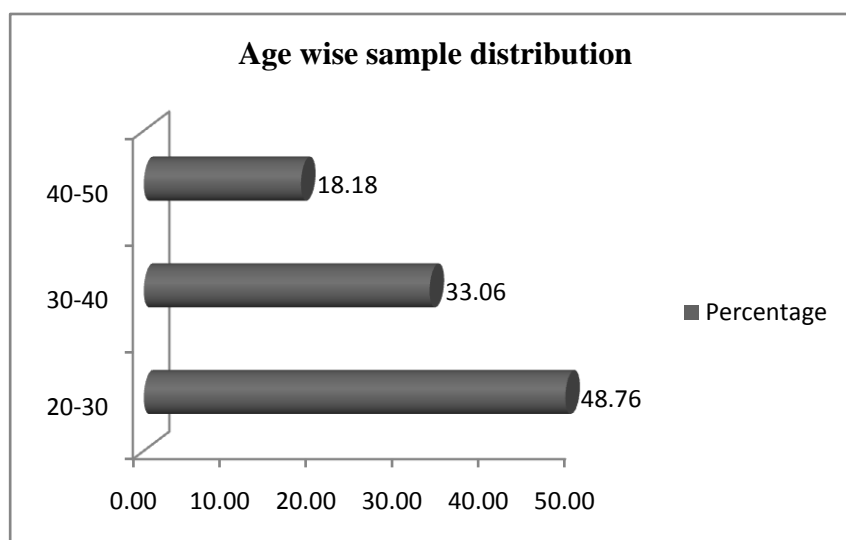
## RESULTS AND DISCUSSION

In present chapter, the opinion of the respondents on the women empowerment in agriculture has been analysed.. The sample profiles of the respondents have been examined. The findings have been discussed as below:

### 4.1 Sample profile

**Table 4.1.1 Age wise distribution of sample**

Age (yrs)	Frequency	Percentage
<b>20-30</b>	59	48.76
<b>30-40</b>	40	33.06
<b>40-50</b>	22	18.18
<b>Total</b>	<b>121</b>	<b>100</b>

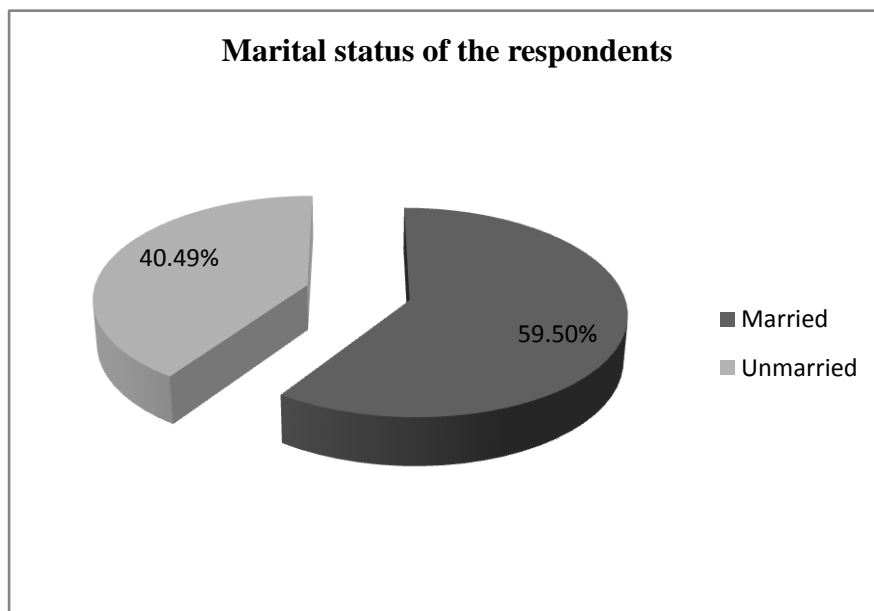


**Figure 1**

Table 4.1.1 displayed the data of the different age groups of the respondents. It is clear that out of 121 respondents, 48.76 per cent of respondents belong to (20- 30 yrs) age group, 33.06 per cent of the respondents belong to (30-40 yrs) age groups and rest of 18.18 per cent respondents belongs to age above 40 yrs. So it can be concluded that a large numbers of respondents belong to youngest age group.

**Table 4.1.2 Marital status of the respondents**

<b>Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Married</b>	72	59.51
<b>Unmarried</b>	49	40.49
<b>Total</b>	<b>121</b>	<b>100</b>

