

Attainment in knowledge with reference to minimal processing of vegetables

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■ **ABSTRACT** : The study was conducted in four villages of Ludhiana district of Punjab. A sample of 120 respondents comprising of 30 rural women from each selected village who actively participated in vegetable growing were selected for the purpose of study and respondents were divided into 4 groups. The developed module consisting of illustrated pictorial booklet, audio and video cassettes were used to impart training on minimal processing of vegetables to the selected four groups of farm women. The study revealed that demonstration and illustrated pictorial booklet was more effective for imparting education to women followed by video and illustrated pictorial booklet. The findings further indicated that 60 per cent of respondents gained high knowledge through reading of illustrated pictorial booklet and demonstration.

■ **KEY WORDS** : Knowledge, Processing, Vegetables

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Farm women are mostly engaged in post harvest operations of fruits and vegetables, many a time due to ignorance their farm produce goes waste. If they are aware of the processing of the foods produced at the farm then they may take better care of their family income. After acquiring training from the resource persons, the rural women not only learn about improved practices but also opt them into practice (Sharma *et al.*, 2012). These resource personnel cannot be practically available in all training session or to farm women everywhere. Recording their technologies in audio, video cassettes and print media could be done and the same could be used anywhere and number of times. Hence, the use of audio video cassettes and booklet can go a long way in disseminating the knowledge regarding minimal processing of vegetables. Considering person to person communication, it has traditionally been the most important form of information transfer. But now other technology transfer approaches have achieved remarkable results in terms of improvement in agriculture and impact in livelihood (Gill *et al.*, 2013).

Print media (like booklet) is a powerful media for

communicating information to the masses in written form. It is the most popular medium because it is easy, comparatively cheaper and can be used according to the convenience of the learners. Communication of message can be made more effective by use of combination of media as reported by Kaur (2005) the video cassette was found to be more effective than the audio one. However, audio cassettes have proved beneficial in imparting the knowledge to the rural women. Puri (2007) in her study revealed that the developed demonstration kit consisting of instructional material *i.e.* booklet, photographs, synchronized slide tape sequence and actual specimens were effective for training neo literate/ semiliterate and illiterate women on nutrient enhancement of cereals and pulses. To ensure the nutritional, socio-economic and literacy security, it has become pertinent to acquaint the farm families about the latest technologies developed for increasing per unit productivity and simultaneously ensuring the rational use of natural resources. This will ultimately lead to high input use, efficiency and make the agriculture cost effective. Keeping this aspect in mind, a study was planned to assess the gain in

knowledge regarding minimal processing of vegetables.

Objectives:

- To study the gain in knowledge regarding minimal processing of vegetables.
- To study the association of socio-economic characteristics with the gain in knowledge.

RESEARCH METHODS

The study was conducted in four villages of Ludhiana district of Punjab namely, Sierra, Dhaula, Khaojke and Mangat. These villages were selected from Mangat block of Ludhiana district. A sample of 120 respondents comprising of 30 rural women from each selected village who actively participated in vegetable growing were selected for the purpose of study and respondents were divided into 4 groups. The developed module consisting of instructional materials-booklet, audio and video cassettes were used to impart training on minimal processing of vegetables to the selected four groups of farm women. Knowledge test was developed and used to study the acquisition in knowledge regarding minimal processing of vegetables. The first group was imparted training through demonstration and illustrated pictorial booklet, second through illustrated pictorial booklet, third through illustrated pictorial booklet and audio cassette and fourth through illustrated pictorial booklet and video cassette. They were asked thirty questions. After getting the answers, scoring was done. One correct answer meant one score and similarly scores were added to get the total sum.

RESEARCH FINDINGS AND DISCUSSION

The data in Table 1 indicate that majority of the respondents had low level of knowledge regarding minimal processing of vegetables before imparting training which is reflected in all the groups *i.e.* 80 per cent in group I, about 87 per cent in group II, 83 per cent in group in III and 90 per cent in group IV. Rest of the respondents had medium level of knowledge regarding minimal processing of vegetables.

Taking into consideration all the four groups, it was found that 85 per cent of the respondents lacked knowledge

regarding the minimal processing of the vegetables.

As evident from the data in Table 2, group I attained maximum (60%) knowledge followed by group IV (26.67%) whereas the least was found in group II (13.33%).

It was observed that most of the respondents (61.67%) possessed medium level of knowledge regarding minimal processing of vegetables, a very few *i.e.* 8.33 per cent had scored low level of knowledge and the rest (30%) possessed high level of post knowledge regarding minimal processing of vegetables (Table 2 and Fig. 1).

