

**A Study on Impact of Vocational Training
Programme for Women Empowerment by
Krishi Vigyan Kendra, Chhindwara**

THESIS

Submitted to the

Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur

In partial fulfilment of the requirements for
the degree of

MASTER OF SCIENCE

In

AGRICULTURE

(EXTENSION EDUCATION)

By

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2007



DEDICATED TO MY BELOVED PARENTS



CERTIFICATE - I

This is to certify that the thesis entitled, "**A Study on Impact of Vocational Training Programme for Women Empowerment by Krishi Vigyan Kendra, Chhindwara**" submitted in partial fulfilment of the requirement for the degree of **MASTER OF SCIENCE IN AGRICULTURE (EXTENSION EDUCATION)** of the Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur is a record of the bonafide research work carried out by **Ms. Ekta Belwanshi** under my guidance and supervision. The subject of the thesis has been approved by the Student's Advisory Committee and the Director of Instructions.

No part of the thesis has been submitted for any other degree or diploma (certificate awarded etc.) or has been published/published part has been fully acknowledged. All the assistance and help received during the course of the investigation has been acknowledged by her.



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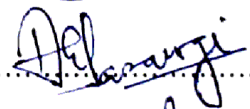
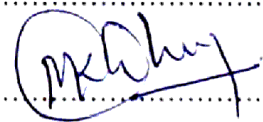
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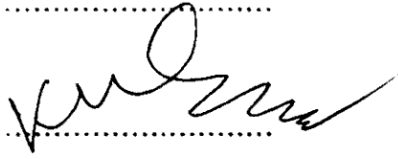
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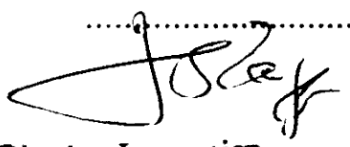
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Place : Jabalpur

Date :


(Ekta Belwanshi)

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CHAPTER - I

INTRODUCTION

INTRODUCTION

Women make up 50 per cent of the world population, comprises 33 per cent of official labour force perform nearly 66.60 per cent of all working hours (The Voice of the Working Women, UNO, 1982). In India, rural women play most significant and crucial role in agriculture and allied field. It has been observed that 75 per cent of entire women working force is engaged in farm operation, out of which 28 per cent are in cultivation, while 40 per cent belongs to agriculture labour.

Women are more insecure and dependant on the male members of the family to fulfill even their basic needs, due to lack of suitable employable skills and absence of economic independence.

The government is implementing many programmes for socio-economic upliftment of women. Involvement of women in exploiting their own potential are very vital for their economic development. Hence, there is need for participating of women in planning, executing and evaluating the project through resource assessment problem identification, mapping of potential solution and formulating appropriate programme. There are several enterprises with promising opportunities for exhibiting the capacities and capabilities of women like agriculture, mushroom, fisheries, poultry etc. A lot of potentials are available in enterprises, which are yet to be exploited for income generation activities.

The process of women empowerment is conceptualized in terms of personal assertions and confidence ability to protect themselves as women, attaining economic independence, ownership of productive assets, ability to handle capital and assets and provide leadership in both women and community related issues at all levels.

The international Conference (1980) organized by the ICAR, India with collaboration of IRRI, Philippines, strongly felt that –

- (1) For women users, extension services in agriculture, horticulture, livestock production, forestry etc. are generally lacking.
- (2) The extension services should be strengthened so that women extension workers could be prepared to help the taboo-ridden rural societies. Massive functional training courses should be organized for rural women for majority of them may not have the opportunities for higher education and advanced training.
- (3) There is strong need to involve women in design and implementation of programme devised to benefit peasant women.

The concept of rural women empowerment came into operation with the need of training with the aim of provision of opportunities to such women in forms of personal skill development and empowerment by the government under various schemes like TRYSEM (Training for Rural Youth for Self Employment), DWRCA (Development of Women and Children in Rural Areas), etc.

Women are backbone of a family by getting technical knowledge through vocational training, they may change their whole life. They will utilize all their mind power by use of new techniques, they also make them self-depend. A self dependent women can take their own decision related to their works. By increasing income of family, they can actually participate in society development and also in future development.

Realising the crucial role of farm women, the Indian Council of Agriculture Research has also identified the farm women and launched farm women empowerment training programme through Krishi Vigyan Kendras; conducting location-specific and need-based training programmes for farm women with a view to equipping the technological skill and employment related to agriculture and allied sectors.

The Krishi Vigyan Kendra of Chhindwara district of M.P. was established in the year 1983 and successfully organizing different types of training related to agriculture and allied field. Between the years 2002-2005, most of the vocational trainings organized for farm women are as follows :-

- (1) Tailoring
- (2) Mushroom cultivation
- (3) Post harvest technology
- (4) Formation of vermicompost
- (5) Backyard poultry management.

The present study entitled, "A Study on Impact of Vocational Training Programme for Women Empowerment by KVK, Chhindwara" was undertaken with the following objectives :-

- (1) To study the socio-economic status of the trainees
- (2) To study the impact of training programme on acquisition of knowledge and skill development
- (3) To assess the impact of training programme in terms of income generation
- (4) To find out the problems faced by trainees in relation to knowledge acquisition and its adoption
- (5) To examine the suggestions made by the trainees to improve the effectiveness and utility of training programme.

Scope and importance of the study :

In the strategy of women empowerment, a great emphasis is placed on education, economic independence and rights of women. For economic independence, vocational training may become very effective tool to empower women. For this purpose, training centres have been set up all over the country stated earlier, when training programmes of greater magnitude have undertaken, it called for the scientific research with reference to each aspect of the training programme.

Training has become a very important aspect of new strategy of mushroom production, post harvest technology, tailoring and poultry management, hence it calls for many adjustments, both on the part of the participants in the training and also on the part of the organization responsible for the training.

Hence, the present investigation was an attempt to know the level of knowledge and skill of trained women in Krishi Vigyan Kendra and the socio-economic status of trainees, who were engaged in income generation and also provide problems faced and suggestions made by trainees, so as to know the impact of training programme. This will provide a guideline to planners and administrators of KVK and training centres for increasing the effectiveness of training.

Limitations of the study :

- 1) The study was limited to the trained women who have received the training from Krishi Vigyan Kendra of Chhindwara district.
- 2) Only 102 respondents were selected from Chhindwara district for the study.
- 3) The findings of the study are based on individual research works and may have limited generalization.
- 4) The study was restricted to only few variables due to limited time and resources and the variables were measured by putting questions to each respondent.
- 5) The conclusions are based on the data provided by the respondents. Therefore, the validity and reliability depend on how honestly they provided the information.

Organization of the study :

The thesis is presented in six chapters. Chapter I of the study attempts to focus the problems, objectives, scope and limitations of the study, i.e. Introduction; chapter II relates to the review of literature for the study, chapter III describes the methodology, sample, tools and techniques of data collection, operationalization of variables and their measurement procedure; chapter IV deals with the presentation and description of the data i.e. results, chapter V deals with findings and discussion and chapter VI deals with the summary, conclusion and suggestions.

* * *

CHAPTER - II

REVIEW OF LITERATURE

REVIEW OF LITERATURE

Review of literature is a necessary step for any scientific study as it helps in generation of result. It provides a theoretical frame work for the proposed study. The previous work helps in basic interpretation of findings of the study. The available researches have been presented under the following heads :-

- (A) Socio-economic status of the trainees
- (B) Impact of training programme on acquisition of knowledge and skill development
- (C) Problems faced by trainees in relation to knowledge acquisition and its adoption
- (D) Suggestions made by the trainees to improve effectiveness and utility of training.

(A) Socio-economic status of trainees :

1) Age :

Sharma and Sharma (1992) found that higher percentage of respondents (66%) belonged to middle age and 27.94 per cent were from old age group.

Khare *et al.* (1996) revealed that more than fifty per cent trainees were unemployed and young (between 19 to 25 years) age group and their knowledge was also found more than the other trainees.

Eboh (2000) reported that majority of the women were in the 31 to 50 year age bracket and only 6.25 per cent were over 50 years old.

