

Impact of Institutional Trainings on Knowledge and Skill of Rural Women of Raebareli (U.P.)

Abstract

Rural women may be illiterate but they have wisdom and knowledge rooted in cultural norms, traditions and experience that gained over generations. Listening to rural women not only gives an opportunity to assess their needs but also to understand their aspirations so communication strategies are to be development keeping in mind women's perceptions and needs. Sharing experience is possible through group discussion, interpersonal communication, audio-visual media and local media like district newspapers or publications brought out by voluntary organizations because in villages we still have tradition of one reading out to a group of listeners.

The need for empowering rural women in agriculture through effective training and extension services arises from the gradual decrease in availability of arable land, increasing population pressure and growing environmental degradation which have for reaching implications for food and nutritional security in future. Sustainable agricultural development will require access to inputs and new technologies on the one hand and training of farmers and extension services on the other.

Keywords: Society, Norms, Agriculture, Environmental, Perceptions

Introduction

In Indian Society, women's place has primarily been confined to the home and her role is limited to procreation, rearing of children and catering for the needs of men-folk by way of creating comforts. Usually women perform multiple duties by combining all types of household work including child care with such other jobs as farming, animal husbandry etc. depending upon the opportunities affected by the complex socio-economic and organizational structure of the life. They bear the brunt of much of the work burden, be it in agriculture or household tasks. In the poor communities, they do much strenuous physical work for a proper living. They spend 3-4 hours in agriculture production, 2-5 hours in food processing and preparation and 0.5 – 3 hours in collecting fuel and water and a further 1-5 hours in other work as production of craft and marketing (Leslie, 1988). The amount of time spent on working is, generally, between 7 and 12 hours daily. They work long hours than men-folk and have less time for leisure and social activities. Besides, their regular or seasonal participation in agriculture work, rural women's major domestic tasks are meal preparation and child care. Their role in meal preparation is a symbolic as well as material task. A home-cooked hot meal symbolizes health, home and domestic relations between men and women. They are expected to prepare good food that male members of the family like on time and in the manner they prefer, regardless of budget (Exterik.,1997).

A part from their usual role of child bearing and home keeping, they play a very significant and critical role in various agricultural and allied operation such as storage of grains, dairy, animal husbandry, social forestry, bee keeping, poultry, etc. As women are traditionally known for their skills in the selection and storage of seeds, livestock management, collection of fuel and fodder, etc., they, as compared to men, in small and marginal farm activities in the villages carry a very heavy load of work both on the farm and in the house.

Though, in efficiency and performance, they are equal to male workers but in a traditional society where patriarchal family system prevails, they are made to confined the themselves within the four walls of the house. This limits their mental horizon and they are considered in compete it to make major decisions in the family.

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Now a days, it is an increasing realization that for speedy rural development, the rural women need to be made aware of new agricultural and home technologies which may raise their productivity, alleviate drudgery and save energy and time. The introduction of new technologies has helped the effectiveness of work output and productivity both at home and farm.

The new technologies are only helpful if they are applied by women properly. On account of illiteracy among large number of rural women, only a very small proportion of developed technologies have been adopted by the women. A need therefore arises to improve their knowledge, skill and attitude through appropriate training programme.

The extension efforts for imparting training to farmers and rural women have failed to keep pace with the advances in existing technologies. This has created wide gap between the technologies available in the research institutions and the application of the same by the millions of rural populace in the country.

Rural women spend much of their time in unpaid activities like working in family farm or receiving income in kind by working for others and in domestic work. Whatever time they get from farm work, they engage themselves in household chores. They are the main responsible person in the family who manage all the domestic chores. Being illiterate and confined to four-walls of the house, they have no knowledge about new technologies which can enhance their productivity and alleviate drudgery. The extension efforts have failed to keep these women abreast with the new technologies, and women failed to get benefit of new technologies. As rural women can not be trained and educated through formal and long term system, it was felt that some professional approach to the task of home making and family management be made through institutions. Krishi Vigyan Kendra, Dariyapur, Raebareli is one of the institutions which imparts trainings to the rural women in these aspects. Hence, a study was conducted for evaluation of impact of trainings imparted by this Kendra on Knowledge and skill of rural women.

Methodology

The study was conducted in Rahi block of Raebareli district of Uttar Pradesh where most of the women were trained by Krishi Vigyan Kendra, Dariyapur, Raebareli. A two-stage random sampling was adopted by selection of five villages and two hundred representative samples. Equal number of trained and untrained women were selected from each selected village. For collection of information schedule was prepared and women were personally interviewed by the authors. Knowledge and skill of respondents regarding five home science practices viz. fruits and vegetable preservation, interior decoration, stitching and embroidery, child care and grain storage were evaluated. The dichotomous scoring method was adopted and the data obtained were statistically analysed.

Results and Discussion

Regarding the socio-economic profile of the rural women under study, it was observed that 19 per

cent of the total women respondents were below 30 years of age and 59 per cent between the age group of 30-50 years (Table 1). Of the untrained women, 28 per cent were illiterate, 8 per cent were primary educated and 26 per cent were above primary level educated whereas, among trained women, only 23 per cent were above primary level educated. Majority of trained women (54 per cent) were belonging to schedule castes whereas among untrained women 49 per cent were belonging to forward castes.

