

## Effectiveness of KVK Training on Masala Making for Income Generation among Farm Women

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### ABSTRACT

Krishi Vigyan Kendra training is a useful tool to create awareness and develop employment skills among rural youths. For that purpose four days training on income generation through masala making was conducted with farm women. Total 37 women and girls were participated. Findings show that the highest knowledge Score in pre training test obtained by the respondents was 11 and lowest score was 2 with average knowledge score of 5 having co-efficient range of 0.692. In post test, highest knowledge score obtained by the respondents was 14 and lowest scoring was 4 with average knowledge score 10 and co efficient of range 0.555. The study shows that initial knowledge of the participants was poor having only 30.45 per cent. After the exposure of training a significant improvement found in knowledge of the participants as the pre test scores increased from 30.45 to 67.34 per cent in post test along with 45.21 per cent gain in knowledge. Participants were fully satisfied with the training. They were also opinion that the trainers made effective with the Relevance of contents, Timely information of day to day activities and Practical orientation, atmosphere to exchange ideas freely with faculty members, training methods, duration of the programmes, adequacy of contents an sequencing of contents and with medium of instructions, use of A. V. aids etc. The opinion of participants regarding overall grading of training was found excellent. They also mentioned that they acquired new skills in value addition of fruits and in stitching practices etc.

**Key Words:** Training, Knowledge, Opinions and Human Resource Development, Masala making, Processing and women entrepreneur.

### INTRODUCTION

Women are the back bone of agricultural workforce but world wide their hard work has mostly been unpaid. Women do the most tedious and back-breaking tasks in agriculture, animal husbandry and homes. Training is the process of improving the knowledge and skills, changing the attitude of an individual for doing a specific job. Along with the changing situation, the people also need to acquire new knowledge, skills and attitude to keep up with the changing environment. Rural women spend much of their time in unpaid activities like working in the family, farm and other domestic work (Sharma *et al.* 2013). Therefore training has continued to be considered as the most important device for developing an individual and improving his/her work efficiency. The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills. A study was conducted to find out the effectiveness of training programmes on masala making for income generation.

To meet the Nation's food security needs, it is important to make local availability of food stuff at village level with best quality for that purpose; there is a great need to generate the knowledge among rural women. So they can establish their small enterprise for their social upliftment. Hence, the 4 days On-Campus training programme was organized by KVK Gunta, Bansur (ICAR-DRMR, Bharatpur) on Masala making which would play the key roles for economic and nutritional security and safety among rural women.

However, a merely organizing a training programme will not be useful until it is effective in terms of gain in knowledge and skills of the participants. The effectiveness of the training programme can be measured in terms of participants' opinion about the different aspects of training contents and learning situations exposed. Keeping this in view, an impact study was conducted to find out the effectiveness of 4 days On-Campus training programme on masala making.

## METHODOLOGY

The study was conducted with 37 farm women of different villages of Bansur Tehsil participated in a 4 days On-Campus Training programme (ONC) organized by KVK, Gunta, Bansur, Alwar-II (ICAR-DRMR, Bharatpur) on "Masala Making" during June 27-30, 2018.

To find the effectiveness of this training and opinion of the participants regarding training, two questionnaires were prepared. The knowledge test was developed with multiple choice questions on different aspects of masala making. Second questionnaire on different statements of measuring opinion of participants regarding training aspects the three point continuum scale was developed ranging from 'fully satisfied, to a limited extent and not at all'. The study was conducted in three phases: Phase-I Construction of tool and Pre-test, Phase-II Conduction of training and Phase-III Post-test after exposure of training. The questionnaire was administered to the trainees before training and after 4 days exposure of training. The gain in

knowledge by the participants and their opinion were measured after training. The data were tabulated and analyzed with the help of statistical measures viz; standard deviation, mean, mean percent score, t-test etc.

## RESULTS AND DISCUSSION

### 1. Effectiveness of Training

#### I) Overall knowledge level of the respondents:

This section describes the level of knowledge of the participants at three stages- pre training, after training and difference of knowledge as a knowledge gain by training regarding selected aspects of contents of training programme. A questionnaire was used to test the knowledge of the participants in pre training, the same knowledge test was used to test the knowledge after the exposure of training, and their responses were recorded. In the last row, data reveals about the differential knowledge gain by the respondents and average score gained along with the coefficient of variation after exposure of training.