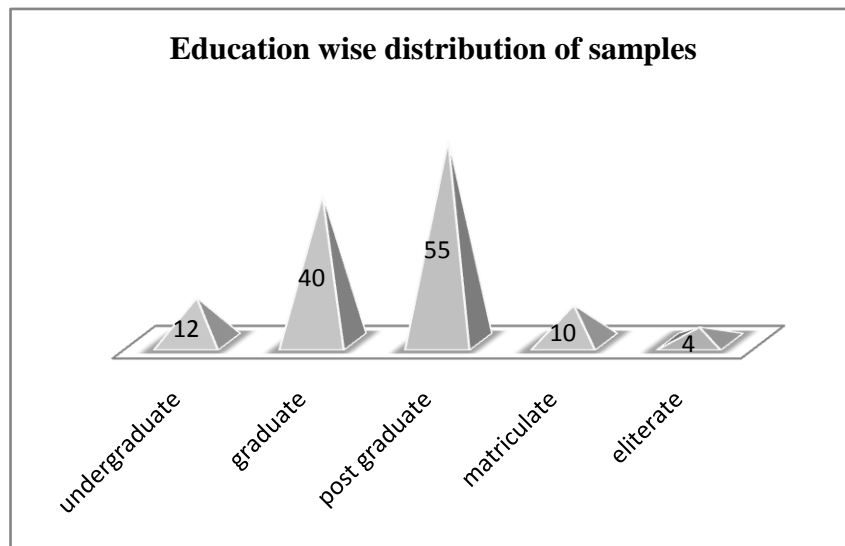


**Figure 2**

Table 4.1.2 showed the marital status of the respondents. It is clear from above table that out of 121 respondents, 59.50 per cent of respondents are married and 40.49 per cent of respondents are unmarried. Thus it can be said that majority of the respondents in present study are married

**Table 4.1.3 Educational status of the respondents**

<b>Educational status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Under graduate</b>	12	9.91
<b>Graduate</b>	40	33.05
<b>Post graduate</b>	55	45.45
<b>Matriculate</b>	10	8.26
<b>Illiterate</b>	4	3.33
<b>Total</b>	<b>121</b>	<b>100</b>



**Figure 3**

Table 4.1.3 examines the educational status of the respondents. From the above table, it clear that out of 121 respondents' 12 per cent of the respondents are under graduate, 40 per cent (%) of the respondents are graduated, 55 per cent (%) of the respondents are post graduate, 10 per cent (%) of the respondents are matriculate and rest 4 per cent (%) of the respondents are illiterate. Thus majority of the respondents in present study are post graduate.

## 4.2 Assessment of women empowerment in agriculture

The empowerment of women in agriculture in general and with respect to decision making ability in particular has been assessed through five point Likert scale. The difference in women empowerment pertaining to demographic variables has also been examined. The findings are discussed below:

**Table 4.2.1 Percentage response and mean values on women empowerment in agriculture**

Statements	1	2	3	4	5	Mean	S.D.
I have self-esteem/I always feel that I am worth when I am with other	3 (2.5)	17 (14.1)	16 (13.2)	35 (28.9)	50 (41.3)	3.93	1.15
I always believe that I can accomplish specific goals I have set(i.e. self-efficacy)	4 (3.3)	5 (4.1)	22 (18.2)	59 (48.8)	31 (25.6)	3.88	.94
I interact and socialize well with people from different social groups	7 (5.8)	8 (6.6)	2 (20.7)	41 (33.9)	40 (33.1)	3.82	1.14
I believe that I can control events that affect my life/ carry out his or her intentions (personal control)	7 (5.8)	13 (10.7)	23 (19.0)	58 (47.9)	20 (16.5)	3.59	1.07
I also make decision on child-bearing and family planning	3 (2.5)	8 (6.6)	25 (20.7)	53 (43.8)	32 (26.4)	3.85	.972
I know my legal rights (i.e. guaranteed power/claims)	0 (0)	2 (1.7)	25 (20.7)	57 (47.1)	37 (30.6)	4.01	.76
I am able to exercise my rights over land (i.e. the rights to use)	15 (12.4)	10 (8.3)	29 (24.0)	38 (31.4)	29 (24.6)	3.46	1.28
I will be treated fairly by the police court case	5 (14.1)	6 (5.6)	28 (23.1)	49 (40.5)	33 (27.3)	3.82	1.02
I think I am not excluded from community activities	15 (3.3)	10 (6.6)	29 (21.5)	38 (39.7)	29 (28.9)	3.84	1.02
I am happy with the social customs and norms	5 (1.7)	6 (12.4)	28 (14.9)	49 (47.1)	29 (24.0)	3.79	0.99
I regularly meet with public officials or political representatives and also get involved in local development meetings	4 (3.3)	12 (9.9)	26 (21.5)	44 (36.4)	35 (28.9)	3.78	1.07

### **The values in the bracket are in per cent**

Table (4.2.1) showed the percentage response, mean values by the respondents corresponding to statements of women empowerment in agriculture. The findings revealed that majority of women i.e., 41.3 per cent strongly agree that they have self esteem while only 2.5 per cent of the respondents were found to strongly disagree with the same statement. It was also noted that maximum i.e., 33.9 per cent were found to strongly agree with feeling of self efficacy where as only 3.3 per cent of the respondents were found to strongly disagree with the same statement. It was also seen that 47.9 per cent of the respondents agree that they have personal control and 5.8 per cent of the respondents strongly disagree with this statement.

Further it can be seen that majority i.e., 43.8 per cent are able to make decisions on child – bearing and family planning while 2.5 per cent of the respondents strongly disagree. It was also seen that 47.1 per cent of the respondents are found to agree with the statement that they know their legal rights, 31.4 percent of the respondents agree with the statement that they are able to exercise their rights over land while lowest i.e., 8.3 per cent of the respondents were found to disagree, 40.4 per cent respondents agree that they will be treated fairly by the police and courts, 39.7 per cent of the respondents were found to agree that they are not excluded from community activities whereas 3.3 per cent of the respondents are noted to strongly disagree.