Kumar (2000) reported that highest percentage of cotton growers (81%) belonged to young and middle age group.

Kumar and Singh (2000) reported that majority of trainees (67%) were from young age group, followed by those in the middle age group (31.1%) and only 2 per cent of them were from old age group.

Kaur and Gill (2001) reported that 70.64 per cent trainees were in young age category, whereas 19.5 per cent and 9.5 per cent were in middle and old age category, respectively.

Narmatha *et al.* (2001) revealed that equal percentage (40%) of poultry farm women belonged to young and middle age group and only 20 per cent were old age group.

Kalyani *et al.* (2002) found during the study of involvement of women entrepreneurs that maximum respondents belonged to the age group of 31 to 40 years.

Tabasum (2002) reported that vocational training had a positive effect as 50 and 40 per cent had started doing crewel embroidery and golden thread work, respectively and majority of them were from young age group.

Raghu *et al.* (2003) concluded in a study on effectiveness of training on knowledge that majority of the respondents belonged to middle age group.

2) Education :

Dahiya (1999) concluded that low literacy rate and poor skill level of women constraining them to stay in the farm sector.

Antoniades (2000) reported that younger women had a higher level of education and improved opportunities to choose their own employment.

Sharma and Singh (2000) reported while studying the impact of training on the knowledge and adoption of crop production technologies of

farmers trained by KVK that agriculture training had good impact on farmers with higher education.

Vichare (2000) reported that development of agriculture sector might hamper through the improper education.

Kaur *et al.* (2001) reported that majority of the trainees were matriculate, followed by middle and only 17.10 per cent were graduates.

Narmatha *et al.* (2001) reported that 50 per cent of the respondents had education up to secondary level.

Kanwar (2002) reported that highest adoption index was obtained by graduate women and lowest by illiterate women.

Ray (2002) observed that education was found to act as strong determinants of awareness of improved poultry keeping.

Samakhya (2003) concluded that education and employment were the twin process for women.

3) Size of family :

Sharma and Sharma (1992) revealed that majority of trainees cumulatively having big family and 40.88 per cent trainees belonged to small family.

Ratna Prabha (2002) reported that maximum respondents belonged to small size of family.

4) Size of land holding :

Mitra (1990) reported that for female members, employment at farm and non-farm level has decreased with the increase in size of farm.

Shangutta (1997) assessed the suitability of seven home science innovations by a sample of 80 farm women and revealed that 50 per cent of each farm women had small and marginal farms.

Singh and Verna (1998) observed that size of land holding was positively and significantly related with adoption.

✓ Narmath *et al.* (2001) reported that majority of the respondents belonged to medium land holding.

Selvan (2004) revealed that the farm post stratified into small, medium and large.

✓ Tiwari (2005) reported that majority of the farm women had small land holding, i.e. up to 1 ha.

5) Extension contact :

Narmath *et al.* (2001) reported that majority of the respondents belonged to medium level of extension contact.

Singh (2005) reported that majority of respondents had medium extension contact.

Tiwari (2005) revealed that majority of farm women had medium extension contact.

6) Number of trainings attended :

Hanchial *et al.* (1991) reported that more than 50 per cent farmers were found in high knowledge group due to training.

Mankar *et al.* (1992) concluded that 79 per cent of village extension workers expressed that the subject matter specialists, who trained them, should have sound technical knowledge.

Rao and Dipox (2000) found that the number of trainings received is predictable variable for the development of entrepreneurship of the trained farm women.

Dangi (2005) reported that 26 per cent of the respondents found training regarding the cultivation of medicinal and aromatic plants.

Sahay (2005) reported that majority of the respondents had attended one training regarding mushroom cultivation.

Tiwari (2005) reported that majority of the farm women attended 6 to 10 training course.

7) Risk orientation :

Patel (1996) reported that majority of the respondents had medium risk preference.

Gupta *et al.* (1998) reported that majority of the contact farmers belonged to the category of medium level of risk preference, followed by low and high risk preference.

Shailaja *et al.* (2001) reported that economic motivation, risk taking ability, decision making ability are the major dimension of entrepreneurial behaviour.

Chauhan *et al.* (2002) reported that risk preference, training effectiveness and economic motivation found to be significantly associated with the techno-economic change of farmers.

Sahay (2005) reported that 70 per cent of the respondents were having high risk taking ability.

Senthil Kumar *et al.* (2005) reported that two-fifth (41.01 per cent) of the respondents fell under high level, one-fourth (25 per cent) of them had medium level and only one-third (33.33 per cent) had low risk orientation.

8) Annual income :

Chouhan (1999) reported that share of women in farm and off-farm income came to the extent of 27 per cent and 12 per cent of the total household income, respectively, making an overall contribution of 24 per cent on an average in the house hold income.

Masur and Ashalata (2001) reported that 125 women trained by Krishi Vigyan Kendra in Dharmad district, Karnata to examine the benefits derived by the trainees often adopting the constraints to the adoption of such practices, the respondents expressed that training activities increased their income.

Narmatha (2001) reported that more than 65 per cent of the respondents engaged in poultry farming as subsidiary occupation belonged to medium income category.

Sharma and Verma (2001) reported that annual income of 22 per cent of the respondents crossed the poverty line by entrepreneurial activities of self help group of women.

Rajashekhar (2002) concluded that large portion of the total income of house come from the women's income.

9) Knowledge level :

Hanchial *et al.* (1991) reported that more than 50 per cent respondent were found in high knowledge group due to training.

Mahale (1991) reported that providing training to the rural women at institution is found to be helpful in increasing the knowledge level.

Joshi and Thorat (1992) reported that nutrition training had positive impact on respondents with regard to knowledge index and adoption index of consumption aspect of nutritious food.

Verma and Dahiya (1994) found that knowledge impact of post harvest technology training on farm women as estimated to the extent of 50.8 per cent. This was moderately high and speaks of the significant impact achieved through action orientation instructional media combined training.

Shrivastava *et al.* (1996) reported that level of knowledge of home practices increased cent per cent after the training of female farmers belonging to middle standard.

Nagabhushanam (1998) reported that the mean knowledge score difference was observed to be 2.92 from before and after training conducted. The knowledge gain was observed as high in case of 47.17 per cent trainees.

Amudha and Veerabhadraiah (2000) found that majority of the women were found to possess medium level of knowledge.

Lakshminarayan *et al.* (2000) found that due to training effect, there was significant relationship with knowledge level of different categories of trainers in adoption of improved agriculture technology.

Sharma and Singh (2000) reported while studying the impact of training on the knowledge and adoption of crop production technologies of farmers trained by K.V.K. that agriculture training had good impact on farmers with higher education.

Kanaujia *et al.* (2003) concluded that training impact by KVK have enhanced knowledge of participating rural women as compared to non-participating untrained women.

Prasad (2003) observed that gain in knowledge of farm women about post harvest technology ranged from 6.76 to 28.47 per cent.

Dependent variables :

1) Income generation :

Snehalatha and Reddy (1997) reported that additional income generation showed positive significant relation with education achievement, motivation, food intake and health care and education of children.

Masure and Ashalata (2001) reported that training on income generation activities increased their income.

Nashine *et al.* (2001) revealed that training programme was very useful and gave economic benefit after selling their product.

Pukazhenthil (2002) reported that 51 per cent of the respondent households registered an increase in assets from pre to post SHG situation. The average value of assets registered an increase of 72 per cent and 33 per cent average increase in net income.

Chandra Gawda (2003) reported that KVK has facilitated the group members to have market of their own by changing place and logistics for weaken market on an average 142 members took part in marketing on each day with an average transaction of Rs. 16,400/-.

Chandra Gowda (2003) reported that the quantitative change resulting from the group organization has enhanced the income generating capacity of women up to Rs. 20,000/- per year.

Selvan (2004) reported tht average annual farm income from sale of eggs and birds was Rs. 2667.90, Rs. 6771.04 and Rs. 15273.44 for small, medium and large farm, respectively.

Shanthi and Muthu (2005) reported that 83 per cent of women who advocated mushroom cultivation and fruits and vegetable preservation were able to fetch an income of Rs. 750 and above.