*Table 1*  
*Score range of knowledge and standard deviation*

(n = 37)

Particular	Range of knowledge	Co-efficient of range	Average score	Standard deviation of knowledge test	Co-efficient of variation (%)
Pre test	2-11 (9)	0.692	5	2.23	44.67
Post test	4-14(10)	0.555	10	1.96	19.6
Gain in Knowledge	1-10(9)	0.818	4	2.62	66

The results are given in the Table 1 indicates that

- Pre test- highest knowledge score obtained by the respondents was 11 and lowest scoring was 2 with ranged of 9 and co efficient of range 0.692, Standard deviation of knowledge test in pre test was 2.23 and coefficient of variation was found 44.67.
- Post test- highest knowledge score obtained by the respondents was 14 and lowest scoring was 4 with ranged of 10 and co-efficient of range 0.555, Standard deviation of knowledge test in post test was 1.96 and coefficient of variation was found 19.6.
- Knowledge gain-highest score obtained by trainees was 10 and lowest was 1 with a range of 9 and coefficient of range was 0.818 Standard deviation of knowledge check was found 2.62 and coefficient of variation was 66 per cent. On the basis of equal distribution of maximum scores knowledge gain was categorized into three categories i.e. high, medium and low.

**Table 2**  
*Distribution of respondents by overall knowledge and mean percent score of each category in pre test*

(n = 37)

Knowledge range	Frequency (n)	Percentage (%)	MPS
Low>2	4	10.8	13.33
Medium 2-8	32	86.5	38.09
High<8	1	2.70	73.33

On the basis of equal distribution of maximum scores knowledge test was categorized into high, medium and low. Table 2 reveals that in pre test majority of the respondents (86.5 %) had medium knowledge with mean per cent score 38.09; whereas respondents having low level of knowledge were 10.08 per cent with mean per cent score 13.33 and only 2.70 per cent respondents were having high level of knowledge with mean per cent score

of more than 73.33. This shows that most of the respondents had the medium level of knowledge in pre test.

The findings are in agreement with the findings of Ram *et. al.* (2009) and Meena (2010) who found that the respondents had medium level of knowledge.

**Table 3**  
*Distribution of respondents by overall knowledge and mean percent score of each category in post-test*

(n = 37)

Knowledge range	Frequency (n)	Percentage (%)	MPS
Low>2	0	-	-
Medium 2-12	33	89.2	64.44
High<12	4	10.8	88.33

On the basis of equal distribution of maximum scores knowledge test was categorized into high, medium and low. Data presented in the Table 3 reveal that in post test majority of the participants (89.2%) had medium knowledge with

mean per cent score 64.44 followed by high level of knowledge 10.8 per cent with mean per cent score 88.33. Not any participants were found in low level of knowledge category in post test.

**Table 4**  
*Differential knowledge gained by the trainees (between pre and post test)*

(n = 37)

Knowledge range	Frequency (n)	Percentage (%)	MPS
Low>2	6	16.2	6.67
Medium 2-6	25	67.6	28
High<6	6	16.2	56.67

Table 4 reveals that according to the pre and post test score differences majority of the respondents (67.6 %) had medium knowledge with mean per cent score 28; whereas equal number of respondents having high and low level of knowledge were 16.2 per cent with mean per cent score 56.67 and 6.67.

#### iv) Comparison of pre test and post test score for their gain in knowledge

This section describes the comparison between pre test scores and post-test scores to find

out the effectiveness of training in terms of gain in knowledge by the participants. Paired 't' test was applied to find out whether there was significant gain in knowledge of the participants.

The data on overall gain in knowledge is presented in Table 5 indicate that there was significant difference in the pre-test scores and post-test scores of the participants as calculated 't' value, which was found to be significant at 0.05 level of significance.

Table 5  
Overall gain in knowledge of the participants

Items	Mean per cent Score	Calculated 't' value
Pre test	30.45	6.224
Post test	67.34	
Gain (%)	45.1	

\*\* Significant at 0.05 level of significance

The mean per cent score given in Table 5 shows that the initial knowledge of the participants was poor having only 30.45 per cent. After the exposure of training a significant improvement found in knowledge of the participants as the pre test scores, that increased from 30.45 to 67.34 per cent along with 36.89 per cent gain in knowledge. It is seen from Table 5 that the computed value of 't' (6.224) was statistically significant at 0.05 level of significance. This shows that there was significant gain in knowledge level of the participants after the training. Findings are similar with the study of Pandian *et.al.* (2002) and Jain (2005).