The results also showed that 47.1 per cent of the respondents agreed that they are happy with their social customs whereas 1.7 per cent of the respondents were found to disagree. The findings also reported that 36.4 percent of the respondents that they regularly meet with their public officials or political representatives and also involved in local development meetings while 3.3 per cent of the respondents are strongly disagree with this statement.

A further look at mean values showed that all respondents have been higher on mean values indicating higher agreement with the statements on the women empowerment. The highest mean values were noted for the statements, I know my legal rights guaranteed, power, claims i.e., (M=4.01) whereas the lowest mean value was noted for the statement, I am able to exercise my rights over land, the rights to use, alienate or exclude others from land i.e., (M=3.46).

**Table 4.2.2 Percentage response, mean values on statements pertaining to decision making ability of women in agriculture**

<b>STATEMENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>S.D.</b>
<b>I make decision concerning crop production</b>	3(2.5)	27(22.3 )	10(8.3 )	59(48.85)	22(18.2 )	3.58	1.10
<b>I am free to choose what to produce on my plot</b>	1(0.8 )	6(5.0 )	24(19.8 )	71(58.7 )	19(15.7 )	3.83	0.77
<b>I am involved in purchasing, sale and transfer of agricultural assets</b>	9(7.4 )	10(8.3 )	39(32.2 )	44(36.4 )	19(15.7 )	3.45	1.08
<b>I have access to and make my own decision on credit</b>	1(0.8 )	8(6.6 )	43(35.5 )	46(38.0 )	23(19.0 )	3.68	0.88
<b>I have control over use of household income</b>	3(2.5 )	9(7.4 )	36(29.8 )	51(42.1 )	22(18.2 )	3.66	0.94
<b>I am confident to speak in public</b>	10(8.3 )	18(14.9 )	58(47.9 )	35(28.9 )	18(16.2 )	3.98	0.88
<b>I am satisfied with the time available for leisure activities</b>	7(5.8 )	17(14.0 )	24(19.8 )	47(38.8 )	26(21.5 )	3.56	1.14
<b>My agricultural work is not affected by the workload in my domestic tasks</b>	5(4.1 )	8(6.6 )	47(38.8 )	50(41.3 )	11(9.1 )	3.45	0.90
<b>Customary laws do not govern my ability to acquire and use agricultural resources</b>	3(2.5 )	5(4.1 )	43(35.5 )	45(37.2 )	25(20.7 )	3.69	0.93

### **The values in the bracket are in per cent**

Table 4.2.2. showed the percentage response and mean values by the respondents corresponding to statements of decision making ability of women in agriculture. The findings revealed that majority of women i.e., 48.8 per cent agreed that they make decision concerning crop production while only 2.5 per cent strongly disagree with the same. It was also noted that 58.7 per cent of the respondent agreed that they are free to choose what to produce on their plot whereas only 0.8 per cent of the respondents strongly disagree.

Further it can be seen that 36.4 per cent of the respondents agree that they are involved in purchasing sale and transfer of agriculture assets while considerate 32.2 of the women were neutral in the statement, 38.0 of the respondent agree that they make their own decision on credit while 7.4 were found to strongly disagree. It was also found that 42 agree that they have control over use, 35.5 of women hence indicated can't say of household income and 2.5 are noted to strongly disagree. The findings revealed majority of the women i.e., 47.9 of the respondents can't say that they are confident to speak in public, 38.8 of the respondents were found to agree that they are satisfied with the time available for leisure activities and 5.8 of the respondents strongly disagreed.

The findings also reported that 41.3 of the respondents agree that their agriculture work is not affected by the workload in domestic tasks, 38.8 of the women were neutral on the statement while 4.1 of the respondents strongly disagree, 37.2 of the respondents agree that customary laws do not govern their ability to acquire and use agriculture resources while only 35.5 of the respondents have reflected "can't say" with this statement. The result showed that highest mean value is (M=3.98) for the statement, I am confident to speak in public while lowest mean value (M=3.45) noted for the statement, my agricultural work is not affected by the workload in my domestic tasks.

**Table 4.2.3 Mean difference analysis of components of women empowerment in agriculture with respect to age**

Components of empowerment	20-30 years		30-40 years		40-50 years		F
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
<b>I have Self-esteem/I always feel I am worth when I am with other</b>	3.92	1.2	4.15	0.92	3.55	1.34	1.97
<b>I always believe that I can accomplish specific goals I have set (i.e. Self-efficacy)</b>	3.93	0.83	4.08	0.98	3.45	1.20	3.26**
<b>I interact and socialize well with people from different social groups</b>	3.9	1.08	3.73	1.11	3.77	1.24	0.29
<b>I believe that I can control events that affect my life/carry out his or her intentions (Personal-control)</b>	3.61	1.04	3.48	1.14	3.73	1.08	0.41
<b>I also make decision on child bearing and family planning</b>	3.75	0.96	3.88	0.89	4.09	1.16	1.02
<b>I know my legal rights (i.e., guaranteed power/claims)</b>	4.05	0.78	4.10	0.71	4.05	0.81	0.05
<b>I am able to exercise my rights over land (i.e. the rights to use)</b>	3.73	1.07	3.48	1.29	2.73	1.58	5.21*
<b>I will be treated fairly by the police court case</b>	3.8	0.89	3.83	1.22	3.86	1.04	0.03
<b>I think I am not excluded from community activities</b>	3.88	1.09	3.98	1.01	3.50	0.86	1.62
<b>I am happy with the social customs and norms</b>	3.86	0.96	3.75	1.01	3.68	1.13	0.32
<b>I regularly meet with public officials or political representatives and also get involved in local development meetings</b>	3.63	0.99	4.10	1.04	3.59	1.21	2.78