Sajjanar and Shivakumar (2007) reported that comprising of 60 trained and 40 untrained poultry farmers were selected randomly and reported that net return was found to be more in trained farmers as compared to untrained farmers.

B) Impact of training programme on acquisition of knowledge and skill development :

Anantharam and Ramnath (1990) concluded that the increase in knowledge level acquisition of practical skill on various items and the suitable selection and coverage of topics showed that the training programme had provided the trainees with satisfying learning situation.

Jaiswal, M. (1998) concluded that all the three categories of farm women such as marginal, small and big, majority i.e. 45.58 per cent had medium level of knowledge about farming enterprises.

Trivedi and Intodia (1999) concluded that there was no association between age and level of skill acquired of beneficiaries.

Hazarika (2001) reported that interactive demonstration can develop a skill in a learning to the perfection although it takes a little more time in the process of learning.

✓ Kaur and Talikdar (2001) reported that the trainings to be very much useful for technical knowledge gain and technical skill development.

Ahmed and Philip (2002) reported that four types of training programmes were evaluated - Kitchen gardening, mushroom cultivation, layer farming and fresh water pisciculture programmes - and revealed that 50 per cent of the trainees gained a medium level of knowledge and acquired medium level of skill in all training programmes.

Gupta *et al.* (2002) collected data through an interview schedule for 120 women belonged to village, half of which had undergone training programme imparted by KVK of IVRI, Izatnagar (U.P.) and reported that the respondents preferred short duration training programmes in their own village, particularly in summer season by a middle aged group of 10 to 20 women. Lecture along with group were the most preferred training method. Similarly, knowledge-cum-skill based training were also adopted by them.

(C) Problems faced by trainees :

- Yarpude (2000) reported that major constraints perceived by the respondents were lack of female extension workers, followed by high input and lack of financial facilities.

Banerjee *et al.* (2001) reported that lack of infrastructure like transport and communication as a problem in expanding their business and securing markets (35%), lack of contact with information sources (33.33%) were the problems in women enterprises.

Masure and Ashalatha (2001) reported that finance was the major reason for non-adoption of almost all activities covered under the training.

Paul and Punjabi (2001) reported that lack of proper knowledge of composting, losses on account of perishable nature of mushroom, difficulty in borrowing loan, lack of education among villagers about mushroom cultivation and lack of storage facilities were major constraints confronted by the selected mushroom cultivators.

Kanwar (2002) revealed that marketing of produce was the biggest problem faced by the trainees.

Sarada *et al.* (2002) reported that insufficient loans, low income, lack of social mobility and no market for product were the main problems perceived by self help group.

Kamala and Raju (2003) reported that 37.50 per cent respondents expressed the problem of transport facility. They further reported that lack of knowledge and skill was perceived as a problem by about 30 per cent respondents.

Singh and Singh (2003) reported that lack of knowledge, rural and religious norms and financial constraints were the serious impediments to their entrepreneurship.

D. Suggestions made by trainees to improve the effectiveness and utility of the training :

• Sarda *et al.* (2002) revealed that most of the women suggested for skill oriented training for women, increasing education level of women and increasing loan for self help group.

Kamala and Raju (2003) reported that 33.33 per cent respondents suggested that there should be training centre at every village and 26.66 per cent suggested that the period of training should be increased in case of training of tailoring.

Sarah *et al.* (2003) reported that majority of the respondents (66.66%) suggested that there should be provision of easy availability of credit for women.

* * *

CHAPTER - III

MATERIAL AND METHODS

MATERIALS AND METHODS

This chapter deals with the methods and procedures used for the data collection and analysis of data, which are discussed under the following heads :-

- 1) Locale of the study
- 2) Selection of block
- 3) Selection of respondents
- 4) Variables and their operationalization
- 5) Tools and techniques used for collection of relevant data
- 6) Statistical analysis of data.

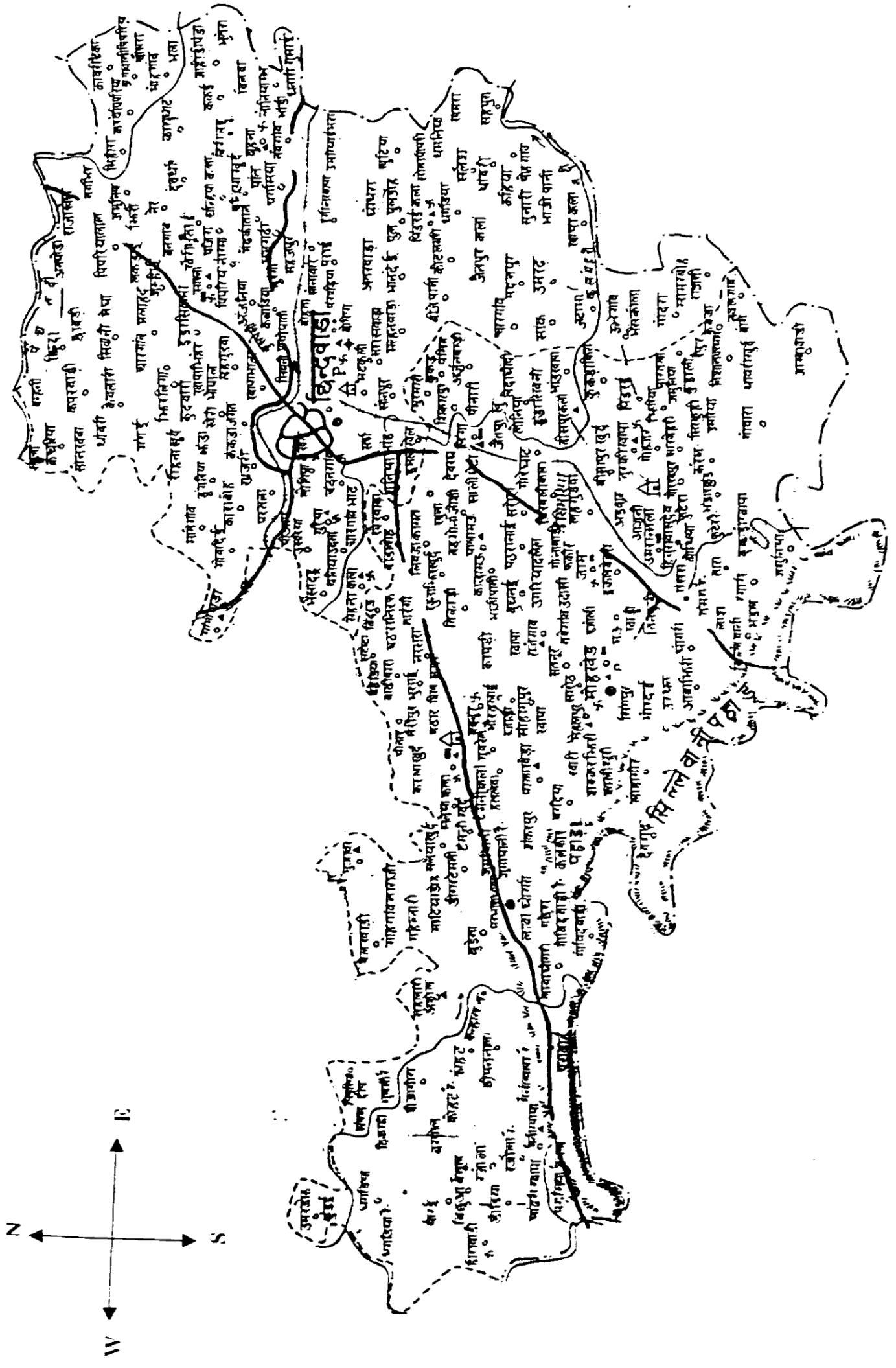
1) Locale of the study :

The Chhindwara district of Madhya Pradesh has been selected purposively for the study because Krishi Vigyan Kendra, Chhindwara district has conducted number of vocational trainings for women and it is a very old Krishi Vigyan Kendra established during 1983, and also awarded by ICAR for its works.

