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Impact of home science training programme on farm women of district Ropar

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Abstract

The present study was conducted at Krishi Vigyan Kendra, Ropar, to assess the impact of Home Science training programmes. The results of study showed that majority of the trainees (88%) were satisfied with the training programmes as these were conducted according to their needs. The satisfaction percentage reported by trainees in the area of training, lab facilities and practical part was 78.4%, 69.6% and 81.6% respectively. The maximum number of trainees (81.6%) were satisfied with practical part of training whereas 45% of the respondents showed their satisfaction for theoretical part of trainings. It was also observed that most of the respondents (44.8%) were benefited from increased self-confidence, followed by more employment opportunities at home (20.8%), increased income (18.4%) and acquire new skills (12%). The number of beneficiaries at commercial level was very less (4%), this may be due to high initial cost and lack of Government aid and marketing problems of final products. Most of the respondents suggested that Krishi Vigyan Kendra should provide transportation facilities and should conduct educational tour of the trainees so as to teach practical problems in the field itself.

Introduction

A vast majority of India's population (70%) lives in rural areas and around 48 per cent of this population is of women (Anonymous 2004). Rural women of Punjab also play a pivotal role in number of activities at farm and home. They continue to perform their dual role as bread winner, and also as homemaker under great stress and strain. To improve the social, economical, psychological and health status of rural women and their families, Krishi Vigyan Kendras impart skill training through practical experience. In this direction Krishi Vigyan Kendra, Ropar also conducted training programmes on interior decoration, soft toys making, cutting and stitching of garments, value added household products, preservation of seasonal vegetables, hand embroidery and fabric painting for rural women to uplift their socio-economic status. The present study was undertaken to find out the impact of these trainings on their social and economic status, personal confidence and knowledge.

Material and Methods

The present study was conducted from December 2001 – December 2003 at KVK Ropar. Hundred twenty five trainees of different age groups having rural as well as urban background were selected from district Ropar. For the investigation of the study the interview schedule was developed to access the impart of training in respect of need base, area of training, lab facilities of training, theoretical part of training and practical part of training. A 3 point rating scale was also being taken to check out the clear results. The programmes were planned and organized either off campus or on campus mode. The duration of trainings is of two types, short duration (is of two to three days) and long duration (is of 21 days and more than 21 days up to one month). The number of rural trainees was less at campus because it was difficult for them to come to KVK due to family responsibilities or respondents were not in a position to spend bus fare daily to come to Krishi Vigyan Kendra especially for long duration. After conducting the training programmes, an evaluation was carried out to test the knowledge of participants. The results of the study depend upon the response of respondents. The long duration trainings were conducted on different topics like, interior decoration, soft toys making, cutting and stitching of garments, value added household products, and short duration trainings programme were conducted on different topics like preservation of seasonal fruits and vegetables, preparation of low cost recipes hand embroidery, fabric paintings and fuel energy management. Short duration trainings were conducted either on campus or off campus, but long duration trainings were conducted only on campus. The selection of the trainees was done randomly. The results of the

study were done by simple statistical methods i.e. percentage, averages.

Results and Discussion

The results of different training programmes conducted at Krishi Vigyan Kendra, Ropar are presented in Table-1. It was observed that among the short duration training programmes, maximum trainings were conducted in the discipline of Food & Nutrition. This is due to the fact that most of the rural women are less aware about the nutritional quality of food, its value addition, preservation and low cost recipes i.e. maximum stress is given on these aspects of study i.e. maximum number of trainers participated in the training programme on preservation of seasonal fruits and vegetables. Pandita (1991) also gave more coverage to food and nutritional courses during his studies on evaluation of Krishi Vigyan Kendras in India.