Knowledge about home science practices

The study showed that trained women respondents have better knowledge about home science practices in comparison to untrained women respondents Table 2 reveals that there is highly significant difference in average scores obtained by these women. The highest average score (32.40) was obtained by trained women respondents in fruits and vegetable preservation whereas the lowest average score was obtained by these women in grain storage practices (12.80). The range of scores obtained by untrained women was between 10.75 and 26.15 Bala (1975) and Narsimha and Rao (1982) and also observed that trained women have better knowledge of home science practices in comparison to untrained women.

Table 1. Socio-economic profile of respondents

Variable	Number of respondents		Total (N=200)
	Trained (n ¹ =100)	Untrained (n ¹ =100)	
(1) Age (yrs.)			
Below 30	29	9	38
30-40	42	17	59
40-50	20	39	59
Above 50	9	35	44
(2) Caste			
Scheduled caste	54	23	77
Other backward caste	24	28	52
Forward	252	49	71
(3) Education			
Illiterate	20	28	48
Literate	31	38	69
Primary	26	8	34
Middle	16	7	23
Above High School	7	19	26
(4) Occupation			
Farming	30	42	72
Service	1	0	1
Business	7	3	10
Caste occupation	12	3	15
Landless labour	10	1	11
Daily wages	15	4	19
House wife	25	47	72
(5) Family type			
Joint	27	49	76
Nuclear	73	51	124

Table 2 Knowledge about home science practices

Home Science practice	Average score		't' value
	Trained	Untrained	
Fruit & Vegetable Preservation	32.40	26.15	3.76**
Interior decoration	22.50	11.45	7.54**
Stitching and embroidery	21.25	14.90	4.02**
Child care practices	17.50	13.30	4.49**
Grain storage	12.80	10.75	4.44**

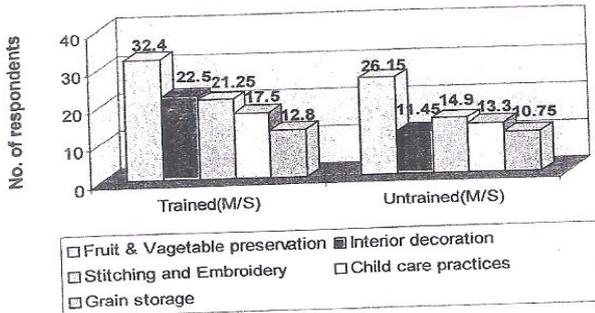


Fig: 13. Knowledge Mean Scores of trained and untrained respondents

Skill in home science practices- The practical aspects of knowledge in the form of skill in case of all home science practices was observed. It was revealed that in fruits and vegetable preservation the trained women respondents have shown the highest skill (19.25) in comparison to other home practices (Table3). The similar trend was observed in case of untrained women respondents. Highly significant difference was observed in case of all but child care practices. This shows that in child care practices women respondents, be they trained or untrained, have almost equal skill.

Table 3. Skill in home science practices

Home Science practice	Average score		't' value
	Trained	Untrained	
Fruit & Vegetable Preservation	19.25	14.60	3.54**
Interior decoration	12.25	5.30	7.97***
Stitching and embroidery	15.20	8.60	5.57**
Child care practices	12.90	11.53	1.66
Grain storage	11.50	7.65	10.89***

**Significant at 1 per cent level of probability.

*** Significant at 0.1 per cent level of probability.

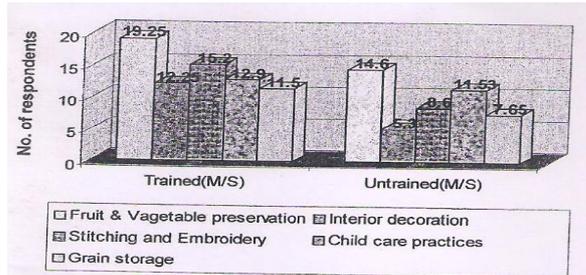


Fig: 14. Skill Mean Scores of trained and untrained respondents

Knowledge and skill gained- Table4 shows that through training imparted by the Kendra women respondents have shown better results over untrained women. The highest percentage change in knowledge (96.51) and skill over untrained women respondents was observed in case of interior decorator. This indicates that through training's imparted by Kendra, women have gained highest knowledge and skill in interior decoration. Prabhu Kumar and Veerashtraiah (1998) have also observed that there were significant changes in knowledge and attitude of trainees of KVKs.

Table 4 Change in knowledge and skill of respondents (per cent)

Home Science practice	Knowledge gained	Skill gained
Fruit & Vegetable preservation	23.90	31.85
Interior decoration	96.51	131.13
Stitching and embroidery	42.62	76.74
Child care practices	31.58	11.88
Grain storage	19.07	50.33

Conclusion

On the basis of the results, it may concluded that training's imparted by KVK have enhanced knowledge and skill of rural women of block Rahi of Raebareli district. The highest change in knowledge and skill over untrained women was observed in interior decoration practice. This indicates that trainings imparted by Kendra have enhanced knowledge and skill of rural women.

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