\*P<0.01, \*\*p<0.05

Table 4.2.3 showed the differences on women empowerment in agriculture pertaining to age. The findings revealed that women from age group (20-30 years) have higher mean value on statement guaranteed power (M=4.05) whereas the lowest mean value was found to be on statement political involvement (M=3.63). The study also showed that the highest mean value from age group (30-40 years) is (M=4.15) on statement self esteem whereas the lowest mean value for the same group was found to be on statements personal control and right to use (M=3.48). It was also noticed that women belonging to age group (40-50 years) have higher mean value on statement family planning (M=4.09) whereas the lowest mean value has been found to be on statement right to use (M=2.73). The study revealed that the mean difference was found to be significant for self efficacy with (F=3.26, p< 0.05) and right to use with (F=5.21, p<0.01).

**Table 4.2.4 Mean difference analysis of women empowerment on decision making ability in agriculture with respect to age**

Component of empowerment	20-30 years		30-40 years		40-50 years		F
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
I make decision concerning crop production	3.64	1.01	3.60	1.06	3.36	1.22	0.52
I am free to choose what to produce on my plot	3.81	0.71	3.98	0.84	3.64	0.85	1.39
I am involved in purchasing, sale and transfer of agricultural assets	3.37	0.99	3.60	1.06	3.45	1.13	0.59
I have access to and make my own decision on credit	3.56	0.71	3.80	0.97	3.77	0.98	1.03
I have control over use of household income	3.58	0.75	3.90	1.09	3.45	1.11	2.07
I am confident to speak in public	3.95	0.81	3.93	0.83	4.14	0.95	0.45
I am satisfied with the time available for leisure activities	3.41	1.11	3.90	1.28	3.36	0.91	2.68
My agricultural work is not affected by the workload in my domestic tasks	3.34	0.87	3.73	0.78	3.23	1.12	3.07**
Customary laws do not govern my ability to acquire and use of agricultural resources	3.66	0.85	3.88	1.14	3.45	0.68	1.53

\*P<0.01, \*\*p<0.05

Table 4.2.4 showed the differences on decision making ability of women in agriculture pertaining to age. The findings revealed that youngest group of women 30-40 years have highest mean value on the component confident (M=3.95) and lowest on domestic tasks (M=3.34) while women belonging to age group (30-40years) have been noted to be highest on freedom to choose (M=3.98) and lowest on decision making and involvement with similar mean values (M=3.60). The oldest group was found to highest on statement confident (M=4.14) and lowest was found to be on statement use of resources (M=0.68). The mean difference among different age groups have been found to be significant for the domestic task (F=3.07; p<0.05).

**Table 4.2.5 Mean difference on components of women empowerment in agriculture with respect to marital status**

Component of empowerment	Married		Unmarried		t
	Mean	S.D.	Mean	S.D.	
<b>I have Self-esteem/I always feel I am worth when I am with other</b>	3.96	1.14	3.88	1.21	0.37
<b>I always believe that I can accomplish specific goals I have set (i.e. Self-efficacy)</b>	3.93	1.02	3.84	0.86	0.53
<b>I interact and socialize well with people from different social groups</b>	3.75	1.21	3.92	1.04	-0.79
<b>I believe that I can control events that affect my life/carry out his or her intentions (Personal-control)</b>	3.69	1.05	3.43	1.01	1.34
<b>I also make decision on child bearing and family planning</b>	4.00	0.92	3.63	1.02	2.06**
<b>I know my legal rights (i.e., guaranteed power/claims)</b>	4.14	0.73	3.96	0.78	1.27
<b>I am able to exercise my rights over land (i.e. the rights to use)</b>	3.50	1.36	3.41	1.19	0.38
<b>I will be treated fairly by the police court case</b>	3.76	1.01	3.90	0.92	-0.70
<b>I think I am not excluded from community activities</b>	3.94	0.95	3.69	1.13	1.32
<b>I am happy with the social customs and norms</b>	3.85	1.05	3.71	0.94	0.71
<b>I regularly meet with public officials or political representatives and also get involved in local development meetings</b>	3.96	1.01	3.51	1.01	2.28**

\*p<0.01, \*\*p<0.05

Table 4.2.5 showed the differences on women empowerment in agriculture pertaining to marital status. The finding of the study revealed that the married women have been found to be higher than the unmarried women on majority of the statements implying higher degree of feeling of empowerment the findings also showed that mean value by married women have been noted for guaranteed power (M =4.14) and lowest for the component right to use (M=3.50) however the unmarried women have been found to be highest on component guaranteed power (M=3.96) and lowest on right to use (M=3.41). The effect of marital status has been found to be significant for political involvement (t=2.28; p<0.05) and for family planning (t = 2.06; p<0.05).