Chhindwara district is located on the south-west region of Satpura range of mountains. It is spread from 21.28° to 22.49° North latitude and 78.40° to 79.24° East longitude.

Chhindwara district ranks first in area in Madhya Pradesh state and occupies 3.85 per cent of the total area of the state. There are 1984 villages in the district, out of which 1903 villages are habitat. The total population of Chhindwara district is 18,48,882, out of which 5,40,708 is Scheduled Tribes and 1,91,419 Scheduled Castes. There are 953 females for every 1000 males. Out of the total population, 76.90 per cent belongs to rural area.

Chinnuwara & Mohkhed block of Chhindwara district of M.P.



2) Selection of block :

Chhindwara district comprises of 11 blocks, out of which 2 blocks i.e. Mahkhed and Chhindwara blocks were selected purposively for the study, because in these blocks, maximum number of vocational training have been conducted for women by KVK Chhindwara during the years 2002 to 2005.

3. Selection of respondents :

For the selection of respondents, a list of trainees from each village were prepared with the help of KVK. Then, from the list, 15 per cent trainees were randomly selected to make a total sample of 102 trainees distributed in 8 villages, as follows :-

Table 1 : Details of selected villages and respondents

S. No.	Name of selected villages	Total No. of trainees	No. of trainees selected
1.	Simariya	260	39
2.	Linga	55	9
3.	Jam	55	9
4.	Chikhalikala	40	6
5.	Shikarpur	50	7
6.	Chandangaon	110	16
7.	Guraiya	70	10
8.	Sarra	40	6
Total		680	102

Selection of respondents according to training attended may be seen in Appendices.

4) Variables and their operationalization :

Social scientists hold the view that there exists a gap between theory and empirical research. The very nature of the scientific methods and ways in which social scientists perceive and analyze the social phenomena make it difficult to remove the gap completely. The theorists use conceptual variables that are formulated at high level of abstraction. Thus, the operationalization of these concepts in order to fit them in the theoretical framework on the basis of empirical evidences becomes a major task. The social scientists are confronted after the variables to be measured have been operationally defined. Most of the social scientists attempt to solve measurement problems by operationally defining the conceived variables and then by either using available measures or by designing one's own measure.

A number of terms and variables have been used in the present study with specific meaning. Obviously, these terms require operationalization. This has been followed in the study.

Variables and their measurement

S. No.	Variables	Measurement
A.	Independent variables	
1.	Age	Chronological age
2.	Education	Scale developed by Trivedi and Pareek (1963)
3.	Size of family	- do -
4.	Size of land holding	- do -
5.	Extension contact	- do -
6.	No. of trainings attended	Self scoring
7.	Risk orientation	Scale developed by Supe and Singh (1969)
8.	Annual income	In Rupees
9.	Knowledge level	Self scoring
B.	Dependent variable	
1.	Income generation	Self scoring

1) Age :

It refers to actual age of the respondents in complete year, i.e. chronological age of the respondent. The actual age was recorded as told by the respondents at the time of interview. This data fall in between 18 to 48 years and then it was grouped into three age categories, as follows :-

S. No.	Categories	Score range
1.	Young age group (18 to 30 years)	1
2.	Middle age group (31 to 48 years)	2
3.	Old age group (Above 48 years)	3

2. Education :

It refers to the respondents' ability to sign, read and write and also his formal education attainment. Weightage has been given as under according to the scale developed by Trivedi and Pareek (1963) and accordingly, the respondents have been categorized as under :-

S. No.	Categories	Score range
1.	Illiterate	0
2.	Only read	1
3.	Read and write	2
4.	Up to Primary	3
5.	Middle passed	4
6.	Higher Secondary passed	5
7.	Bachelor's degree	6
8.	Post-graduation	7

3) Size of family :

It refers to the total number of members of an individual family (both male and female) living together under one roof and having common mode of cooking and eating.

The family size was categorized into three groups as per the scale developed by Trivedi and Pareek (1963).

S. No.	Categories	Score range
1.	Small family (Up to 5 members)	1
2.	Large family (Above 5 members)	2

4) Size of land holding :

It refers to the ownership of land as possessed by the respondents for the purpose of cultivation of crops. The maximum and minimum land possessed by the respondents were identified and land holding was categorized under three groups with the help of the following formula :-

$$\text{Land holding category} = \frac{\text{Maximum land} - \text{Minimum land}}{\text{Number of categories}}$$

S. No.	Categories	Score range
1.	Small (1 to 3 acres)	1
2.	Medium (4 to 6 acres)	2
3.	Large (Above 6 acres)	3

5) Extension contact :

The variable extension contact refers to the degree to which the respondents got themselves involved in interaction with extension agencies. The variable was measured on the basis of frequency of the contact made by the respondents. This variable has been categorized into no contact, once in a month, fortnightly and weekly contact, and 0, 1, 2 and 3 scores, respectively, were assigned.

S. No.	Categories	Score range
1.	No contact	0
2.	Once in a month	1
3.	Fortnightly	2
4.	Weekly	3

6) Number of trainings received :

Training is that process by which the desired knowledge, skill, attitude and idea are included and reinforced in an organism. Basic purpose of training is to increase the efficiency of making decisions. Training goes much further than teaching. It involves imparting knowledge plus development of skill and habits. Training is a practical form of giving education. Basically, it prepares people to do their job well.

Operationally, training has been defined in this study as a kind of learning process where selected groups of individuals undergo learning experience to internalize the skill, resulting in the modification of behaviour towards specific job performance. The respondents have been divided into 3 categories depending upon the number of trainings received.

S. No.	Categories	Score range
1.	Low (Up to 1 training)	1
2.	Medium (2 trainings)	2
3.	High (Above 2 trainings)	3

7) Risk preference :

It is the degree to which a farmer is oriented towards risk and the problems in farming. In the present study, risk preference of respondents was measured with the help of risk orientation scale developed by Supe (1969). The scores were given to statement for strongly agree (7), agree (5), undecided (4), disagree (3) and strongly disagree (1). The order was reversed in the case of negative statement. The total scores of an individual on the scale was obtained by adding the score of all the individual statement in the scale. The possible score range was up to 20 and above 37. The risk preference categories were formulated into low, medium and high.

S. No.	Categories	Score range
1.	Low risk preference (20 to 25 scores)	1
2.	Medium risk preference (26 to 31 scores)	2
3.	High risk preference (32 to 37 scores)	3

8) Annual income :

It refers to the total income earned by the family members from all sources per annum. The maximum and minimum annual income of the

respondents were identified and annual income was categorized under three groups with the help of the following formula :-

$$\text{Annual income category} = \frac{\text{Maximum income} - \text{Minimum income}}{\text{Number of categories}}$$

S. No.	Categories	Score range
1.	Low income (Rs. 20,000 to 40,000/-)	1
2.	Medium income (Rs. 40,001 to 60,000/-)	2
3.	High income (Above Rs. 60,000/-)	3

9) Knowledge level :

It refers to the acquisition of information resulting to the recommended technology of different trainings received by the respondents. The responses were recorded on three point continuum as complete, partial and no knowledge and were given 2, 1 and 0 scores, respectively. On the basis of range of the score, the respondents were categorized into low, medium and high groups.

S. No.	Categories	Score range
1.	Low knowledge (7 to 16 scores)	1
2.	Medium knowledge (17 to 26 scores)	2
3.	High knowledge (27 to 36 scores)	3

10) Income generation:

Income generation referred to the total income earned by the beneficiaries as the result of establishing enterprise in which they had received training. The beneficiaries were categorized in three income group as under

S.No	Categories	Score range
1.	Low income (Rs 500 to 5,500/-)	1
2.	Medium income (Rs 5501 to 10,500)	2
3.	High (Rs 10,501 to 15550)	3

5) Tools and techniques used for collection of relevant data :

The data for the study were collected with the help of structured interview schedule by personal interview method. The schedule was specifically designed so as to cover all the objectives set forth for the investigation. The interview schedule comprised of set of questions related to find out answers to the following :-

1. To study the socio-economic status of the trainees
2. To study the impact of training programme on acquisition of knowledge and skill development among the trainees
3. To asses the impact of training programme in terms of income generation
4. To find out the problems faced by the trainees in relation to knowledge acquisitions and its adoption
5. To find out the suggestions made by the trainees to improve the effectiveness and utility of training programme.

