

# Evaluation of title and duration of compact disc (CD) on income generating activities in cottage industries

■ Chelli Sindu and Sanghamitra Mohapatra

Received: 30.05.2018; Revised: 29.10.2018; Accepted: 12.11.2018

See end of the paper for authors' affiliations →

**Chelli Sindu**  
Department of Home Science  
Extension and Communication  
Management, Sam Higginbottom  
Institute of Agriculture,  
Technology and Sciences  
(Deemed-to-be University),  
Allahabad (U.P.) India  
Email : sindhuchelli73@  
gmail.com

■ **ABSTRACT** : The present study was carried out with the objective to develop “Compact disc” on income generating activities in cottage industries and focuses on to evaluate the parameters of compact disc (CD) as an educational tool. In Compact disc, five activities were developed, *i.e.* handloom weaving, bamboo basket weaving, coir door mats, banana fibre products like table mats, wall hangings and handicrafts with palmyrah leaves. A purposive sample of 60 respondents was selected to evaluate the CD. A closed ended evaluation schedule was devised consisting of various parameters pertaining to the objectives of the study. The data was analyzed by using suitable statistical tools like arithmetic mean, standard deviation and analysis of variance (ANOVA). Findings showed overall mean and standard deviation scores of title as 11.25 and 2.01 and overall mean and standard deviation of duration as 12.35 and 2.23.

■ **KEY WORDS**: Compact disc, Income generating activities, Cottage industries

■ **HOW TO CITE THIS PAPER** : Sindu, Chelli and Mohapatra, Sanghamitra (2018). Evaluation of title and duration of compact disc (CD) on income generating activities in cottage industries. *Asian J. Home Sci.*, 13 (2) : 576-578, DOI: 10.15740/HAS/AJHS/13.2/576-578. Copyright@ 2018: Hind Agri-Horticultural Society.

The use of information technology in the areas of education and health with teaching and assistance purposes has continuously increased. Technology-assisted education is a teaching modality that employs didactic resources, presented as different information bases. It can involve several means of communication facilitating the self-learning process and the students' independence because they will be able to study according to their own capacity, anywhere and at any time. The use of these pedagogical learning strategies, also denominated as collaborative strategies, is very effective to increase the motivation level of the participants and for the accomplishment of the proposed activities (Vieira *et al.*, 2009).

Income generating activities will be considered as those initiatives that affect the economic aspects of people's lives through the use of economic tools such as credit. Other types of support affecting women's production are considered complimentary to income generating activities. The limits of a welfare-oriented response to this growing crisis are now well recognized. Alternatively, many development agencies are increasing their emphasis on assisting women to secure income through their own efforts. Such approaches are often categorized as income generating activities and cover initiatives as diverse as small business promotion, co-operative undertakings, job creation schemes, sewing circle, credit and saving groups and youth training

programmes (Lakshmbai and Bidyalakshmi, 2013).

The most important factor for economic development of a country is its industrialization. In the process of industrialization, emphasis is given to the three major groups of industries; large-scale industries, small-scale industries and cottage industries. Large and medium scale industries are completely absent and whose development is vitally linked with various programmes and policies designed to remove poverty, unemployment and backwardness of the rural people (Rahman, 2006).

Cottage industries are sources of additional income to the rural people. "Cottage industry" is used when products are manufactured on a small scale. India is well known for its large number of traditional cottage industries. But with the advent of the industrialization, cottage industries witnessed a sharp decline. However, the government has taken steps to revive cottage industries and they now play an important part in contributing to the economy of the country. The top five Indian cottage industries are cotton weaving, silk weaving, carpet making, leather industry, metal handicrafts and small food processing industries (Joy and Kani, 2013).

## ■ RESEARCH METHODS

The present study was carried out in East Godavari district of Andhra Pradesh. The villages of Kakinada, Krishi Vigyan Kendra (KVK) under Central Tobacco Research Institute (CTRI), Kalavacharla of East

Godavari was selected randomly to collect the clips as every village is engaged in different types of cottage industries. A purposive sample of 60 respondents was selected to evaluate the CD. A closed ended evaluation schedule was devised consisting of various parameters pertaining to the objective of the study. The data was analyzed by using suitable statistical tools like arithmetic mean, standard deviation and analysis of variance (ANOVA).

## ■ RESEARCH FINDINGS AND DISCUSSION

The calculated value of ANOVA was 3.37 which were less than the table value of ANOVA which is 3.15 at 2 degree of freedom at 5 per cent level of significance. Therefore it is concluded that the opinion varies significantly different due to groups.

The calculated value of ANOVA was 0.11 which were less than the table value of ANOVA which is 3.15 at 2 degree of freedom at 5 per cent level of significance. Therefore, it is concluded that the opinion varies non-significantly different due to the groups.

## Conclusion :

It is concluded from the study that the parameters of the CD had significant difference among the three groups. CD has played a major role in education of students and villagers. This CD was developed on income generating activities like handloom and basket weaving, door mats with coir fibre, decorative items with banana

Table 1 : Distribution of respondents according to their opinion on the appropriateness of title of the CD (n=60)									
Sr. No.	Scale (1-5)	Staff members		Students		Villagers		F cal.	F tab.
		F	%	F	%	F	%		
1.	Excellent (5)	5	25	1	5	5	25	*3.37	3.15
2.	Very good (4)	11	55	8	40	8	40		
3.	Good (3)	4	20	11	55	7	35		
4.	Average (2)	-	-	-	-	-	-		
5.	Poor (1)	-	-	-	-	-	-		

\* Significant

Table 2 : Distribution of respondents according to their opinion on the accuracy of duration of the CD (n=60)									
Sr. No.	Scale (1-5)	Staff members		Students		Villagers		F cal.	F tab.
		F	%	F	%	F	%		
1.	Excellent (5)	7	35	6	30	7	35	*0.11	3.15
2.	Very good (4)	9	45	11	55	7	35		
3.	Good (3)	4	20	3	15	6	30		
4.	Average (2)	-	-	-	-	-	-		
5.	Poor (1)	-	-	-	-	-	-		

\*Non - significant

fibre and palmyrah leaves.

The students were having high level of responses to parameters of the CD. The main objective of the CD was fulfilled as all the three respective groups gained the required information of importance and need through the compact disc on income generating activities in cottage industries.

---

Authors' affiliations:

**Sanghamitra Mohapatra**, Department of Home Science Extension and Communication Management, Sam Higginbottom Institute of Agriculture, Technology and Sciences (Deemed-to-be University), Allahabad (U.P.) India (Email:smohapatra.hecm@gmail.com)

---

## ■ REFERENCES

**Joy, M.T. and Kani, R.M. (2013).** Emerging opportunities and

challenges for cottage industries in India. *Internat. J. Scientific & Res. Publications*, **3**(3): 1-4.

**Lakshmibai, T. and Bidyalakshmi, T. (2013).** Empowering of women through economic independence participation of Manipuri women in various income generating activities for the upliftment of State's Economy. *Internat. J. Humanities & Soc. Sci. Invention*, **2**(9): 68-71.

**Rahman, M. (2006).** A Study on the Problems and Prospects of Small-Scale Industries in Hill Districts of Assam (Ph.D. Thesis), Department of Commerce, Assam University, Silchar. 1.

**Vieira, M.M., Berretin-Felix, G. and Brasolotto, A.G. (2009).** The virtual man project's CD-ROM "Voice assessment: Speech-language Pathology and Audiology and Medicine. *J. Appl. Oral Sci.*, **1** : 17.

★ ★ ★ ★ ★ of **13<sup>th</sup>** Year of Excellence ★ ★ ★ ★ ★