**Table 4.2.6 Mean difference on components of women empowerment on decision making ability of women in agriculture with respect to marital status**

Component of empowerment	Married		Unmarried		t
	Mean	S.D.	Mean	S.D.	
<b>I make decision concerning crop production</b>	3.68	1.02	3.43	1.21	1.23
<b>I am free to choose what to produce on my plot</b>	3.9	0.81	3.73	0.74	1.16
<b>I am involved in purchasing, sale and transfer of agricultural assets</b>	3.63	1.12	3.18	0.91	2.22**
<b>I have access to and make my own decision on credit</b>	3.81	0.92	3.49	0.83	1.94**
<b>I have control over use of household income</b>	3.78	0.96	3.49	0.92	1.65
<b>I am confident to speak in public</b>	3.97	0.86	3.98	0.93	-0.04
<b>I am satisfied with the time available for leisure activities</b>	3.71	1.16	3.35	1.12	1.71
<b>My agricultural work is not affected by the workload in my domestic tasks</b>	3.56	0.89	3.29	0.92	1.62
<b>Customary laws do not govern my ability to acquire and use of agricultural resources</b>	3.78	1.03	3.57	0.77	1.20

\*p<0.01, \*\*p<0.05

Table 4.2.6 showed the differences on women empowerment in agriculture pertaining to marital status. The findings of the study revealed that the married women have been found to be higher than the unmarried women on majority of the statements implying higher degree of feeling of empowerment. The findings also showed that highest mean value by married women have been noted for statement confident (M=3.97) and the lowest mean value for the statement domestic tasks (M=3.56). Likewise the unmarried have been found to have highest mean value on statement confident (M=3.98) and lowest on involvement (M=3.18). The effect of marital status has been found to be significant for involvement (t=2.22; p<0.05) and for decision on credit (t= 1.94; p<0.05).

**Table no 4.2.7 Mean difference of components of women empowerment in agriculture with respect to education**

Component of empowerment	Undergraduate		Graduate		Post graduate		Matriculate		Illiterate		F
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
<b>I have Self-esteem/I always feel I am worth when I am with other</b>	4.00	1.20	3.90	1.29	3.89	1.03	4.00	1.24	4.20	1.55	0.11
<b>I always believe that I can accomplish specific goals I have set (i.e. Self-efficacy)</b>	3.92	0.66	3.80	1.06	3.98	0.82	3.90	0.99	3.50	1.91	0.38
<b>I interact and socialize well with people from different social groups</b>	4.08	1.16	3.60	1.21	3.98	1.08	3.90	0.87	2.70	1.25	1.74
<b>I believe that I can control events that affect my life/carry out his or her intentions (Personal-control)</b>	3.67	1.15	3.40	1.05	3.73	1.09	3.60	0.84	3.00	1.15	0.77
<b>I also make decision on child bearing and family planning</b>	3.92	0.79	3.80	1.06	3.98	0.85	3.60	0.96	3.00	1.82	1.23
<b>I know my legal rights (i.e., guaranteed power/claims)</b>	4.08	1.08	4.00	0.75	4.04	0.69	4.50	0.52	4.00	1.15	0.91
<b>I am able to exercise my rights over land (i.e. the rights to use)</b>	3.67	0.88	3.30	1.27	3.69	1.18	3.00	1.56	1.00	0	4.81**
<b>I will be treated fairly by the police court case</b>	3.83	0.83	3.70	1.17	3.89	0.87	4.00	0.94	3.20	2.06	0.53
<b>I think I am not excluded from community activities</b>	3.67	1.07	3.70	1.11	4.05	0.95	3.90	0.73	2.70	0.95	2.08
<b>I am happy with the social customs and norms</b>	4.25	0.86	3.60	1.04	3.84	0.95	3.80	1.03	3.00	1.15	1.44
<b>I regularly meet with public officials or political representatives and also get involved in local development meetings</b>	3.92	0.79	3.80	1.05	3.75	1.14	3.90	0.87	3.00	1.63	0.62

**p<0.01, \*\*p<0.05**

Table 4.2.7 showed the difference on women empowerment in agriculture pertaining to education. The findings revealed that the highest mean value by the undergraduate have been on the statement social customs (M=4.25) whereas lowest mean value by the undergraduate have been on the statement personal control, right to use and community activities (M=3.67). Similarly the findings showed the highest mean value by graduate respondents is for the component guaranteed power (M=4.00) and the lowest mean value is (M=3.30) for the same statement right to use. By the post graduate respondents highest mean value is for the component community activities (M=4.05)

Whereas the lowest mean value have been noted for the statement right to use (M=3.69). The matriculate have been found to be highest on statement guaranteed power (M=4.50) and lowest on the statement right to use (M=3.00). The study also found that the illiterate group have emerged to be highest on statement self esteem (M=4.20) and lowest value on statement right to use (M=1.00). The effect of education on mean difference pertaining to the components of women empowerment has been found to be significant for right to use (F=4.81;  $p < 0.05$ ).

