

## Impact of training skill and knowledge development of rural women

MAMONI DAS AND N.N. PUZARI

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The word training has been derived from the word "Train" which is a symbol of continuously running from one station to the other having halts at different stations. Training is a process of practicing different learning again and again. Then only a person who has attended training can be able to do his/her job properly and effectively. Training and human resource development are interrelated. Human resource development is a process of increasing knowledge, skill and capacities of all people in a society or organization. Human resource is developed through systematic informal training programme

Today, the world is passing through the age of information explosion. Still at large, it has not reached the larger segment of the population i.e the rural women. One of the keys to our nations socio- economic progress is upliftment rather empowerment of women and secondly to create mass awareness of the linkages between development and women empowerment on one hand and progress and gender equality on the other. To achieve these goals, one cannot depend on the normal pace of social change but has to hasten the process of social change through affirmative action, forward looking policies and radical strategies.

In India, seventy eight per cent of economically active women are engaged in agriculture and allied sectors. Their role varies from contributing physical labour to managing the farms and as a head of the household. It is estimated that on an average, the Indian women in the poverty groups spend 5h/day more than the Indian men in work. Taking the economy as a whole, women perform two-thirds of the work but earn only one tenth of the income.

Despite their substantial contributions to agriculture

development, women have always been neglected and marginalized by extension and training programmes. This is due to gender blindness and the assumption that all farmers are men. Another reason for man-oriented extension is possibly the inability to see women as farmers and understand that women farmers have different training needs than men. The situation needs to be changed and women have to be considered as equal partners in the process of development. Otherwise the idea of equitable and sustainable development will remain only a dream.

Technology exposure for empowering women in an integrated manner through active learning needs to be initiated to increase women's participation. Attempts have been made to analyse farm women's work role, nutritional status, food consumption pattern, their involvement in food security through project based networking for the empowerment and upliftment of women.

Any vision for the upliftment of the rural women, the womenfolk should be sensitized and exposed to different trainings for their empowerment. Keeping these in mind, training programmes were designed with the following objectives to provide opportunity to the rural women to develop knowledge on health, nutrition, sanitation and child care, to develop skill in simple household technologies related to food processing, pickling, preservation, baking and confectionery items and to encourage rural women to develop small scale enterprise for economic development.

Different self-help groups and Mahila Mandlas were selected from different blocks namely, Baghchung, Dhakorgora and Sipahikhula. Different need-based trainings on family health, nutrition, sanitation, balanced

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**Correspondence to:**

MAMONI DAS, Directorate of Extension Education, Assam Agricultural University, JORHAT (ASSAM) INDIA

**Authors' affiliations:**

N.N. PUZARI, Directorate of Extension Education, Assam Agricultural University, JORHAT (ASSAM) INDIA

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diet, weaning practices and weaning foods, child care were imparted through lecture cum demonstration method. Demonstrations on preparation of low-cost nutrition food, weaning food, food preservation, proper cooking methods, conservation of nutrients, preparation of foods items from non-conventional greens were also given. Three days duration skill oriented training on processing, pickling of vegetables, squash making, jam-jelly preparation, baking especially cake and biscuit making, preparation of confectionary items along with packaging and cost analysis were imparted, so that they can develop a small scale enterprise at home.

To make learning more effective and result oriented, 25 numbers of trainees were included in each training programme. Pre-and post-knowledge testing was done on different aspects before and after training, using a standardized interview schedule.

The results obtained from the present investigation as well as well as relevant discussion have been presented under following heads :

#### Socio-economic characteristics of farm women :

The socio-economic background and respondents are presented in Table 1. Majority of the women (42%) were in the age group of 25-35 years. Adoption and diffusion studies indicated that young farmers exhibited more interest and were open to newer ideas and the predominance of younger age farm women in the present study supports the similar views.

About 70% of the women belonged to nuclear family and 43 % attended Middle School, 33% Primary School, 10% High School and a low level of 7% attended college but not completed their degree, 73% of the women had 3 children and 27% of the women had more the than 3 children.