6) Statistical analysis of data :

After filling the interview schedule, the collected data were transformed into numeral values and then presented in the tabulation sheet. The data in the form of numerical values were categorized and presented in different tables. Frequencies and percentages were worked out using the following formula -

$$P = \frac{X}{N} \times 100$$

Where,

P = percentage

X = Frequency of respondents

N = Total number of respondents.

* * *

CHAPTER - IV

RESULTS

RESULTS

The data collected for the study are presented as per the objectives of the study and the same has been presented under the following sub-heads:-

1. Socio-economic status of the trainees
2. Impact of training programme on acquisition of knowledge and skill development
3. Impact of training programme in terms of income generation
4. Problems faced by trainees in relation to knowledge acquisition and its adoption
5. Suggestions made by the trainees to improve the effectiveness and utility of training programme.

I. Socio-economic status of trainees :

Table 1 : Distribution of respondents according to their age

S. No.	Age group (in years)	No. of respondents	Percentage
1.	Young (18 - 30)	58	56.86
2.	Middle (31 - 48)	32	31.37
3.	Old (Above 48)	12	11.71
Total		102	100.00

Data in Table 1 revealed that out of 102 respondents, 56.86 per cent were belonged to young age group, 31.37 per cent belonged to middle age group and 11.71 per cent were from old age group.

Therefore, it may be concluded that maximum number of respondents belonged to young age group.

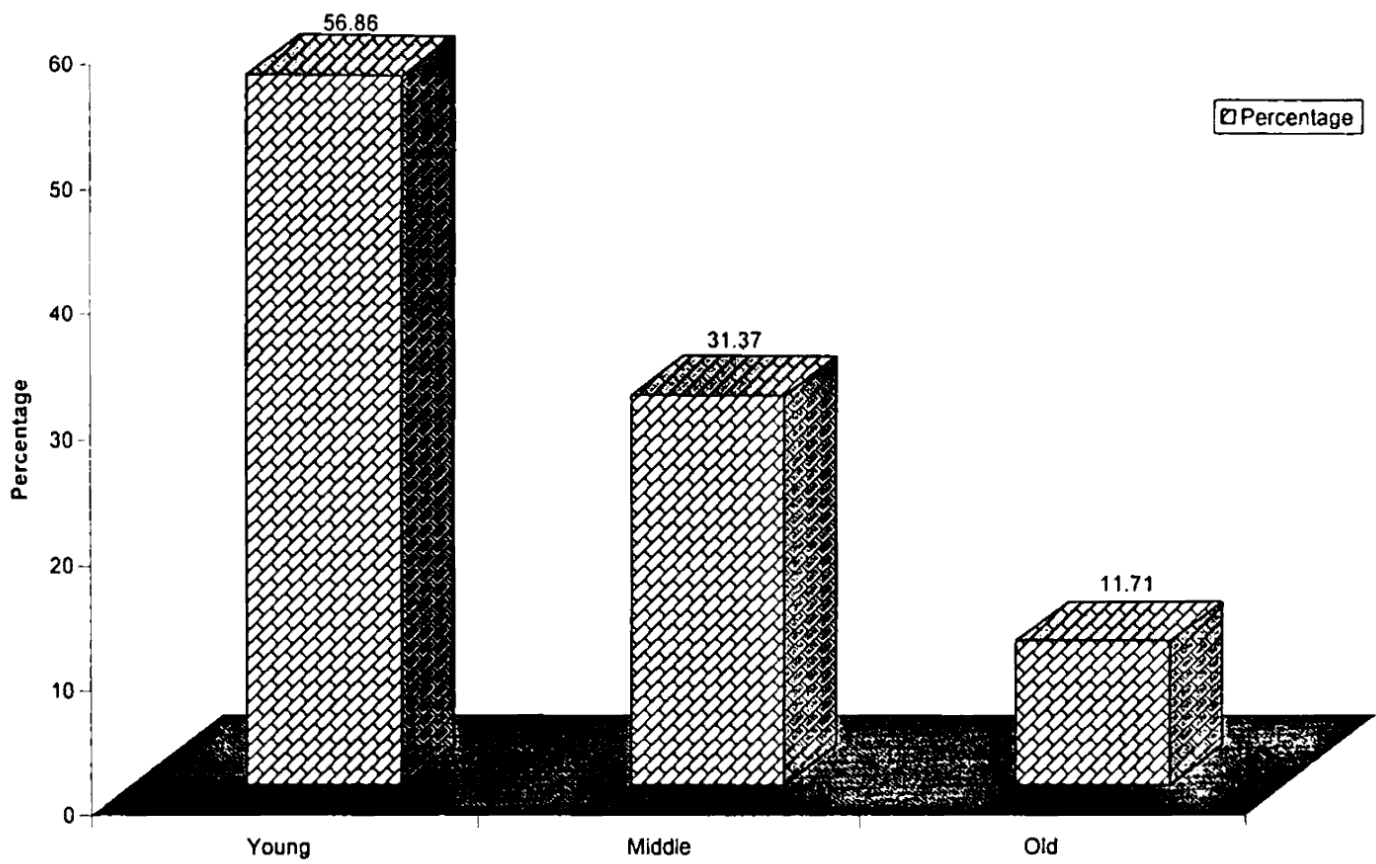


Fig. 1 : Bar Diagram Showing distribution of respondents according to their Age

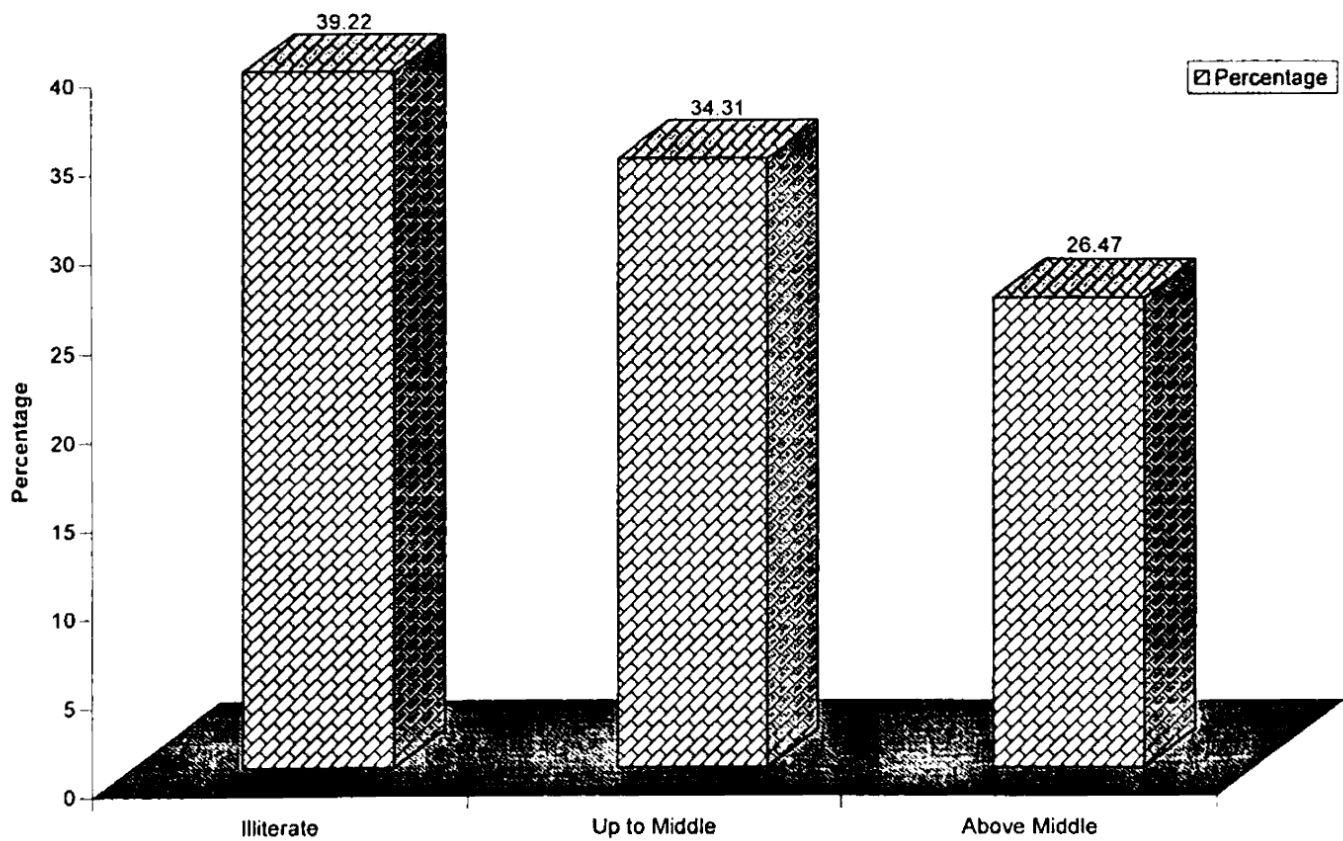


Fig. 2 : Bar Diagram Showing distribution of respondents according to their level of Education