**2. Opinion of participants regarding different aspects of training:** The data were also collected to study the opinion of participants about facilities, resources, atmosphere and methodology on three point continuum.

**I) Opinion of participants regarding facilities and resources:** Data presented in table 6 regarding satisfaction level of participants, predicts that 89.2 percent participants were fully satisfied with training followed by 10.8 per cent to a limited extent.

Table 6  
Opinion of participants regarding facilities and resources

Sl.No.	Item	Fully satisfied		To a limited extent		Not at all satisfied	
		F	%	F	%	F	%
	<b>Degree of satisfaction</b>	33	89.2	4	10.8	-	-

**ii) Opinion of participants regarding training atmosphere and methodology:** The result shown in Table 6 regarding training atmosphere and methodology reveals that majority of the participants (97.3%) were satisfied from Relevance of contents followed by (94.58%) were satisfied with Timely information of day to day activities and Practical orientation, (91.89%) reported atmosphere

to exchange ideas freely with faculty members, training methods, duration of the programmes, adequacy of contents and sequencing of contents with (86.49%) medium of instructions, use of A.V. aids reported here. No one found in the category of not at all satisfaction. Similar findings supported by Chandawat *et.al.* (2004).

Table 7  
Opinion of participants regarding training atmosphere and methodology

Sl.No.	Item	Degree of satisfaction					
		Fully satisfied		To a limited extent		Not at all satisfied	
		F	%	F	%	F	%
1	Atmosphere to exchange ideas freely with faculty members	34	91.89	3	8.11	-	-
2	Medium of instruction	32	86.49	5	13.51	-	-
3	Training methods	34	91.89	3	8.11	-	-
4	Use of A.V. aids	32	86.89	5	13.51	-	-
5	Timely information of day to day activities	35	94.58	2	5.42	-	-
6	Duration of the programmes	34	91.89	3	8.11	-	-
7	Relevance of contents	36	97.3	1	2.70	-	-
8	Adequacy of contents	34	91.89	3	8.11	-	-
9	Sequencing of contents	34	91.89	3	8.11	-	-
10	Practical orientation	35	94.58	2	5.42	-	-

**3. Distribution of participants on the basis of level of expectations fulfilled by Training:** The data in Table 8 predicts that the majority of the participants (81.08%) reported their expectations were fulfilled to a great extent followed by the (18.92%) participants to some extent.

*Table 8*  
*Distribution of participants with level of expectations fulfilled*

Sl.No.	Expectations Fulfilled	f	%
1	To great extent	30	81.08
2	To some extent	7	18.92
3	Little extent	-	-

**4. Distribution of participants regarding overall grading of the Training:** In overall grading, Table 9 shows that the majority of participants (83.78%) rated the training as excellent followed by very good (10.8%). Only 5.42 percent reported the training as the level of good. Findings are supported by Singh and Pandey (2012).

*Table 9*  
*Distribution of participants regarding overall grading of the training*

Sl.No.	Overall grading	f	%
1	Excellent	31	83.78
2	Very good	4	10.8
3	Good	2	5.42

**5. Major effectiveness of the Training:** The data were also collected on major learning by the trainees, new skills acquired by them, utility of the course for improving job performance and the action plan suggested by the trainees.

**Major learning by the trainees:** The trainees reported that they had major learning about the household level small business as a masala making nutrients available in masala and its role in human health, ingredients and their measurement etc.

**New skills acquired by the trainees:** The trainees acquired new skills for the value addition of locally available fruits and in stitching etc.

**Utility of the course for improving job performance:** The trainees highlighted the utility for participants (farm women and girls) to establish a small business in masala making at household level to improve their livelihood..

**Action plan suggested by the trainees:** More detailed programmes on different aspects related to empowerment of women in rural areas.

## CONCLUSION

It can be concluded from the above findings that there was a significant difference between the pre and post test scores, hence it can be emphatically expressed by the investigation that the model training course was found very effective for imparting knowledge to the farm women and girls. Participants were fully satisfied with the training. They were also opinion that the trainers made effective with the Relevance of contents, Timely information of day to day activities and Practical orientation, atmosphere to exchange ideas freely with faculty members, training methods, duration of the programmes, adequacy of contents an sequencing of contents and with medium of instructions, use of A.V. aids etc. They also mentioned that they acquired new skills in value addition of fruits and in stitching practices etc.

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