Majority (80.0%) of the women were engaged in farming and 20% had their own business running from their homes like weaving, tailoring unit etc.

Majority (95%) of the selected rural women had mass media exposure mostly through radio and television. But they were exposed to only entertainment programmes like song, serials, movies etc. Even though mass media play powerful role in influencing people, the usual programmes utilized by the people through this were related to entertainment.

#### Evaluation of the impact of training trogramme :

With the exposure of selected farm women to training curriculum, definite improvement took place in terms of their knowledge, skill and adoption (Table 2). Most of the women (76%) were poor and 22% were in fair categories

**Table 1 : Socio-economic background of respondents**

Sr. No.	Socio-economic characteristics	Women percentage
1.	Age (Yrs.)	(%)
	a) <25	18
	b) 25-35	42
	c) 35-45	33
	d) >45	7
2.	Education	
	a) Illiterate	7
	b) Primary School	33
	c) Middle School	43
	d) High School	10
	e) College education	7
3.	Type of family	
	a) Joint	30
	b) Nuclear	70
4.	Family size	
	a) Small (< 5 members)	73
	b) Large (> 5 members)	27
5.	Occupation	
	a) Farming	80
	b) Business	20
6.	Family income	
	a) High Income	-
	b) Middle Income	13
	c) Low Income	87
7.	Sanitation	
	a) Kutcha	68
	b) Pucca	30
	c) Open area	2
8.	Water source	
	a) Well/Pond	92
	b) Water supply	8

before training. They improved their percentage of scores and eventually, 30% were in the fair category, 68% were in good and 2% were in very good categories (Table 2). This showed that the training programmes were effective

**Table 2 : Knowledge level of farm women on different practices before and after training**

Knowledge level	Score (%)	Farm women (%)	
		Before training (%)	After training (%)
Poor	0-20	76	-
Fair	21-40	22	30
Good	41-60	2	68
Very good	61-80	0	2
Excellent	Above 80	-	-

in improving the knowledge level of the farm women positively.

From Table 3 it is evident that before being exposed to training, very few farm women had knowledge regarding the nutritional aspects of different foods, proper cooking methods etc. 30% washed vegetable before cutting, 90% discarded the water in which vegetable are cooked, 25% cooked using a lid and 20% cooked foods using less water. Some healthy cooking practices like steaming was least practiced. But after the training, 80% of the farm women practiced cooking using steam.

**Table 3 : Changes in the level of adoption of different household practices**

Practices	Percentage of farm women (%)	
	Before training	After training
1. Washing of vegetables before cutting	30	100
2. Cooking in a vessel with lid	25	80
3. Cooking with little water	20	90
4. Discarding the stock after boiling vegetables	90	-
5. Cutting the vegetables in large pieces	30	95
6. Steam cooking	-	80
7. Preservation of fruits and vegetables	38	96
8. Nutrition garden	35	90
9. Deworming practices	20	90

Similarly 20% of the women practiced deworming, 35% of the rural women were involved in nutrition gardening, 38% were engaged in preservation of fruits and vegetables. But after training a significant increase in level of adoption was observed regarding different household practices.

The knowledge of women on post harvest handling of fruits and vegetables before and after training was also assessed. A noticeable gain in knowledge of women was observed in terms of consumption and post harvest handling after the training programme (Table 4).

**Table 4 : Knowledge level of women on post-harvest handling of fruits and vegetables**

Particulars	Consumption	PHP
Before training	62%	19%
After training	88%	57%

**Conclusion :**

With the introduction of any new technology, it is mostly the male members who get the opportunity to undertake training and make optimum use, while the women generally have to learn from other users. Equal opportunity must be given to women to participate in training and should be encouraged to make use of all knowledge and skill acquired. Enhancing the capabilities of farm women to use new technology and skill oriented training will not only help in increasing productivity but also will empower them. Trainings of women should be done or planned judiciously and appropriately and should be effective in creating awareness. So that they can take up an activity as a small-scale enterprise and should be effective in creating an awareness.

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