Table 2 : Distribution of respondents according to their level of education

S. No.	Level of education	No. of respondents	Percentage
1.	Illiterate	40	39.22
2.	Up to Middle	35	34.31
3.	Above Middle	27	26.47
Total		102	100.00

The data in Table 2 revealed that out of total 102 respondents, 39.22 per cent were illiterate, 34.31 were educated up to middle and only 26.47 per cent were educated above middle.

Therefore, it may be concluded that maximum respondents were illiterate.

Table 3 : Distribution of respondents according to their size of family

S. No.	Size of family	No. of respondents	Percentage
1.	Small (up to 5 members)	33	32.35
2.	Large (above 5 members)	69	67.65
Total		102	100.00

Data in Table 3 revealed that out of 102 respondents, 67.65 per cent belonged to large size family, while only 32.35 per cent belonged to small size family.

Therefore, it may be concluded that maximum number of respondents were from large size family i.e more than 5 members.

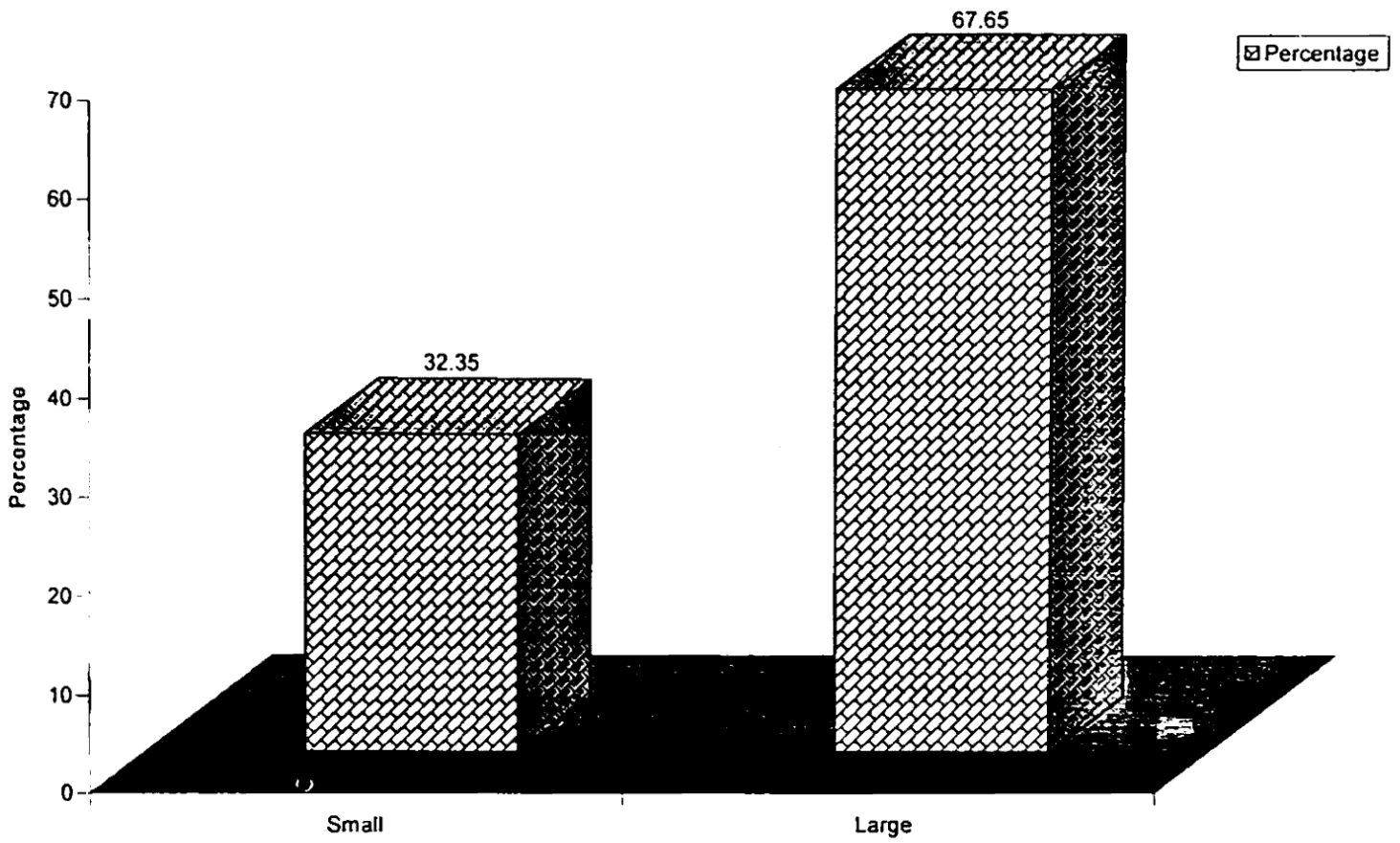


Fig. 3 : Bar Diagram Showing distribution of respondents according to their size of family