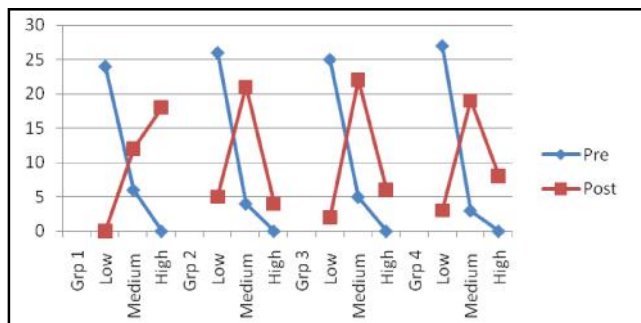


Fig. 1: Comparison in pre-knowledge and post knowledge level of respondents

The data given in Fig. 1 indicated that majority of the respondents *i.e.* 80 per cent in group I, 86.87 per cent in group II, 83.33 per cent in group III and 90 per cent in group IV had fallen in low category before the exposure of treatments. The data further showed that there had been a remarkable improvement, in knowledge of the respondents after imparting the training or after exposure of treatments *i.e.* 60 per cent in group I, 13.33 per cent in group II, 20 per cent in group III and 26.67 per cent in group IV had acquired high level of knowledge followed by 40 per cent in group I, 70 per cent in group II, 73.33 per cent in group III and 63.33 per cent in group IV who acquired medium level of knowledge. Significant change in frequency of respondents from pre-knowledge test to post-knowledge test of all the groups is clearly revealed in Fig. 1.

From Table 3 it was found that socio-economic characteristics was also associated with the gain in

Level of knowledge (Scores)	Group I (f %)	Group II (f %)	Group III (f %)	Group IV (f %)	Total (f %)
Low (Up to 10)	24 (80.00)	26 (86.87)	25 (83.33)	27 (90.00)	102 (85.00)
Medium (11 to 20)	6 (20.00)	4(13.33)	5 (16.67)	3 (10.00)	18 (15.00)
High (21 to 30)	0 (-)	0 (-)	0 (-)	0 (-)	0 (-)

Level of knowledge (Scores)	Group I (f %)	Group II (f %)	Group III (f %)	Group IV (f %)	Total (f %)
Low (up to 10)	0(0)	5(16.67)	2(6.67)	3(10.00)	10 (8.33)
Medium (11 to 20)	12 (40.00)	21(70.00)	22 (73.33)	19 (63.33)	74 (61.67)
High (21 to 30)	18 (60.00)	4 (13.33)	6 (20.00)	8 (26.67)	36 (30.00)

Table 3: Association of socio-economic characteristic with the gain in knowledge

Socio-economic characteristics	Low (upto 33%) (f %)	Medium (34 to 67%) (f %)	High (>67%) (f %)	Total	χ^2 value
Age					
15-30	1(2.56)	20(51.28)	18(46.15)	39(32.5)	0.49
30-45	1(1.53)	52(80)	12(18.46)	65(54.16)	
>45	8(50)	2(12.6)	6(37.6)	16(13.33)	
Education					
Illiterate	7(9.45)	56(75.67)	41(14.86)	74(61.66)	12.81**
Primary	0(-)	9(50)	9(50)	18(15)	
Middle	3(15)	8(40)	9(45)	20(16.66)	
Matric	0(-)	1(12.5)	7(87.5)	8(6.66)	
Religion					
Sikh	6(7.05)	57(67.05)	22(25.88)	85(70.83)	2.35
Hindu	4(11.42)	17(48.57)	14(40)	35(29.16)	
Type of family					
Nuclear	9(8.41)	67(62.61)	31(28.97)	107(89.16)	0.50
Joint	1(7.69)	7(53.84)	5(38.46)	13(10.83)	
Family occupation					
Agriculture	4(14.8)	15(55.55)	8(29.62)	27(22.5)	3.78
Service	1(14.28)	2(28.57)	4(57.14)	7(5.83)	
Labour	2(2.73)	49(67.12)	20(30.13)	73(60.83)	
Caste occupation	3(23.07)	8(61.53)	2(15.38)	13(10.83)	
Per capita income					
Up to 500	7(12.28)	37(64.9)	13(22.80)	57(47.5)	4.96**
500-1000	3(6.52)	29(63.04)	14(30.43)	46(38.33)	
>1000	0(-)	8(47.05)	9(52.94)	17(14.6)	
Family size					
Up to 4	2(2.98)	46(68.65)	19(28.35)	67(55.87)	
5-8	7(13.46)	28(53.84)	17(32.69)	52(43.33)	
>8	1(100)	0	0	1(0.833)	
Caste					
SC	0(10)	60(75)	12(15)	80(66.67)	6.42***
BC	0(-)	3(50)	3(50)	6(5)	
High	2(5.88)	11(32.35)	21(61.76)	34(28.33)	

knowledge of the respondents. Education level, caste and per capita income of the respondents had significant association with the gain in knowledge of the respondents whereas age, religion, type of family, size of family and occupation of family had no association with the gain in knowledge of the respondents.

Conclusion:

The results in the study revealed that demonstration and illustrated pictorial booklet was more effective for imparting education to women followed by video and illustrated pictorial booklet. During the pre-tests it was observed that none of the respondents had complete knowledge regarding the matter. The findings further indicated that 60 per cent of respondents gained high knowledge through reading of illustrated pictorial booklet and demonstration.

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