Table 1. Training progammes (off and on campus) conducted in discipline of Home Science

		No. of Training			No of Trainees		
		On Campus	Off Campus	Total	On Campus	Off Campus	Total
Short Duration Training							
1.	Preservation of seasonal fruits & vegetables	3	4	7	42	152	194
2.	Preparation of low cost recipes	2	1	3	30	20	50
3.	Fabric Painting	1	-	1	42	-	42
4.	Fuel energy management	-	1	1	-	20	20
5.	Pot Painting	2	-	2	24	-	24
6.	Balanced diet for women & children	2	-	2	25	-	25
		10	5	16	163	192	355
Long Duration Training							
1.	Interior Decoration	1	2	3	29	50	79
2.	Soft Toys Making	2	-	2	45	-	45
3.	Cutting and stitching of garments	1	-	1	28	-	28
4.	Value addition to farm women / household based products	2	1	3	24	29	53
		16	9	25	307	87	578

Long duration training were mostly conducted at the campus and the trainees were mostly from urban and semi-urban areas. This may be due to poor economic condition and inability of rural trainers to afford bus fare daily to come to Krishi Vigyan Kendra. Similar results were corporated by Malazi and Pujur (1996) while studying the profile of training programmes conducted in Home Science at Krishi Vigyan Kendra, Hanuman Matti. Among long duration training programmes, maximum number of trainings were conducted on interior decoration and value addition of farm / household based products followed by soft toy making and cutting and stitching of garments. The number of trainees / training is higher in long duration trainings (22.77) as compared to short duration trainings (22.18). In both short long duration training programes, maximum number of trainings were conducted at computer. This is due to lack of physical facilities and less availability of vehicle for conducting trainings at off-campus. During on campus maximum number of trainees was reported for soft toy making among long duration training programmes for fabric painting among short duration training programmes.

After conducting the trainings, its impact was worked out (Table-2). It was observed that majority of the trainings (88%) were satisfied by the need of trainees because training programmes

were organized according to their needs. Majority of the respondents were most satisfied by the practical part coverage (81.6%), area of training (78.4%) and lab facilities (69.6%). Respondents were also most satisfied from long duration trainings (79.2%) as compared to short duration trainings (52%). Some respondents were not satisfied from theoretical part coverage (11.2%) and practical (3.2%) of the training. This may be due to their low level of educational knowledge. The non satisfaction level of trainees for short and long duration trainings were 8.0 per cent and 6.0 per cent, respectively.

Table 2. Impact of different training programmes

Aspects of Training	Most Satisfied (%)	Satisfied (%)	Not Satisfied (%)
Need based training	88.0	12.0	-
Area of Training	78.4	21.6	-
Lab Facilities of Training	69.6	24.8	5.6
Theoretical Part of Training	46.4	42.4	11.2
Practical Part of Training	81.6	15.2	3.2
Short Duration	52.0	40.0	8.0
Long Duration	79.2	14.4	6.4

After conducting the training programmes, it was important to know whether these are beneficial to the respondents or not. So, for this purpose the benefits for the training programmes were evaluated from the study conducted after training (Table 3). It was observed that about 44.8 per cent of the respondents increased their self confidence level. As far as employment at domestic level and increase in income is concerned few respondents viz, 20.8 per cent and 18.4 per cent respectively were benefited from these trainings. It was also reported that only 12 per cent of the trainees acquired the new skills after attending the training. At commercial level the beneficiaries were only 4 per cent. This may be due to high initial cost, lack of government aid and marketing problems. Similar results were corroborated by Sharma (2001) while she studied the functioning of women training programmes organized by Krishi Vigyan Kendra's of Punjab.

Table 3. Benefits from training programmes

Sr. No.	Benefits	No. of Trainees	Percentage
1.	Increase in income	23	18.4
2.	Increased self-confidence	56	44.8
3.	Got employment at home	26	20.8
4.	Acquired new skills	15	12.0
5.	Commercial level	5	4.0

Conclusion

In the short duration training programmes, maximum trainings were conducts in discipline of Foods and Nutrition especially in preservation at seasonal fruits and vegetables and maximum number of respondents were participated, long duration training were maximum number of trainings were concluded on interior decoration and value addition of farm / household based product. In these traihing programmes majority of respondents were most satisfied from long duration training (79.2%) as compared to short duration training (52%). Majority of respondents were most satisfied by practical part coverage (81.6%) and not satisfied from theoretical part (11.2%). This may be due to their low education level and knowledge etc. Most of the respondents also suggested that there should be provision of the transportation facilities for rural trainees because rural people hesitate to send their daughters to KVKs by buses. They also suggested providing educational tours for increasing their knowledge.

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