**Table 4.2.8 Mean difference on components of women empowerment on decision making ability in agriculture with respect to education**

Components of empowerment	Undergraduate		Graduate		Post graduate		Matriculate		Illiterate		F
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
<b>I make decision concerning crop production</b>	3.50	1.00	3.58	1.03	3.67	1.10	3.60	1.43	2.50	1.00	1.07
<b>I am free to choose what to produce on my plot</b>	4.00	0.60	3.83	0.81	3.82	0.77	4.00	0.66	3.20	1.25	0.81
<b>I am involved in purchasing, sale and transfer of agricultural assets</b>	3.00	1.27	3.60	1.08	3.49	1.05	3.60	0.51	32.2	1.50	2.05
<b>I have access to and make my own decision on credit</b>	3.67	0.88	3.45	0.81	3.85	0.87	3.90	1.10	3.00	0.81	2.01*
<b>I have control over use of household income</b>	3.92	0.28	3.60	0.92	3.73	0.97	3.80	1.03	2.25	0.95	2.76**
<b>I am confident to speak in public</b>	4.17	0.93	3.93	0.85	4.05	0.87	3.60	0.69	3.75	1.50	0.80
<b>I am satisfied with the time available for leisure activities</b>	3.08	0.99	3.65	1.12	3.6	1.13	3.60	1.50	3.50	1.29	0.59
<b>My agricultural work is not affected by the workload in my domestic tasks</b>	3.33	0.98	3.30	0.85	3.55	0.89	3.90	0.73	2.75	1.25	1.74
<b>Customary laws do not govern my ability to acquire and use of agricultural resources</b>	3.5	0.79	3.53	1.08	3.82	0.86	4.00	0.81	3.50	0.57	1.02

\*p<0.01, \*\*p<0.05

Table 4.2.8 showed the difference on women empowerment in agriculture pertaining to education. The findings revealed that the highest mean value by the undergraduate have been on the statement confident (M=4.17) whereas the lowest mean value by the undergraduate is involvement (M=3.00). Similarly the study revealed that the highest mean value from graduate respondents belongs to the statement confident similar with undergraduate respondents (M=3.93) and the lowest mean value is (M=3.3) for the statement domestic tasks.

It was also noted that the highest mean value by the post graduate have been to the statement confident same like undergraduate and graduate respondents (M=4.05) whereas the lowest mean value belongs to statement involvement (M=3.49).The matriculate having the highest mean value on statements use of resources and freedom to choose (M=4.00) and lowest mean value on the statements decision making, involvement, confident and leisure activities (M=3.6). The study also found that the illiterate group having the highest value belongs to statement involvement (M=32.2) and lowest value belongs to statement control over income (M=2.25). The effect of education has been found to be significant for control over income ( $F=2.76$ ;  $p<0.05$ ) and ( $F=2.01$ ;  $p<0.05$ ).

## **Conclusions and Suggestions**

In the present chapter, findings that emerged from data analysis and interpretation has been discussed and important conclusions have been drawn. Further suggestions which have emerged in the present study were given. The findings and conclusion of the study are discussed below.

### **Findings and conclusions**

The findings showed that the majority of the women were youngest, unmarried and postgraduate.

The findings revealed that all the respondents have been higher on mean values indicating higher agreement with the statements on the women empowerment. The highest mean value was noted for the statements, I know my legal rights, power and claim. Thus it can be said that the women feel empowered they are well aware of their rights, they have higher self esteem, higher self efficacy, they freely socialize and interact with the people.

The findings indicated that women have obtained higher mean values on the statements corresponding to the decision making ability of women in agriculture. This shows that the women are able to take decisions on many aspects related to agriculture. It was also noted that the highest mean value was for the statement ‘I am confident to speak in public’ while lowest mean value for the statement my agricultural work is not affected by the workload in my domestic tasks. It can be said that women are confident to speak in public forum and the however lower mean value shows that they may have slighter lesser agreement that workload does not affect their daily routine and tasks they need to perform.

The findings revealed that women belonging to age group (20-30 years) have been highest on statement “guaranteed power” and lowest on statement political involvement. Similarly women belonging to age group (30-40 years) have been highest on statement “I have self esteem and lowest on statement right to use and personal control. It was also found that women belonging to age group (40-50 years) have been highest on statement “family planning” and lowest on statement right to use. The mean difference analysis of women empowerment with respect to age is found to be significant for self efficacy and right to use.

The findings also revealed that women empowerment on decision making belonging to age group (20-30 years) have been higher on statement “confident” and lowest on statement domestic tasks. Similarly women belonging to age group (30-40years) have been highest on statement “freedom to choose “and lowest on decision making and involvement of women in agriculture. It was also found that women belonging to age group (40-50years) have been highest on decision on credit and lowest on domestic tasks. Similarly the mean difference among different age groups has been found to be significant for the domestic tasks.

The findings indicated that both married and unmarried women have been found to be highest on component guaranteed power and lowest on right to use. The effect of marital status has been found to be significant for political involvement and for family planning.