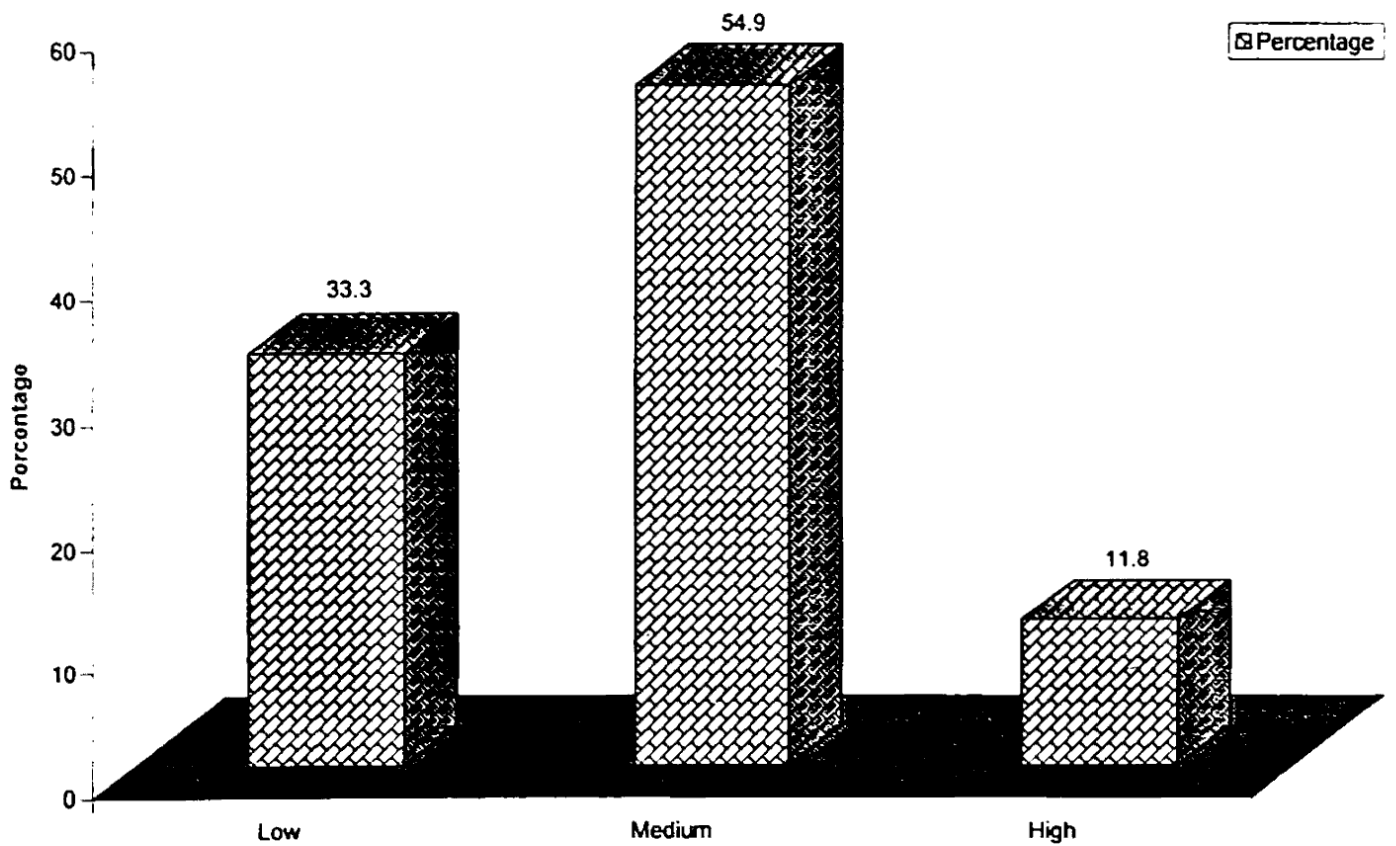


Fig. 4 : Bar Diagram Showing distribution of respondents according to their annual Income

Table 4 : Distribution of respondents according to their annual income

S. No.	Annual income	No. of respondents	Percentage
1.	Low (Rs. 20,000 to 40,000/-)	34	33.30
2.	Medium (Rs. 40,001 to 60,000/-)	56	54.90
3.	High (Above Rs. 60,000/-)	12	11.80
Total		102	100.00

Data in Table 4 revealed that out of 102 respondents, 54.90 per cent belonged to medium income group, 33.30 per cent belonged to low income group and only 11.80 per cent belonged to high income group.

Therefore, it may be concluded that majority of the respondents were from medium income group (i.e. Rs. 40,001 to 60,000/-).

Table 5 : Distribution of respondents according to their size of land holding

S. No.	Size of land holding	No. of respondents	Percentage
1.	Small (1 to 3 acres)	32	31.37
2.	Medium (4 to 6 acres)	40	39.22
3.	Large (Above 6 acres)	30	29.41
Total		102	100.00

Data in Table 5 revealed that out of 102 respondents, 39.22 per cent had medium size of land holding, 31.37 per cent had small size of land holding and only 29.41 per cent had large size of land holding.

Therefore, it may be concluded that maximum respondents were belonged to medium size of land holding (i.e. 1 to 3 acres).

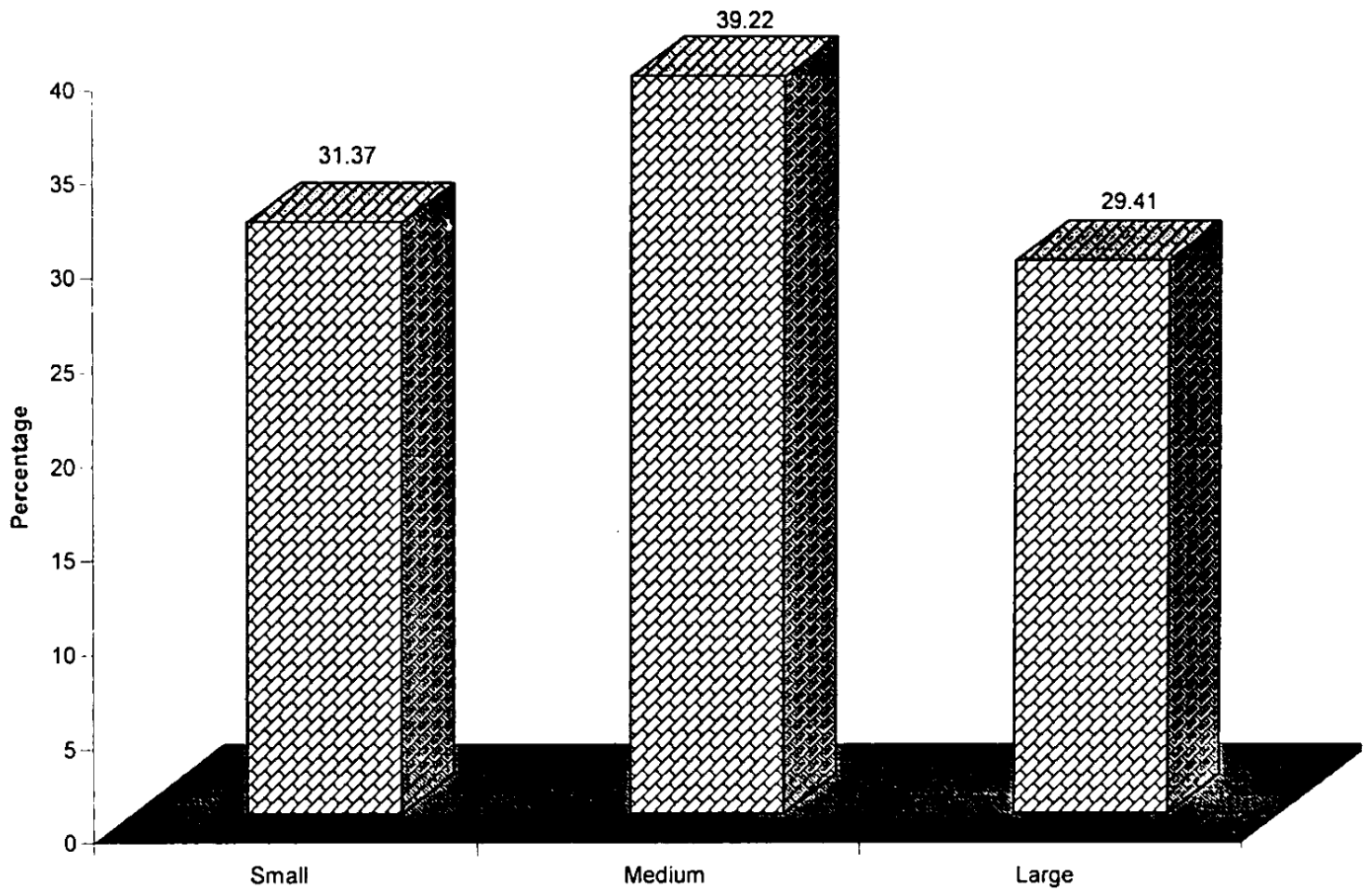


Fig. 5 : Bar Diagram Showing distribution of respondents according to their size of Land Holding