The findings also showed that highest mean value by married women have been noted for statement confident and the lowest mean value for the statement domestic tasks. Likewise the unmarried have been found to have highest mean value on statement confident and lowest on involvement. The effect of marital status has been found to be significant for involvement and for decision on credit.

The matriculate has been found to be highest on statement guaranteed power and lowest on the statement right to use. The study also found that the illiterate group has emerged to be highest on statement self esteem and lowest value on statement right to use. The effect of education on mean difference pertaining to the components of women empowerment has been found to be significant for right to use.

The findings on the decision making ability of women in agriculture showed that matriculate have the highest mean value on statements use of resources and freedom to choose and lowest mean value on the statements decision making, involvement, confident and leisure activities. The study also found that the illiterate group have highest mean value for the statement involvement and lowest mean value to statement control over income. The effect of education has been found to be significant for control over income.

## **Suggestions**

Since the women play an important role in agriculture and most of the important decisions are taken by the women concerning crop production, choose what to produce on the plot, purchasing, sales and transfer of agricultural assets on agriculture, thus it is that suggested that women should always believe that they can accomplish specific goals i.e., self

efficacy, more interacting and socialize with people from different social groups. It is also suggested that women should make decision concerning crop production, more confident to speak in public.

- The result of the study also suggested that women should know their legal rights over land and know that customary laws do not govern their ability to acquire and use agricultural resources. It is also suggested that women should be fairly treated by the police and courts in any given moment or any court case.
- Results indicate that women are aware about their rights and power but still in current scenario women are not participated in managing the income related matters. Study suggested women should move forward to make decisions and use of income or profit they are earning.
- It was found that married women are less involved in political interference and in family planning. The current study suggested that our society should change their mind set and perceptions in women involvement in family planning and political interference.

## Literature Cited

- Aktar S, Ahmad S, Yousaf H, Zafar A and Raza AQ. 2006. Role of women in social and agricultural decision making in the rural areas of the Southern Punjab. *SSRG International Journal of Humanities and Social Sciences* **5(5)**:34-38.
- Agarwal, Bina. 1992. The Gender and Environment Debate: Lessons from India. *Feminist Studies* **18(1)**:119-157.
- Satsangi Anisha 2017. Analysis of women empowerment with reference to agriculture industry in India. *Indian Journal of Applied Research* **7(1)**:708-712.
- Quisumbing A.R and muluccio J.A. 2000. Resources at marriage and intrahousehold allocation: evidence from Bangladesh. *Oxford Bulletin of Economics and Statistics* **65(3)**:283-327.
- Ghosh Gitanjali 2018. De constructing inheritance rights of women under santhal customary laws vis avis hindu succession act. *International Journal of Legal Studies and Research* **3(1)**:58-72.
- Mahmuda Hoque and Yoshihito Itohara 2008. Participation and Decision-Making Role of Rural Women in Economic Activities: A Comparative Study for Members and Non Members of the Micro-Credit Organizations in Bangladesh. *Journal of Social Sciences* **4 (3)**:229-236.
- Chayal, K., Dhaka, B.L., Poonia, M.K., Tyagi, S.V.S and Verma, S.R. 2012. Involvement of farm women in decision making in agriculture. *Kamla-Raj Publications* **7(1)**:35-37.
- Singh, B and Srivastava, S. 2011. Gender differentials in performance of farm and non-farm activities. *Indian Research Journal of Extension Education* **2(1)**:29-32.
- Tsegaye, D., Dessalegn, T., Yimam, A and Minilek, K. 2012. Extent of rural women participation and decision making in seed production activities. *Global Advanced Research Journal of Agricultural Science* **1(7)**:186-190.
- Diirro and Gracious M. 2015. The role of gender in fertilizer adoption in Uganda. *African Journal of Agricultural and Resources Economics* **10(2)**:1-14.
- Logeswari and Thiruchenduran 2016. Empowerment of women farmers for agricultural development. *Imperial Journal of Interdisciplinary Research* **2(8)**:990-992.
- Patel A. 2012. Empowering women in agriculture. *Yojana*.19-22.
- Ghosh m and Ghosh A.2014. Analysis of women participation in agriculture. *Journal of Humanities and Social Science*.**19(5)**:1-6
- Khanday MI.Shah BA, Mir PA and Rasool P. 2015. Empowerment of women in India- Historical Perspective. *European Academic Rresearch* **2(11)**:14494-14505
- Gupta S, Pingali PL and Anderson PP.2017. Women's empowerment in Indian agriculture: does market orientation of farming systems matter. *The International Society for Plant Pathology* **9(6)**:1447-1463.

- Yemisi IO and Mukhtar AA.2009. Gender issues in agriculture rural development in Nigeria. *Humanity and Social Sciences Journal* **4(1)**:19-30.
- Sarboni 2014. Women's Empowerment in Agriculture: What Role for Food Security in Bangladesh?. *Elsevier* **61(C)**:11-52.

**Dr Y S Parmar University of Horticulture and Forestry  
Nauni, Solan HP) 173230**

**Department of Business Management**

**Title of the Project** : **The study of women empowerment in agriculture in village Kangoo, District Hamirpur Himachal Pradesh**  
**Name of the Student** : Shilpa Sharma  
**Admission Number** : H-2017-13-ABM  
**Major Advisor** : Dr. Yasmin Janjhua  
**Specialization 1** : Agricultural Marketing  
**Specialization 2** : Farm Business Management  
**Degree Awarded** : ABM  
**Year of Award of Degree** : 2019  
**No. of Pages in Report** : 38+iv  
**No. of words in Abstract** : 181

**ABSTRACT**

Women make essential contributions to agriculture and rural economic activities in all developing countries. The present study has attempted to assess the women empowerment in agriculture in general and decision making ability of women in agriculture in particular. Further the study has assessed the difference on women empowerment with respect to demographic variables such as marital status, education. The data has been collected from a sample size 121 women of village Kangoo, District Hamirpur Himachal Pradesh. The findings showed that the level of women empowerment in agriculture in general and decision making ability has been noted to be higher. Further the effect of marital status on mean difference pertaining to the components of women empowerment has been noted to be significant for women political involvement and for family planning. The findings also showed that the effect of education on mean difference pertaining to the components of women empowerment has been noted to be significant for control over income. The current study suggested that our society should change their mind set and perceptions in women involvement in family planning and political interference.

**Signature of Major Advisor**

**Signature of Student**

**Countersigned**

**Professor and Head  
Department of Business Management  
Dr. Y S Parmar University of Horticulture and Forestry,  
Nauni- 173230, Solan H.P)**

## Questionnaire

Dear sir/madam

I am working on the project entitled “A study on women empowerment in agriculture in district Hamirpur”, as a part of ABM curriculum. Please read the following statements carefully and give your responses. I assure you that information provided by you will be used for academic and research purposes and will not be divulged. I shall be highly thankful to you for your cooperation.

### Part-1

#### Respondent profile:

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. Name (optional).....             | 6. Gender: Male/Female/Transgender |
| 2. Name of the organization - ----- | 7. Age: .....(yrs.)                |
| 3. Current designation:.....        | 8. Marital status.....             |
| 4. Educational qualification.....   | 9. Experience:.... (yrs.)          |
| 5. Income.....(monthly)             |                                    |

### Part-2

**Please respond to the following statements by putting tick on the boxes according to your level of agreement s per scale where, 1=strongly disagree (SDA), 2= disagree (DA), 3=can't say (CS), 4=agree (A), 5= strongly agree (SA).**

Statements	1	2	3	4	5
a) I have self-esteem/I always feel that I am worth when I am with other					
b) I always believe that I can accomplish specific goals I have set(i.e. self-efficacy)					
c) I intract and socialize well with people from different social groups					
d) I believe that I can control events that affect my life/ carry out his or her intentions (personal control)					
e) I also make decision on child-bearing and family planning					
f) I know my legal rights (i.e. guaranteed power/claims)					
g) I am able to exercise my rights over land (i.e. the rights to use, alienate or exclude others from land)					
h) I will be treated fairly by the police and courts in any given moment/court case					
i) I think I am not excluded from community activities					
j) I am happy with the social customs/norms in this area I live in					
k) I regularly meet with public officials or political representatives and also get involved in local development meetings					

### Part-3

Please respond to the following statements by putting tick on the boxes according to your level of agreement as per scale where, 1=strongly disagree (SDA), 2= disagree (DA), 3=can't say (CS), 4=agree (A), 5= strongly agree (SA).

STATEMENTS	1	2	3	4	5
a) I make decision concerning crop production					
b) I am free to choose what to produce on my plot					
c) I am involved in purchasing, sale and transfer of agricultural assets					
d) I have access to and make my own decision on credit					
e) I have control over use of household income					
f) I am confident to speak in public					
g) I am satisfied with the time available for leisure activities					
h) My agricultural work is not affected by the workload in my domestic tasks					
i) Customary laws do not govern my ability to acquire and use agricultural resources					

## CIRICULAM VITAE

**SHILPA SHARMA**

**D/O SH. KAMAL DEV SHARMA**

**ABM – FARM BUSINESS MANAGEMENT, MARKETING**

**Ph:** +91-8628877138

**Email:** shilpasharma123444@gmail.com, Hamirpur, Himachal Pradesh

### BRIEF OVERVIEW / CAREER OB

Creative, motivated and communications enthusiast with special focus to Marketing Industry. Strives to maintain a high standard of morale and uphold company's policies to make a positive contribution to the organization and society at large. To work with the team and lead them to attain organization objectives.

Power Point presentation    Data-Analysis-Using-Excel

Certificate/Degree	Grade	Board/University	Year
Matriculation	7.5	HP	2010
+2	7.6	HP	2012
B.Sc Biotechnology	6.04	Dr YS Parmar University of Horticulture and Forestry, Nauni	2013-2017
ABM	Perusing	Dr YS Parmar University of Horticulture and Forestry, Nauni	2017-2019

### TRAINING:

**Bhagat Bank of Solan**

May 14, 2018- July 22, 2018

**Key Skills:** Financial statement, Communication, Interaction.

**Date of Birth:** 20july, 1994

**Known Languages:** English, Hindi

**Permanent Address:** Village badhera  
Teh Nadaun District Hamirpur H.P