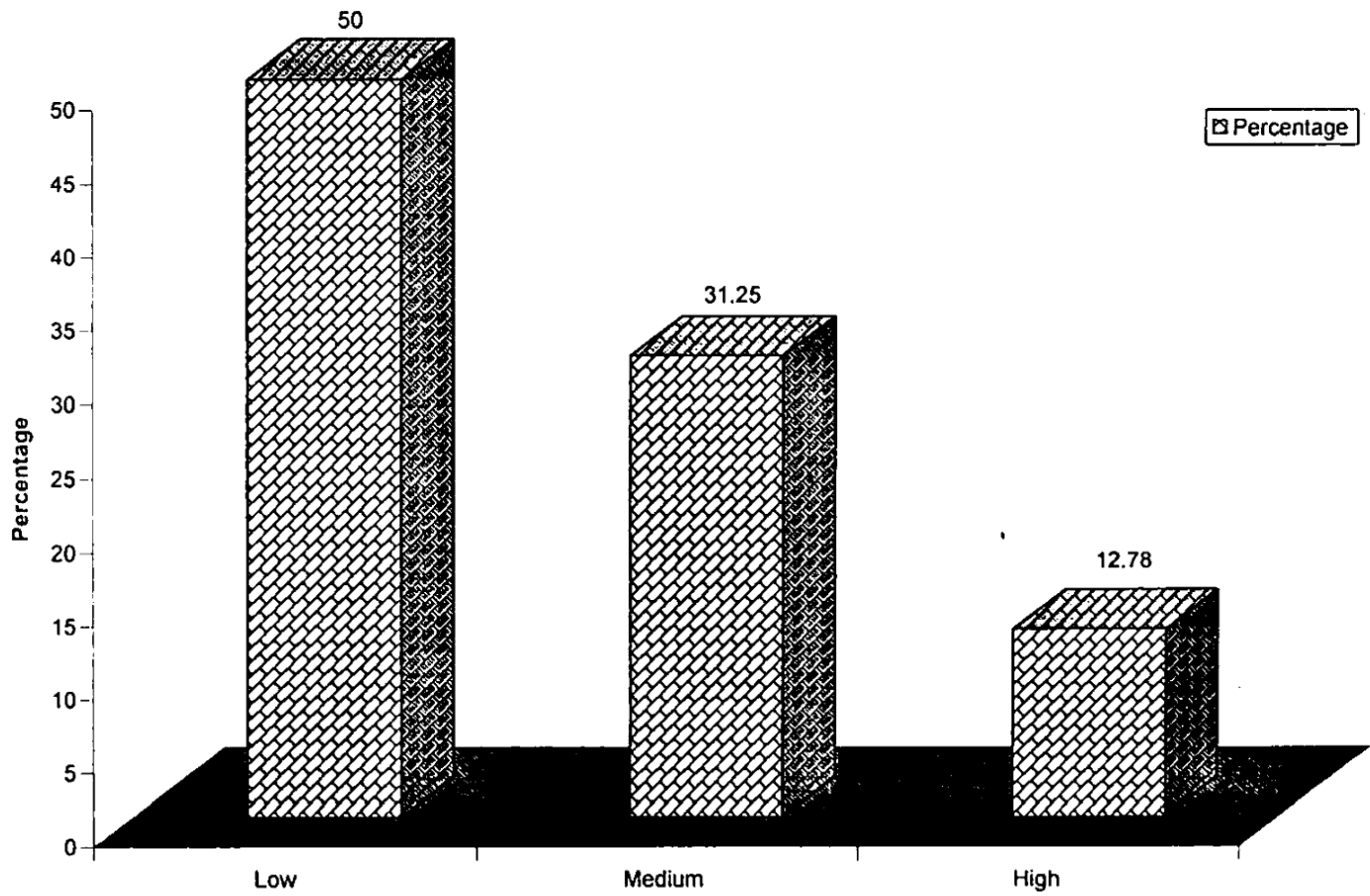


Fig. 6 : Bar Diagram Showing distribution of respondents according to their Extension Contact

Table 6 : Distribution of respondents according to their extension contact

S. No.	Categories (score range)	No. of respondents	Percentage
1.	Low (Up to 6)	51	50.00
2.	Medium (7 to 9)	38	31.25
3.	High (Above 10)	13	12.74
Total		102	100.00

Data in Table 6 revealed that out of 102 respondents, 50 per cent belonged to low extension contact, 31.25 per cent belonged to medium extension contact and only 12.74 per cent respondents were belonged to high extension contact category.

Therefore, it may be concluded that maximum respondents were belonged to low extension contact category.

Table 7 : Distribution of respondents according to number of trainings attended

S. No.	Categories	No. of respondents	Percentage
1.	Low (Up to 1)	50	49.01
2.	Medium (Up to 2)	38	37.05
3.	High (3 and above)	14	13.72
Total		102	100.00

Data in Table 7 revealed that out of 102 respondents, 49.01 per cent attended one training, 37.05 per cent attended 2 trainings and only 13.72 per cent respondents attended 3 or above trainings from Krishi Vigyan Kendra.

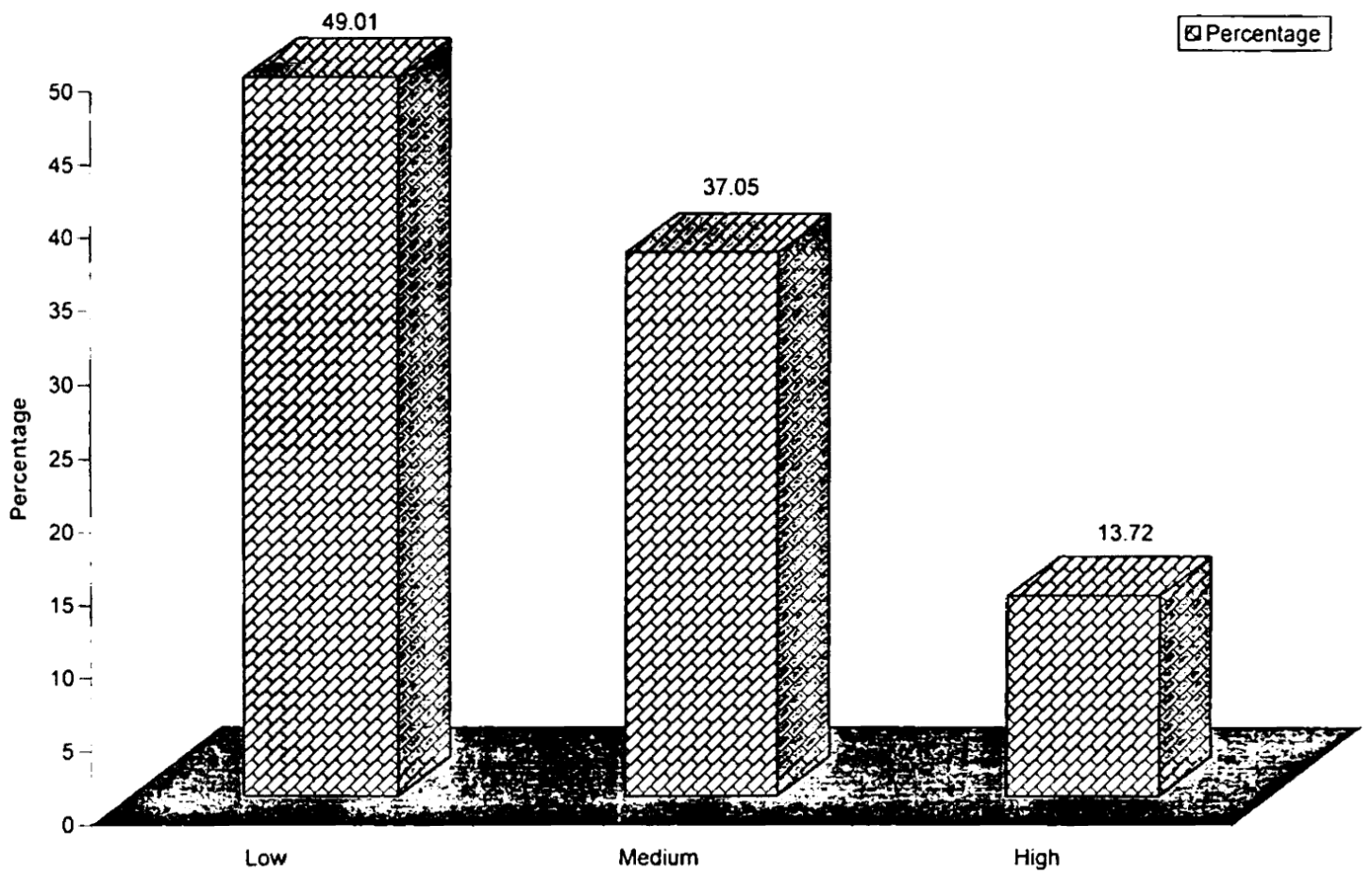


Fig. 7 : Bar Diagram Showing distribution of respondents according to number of Trainings Attended

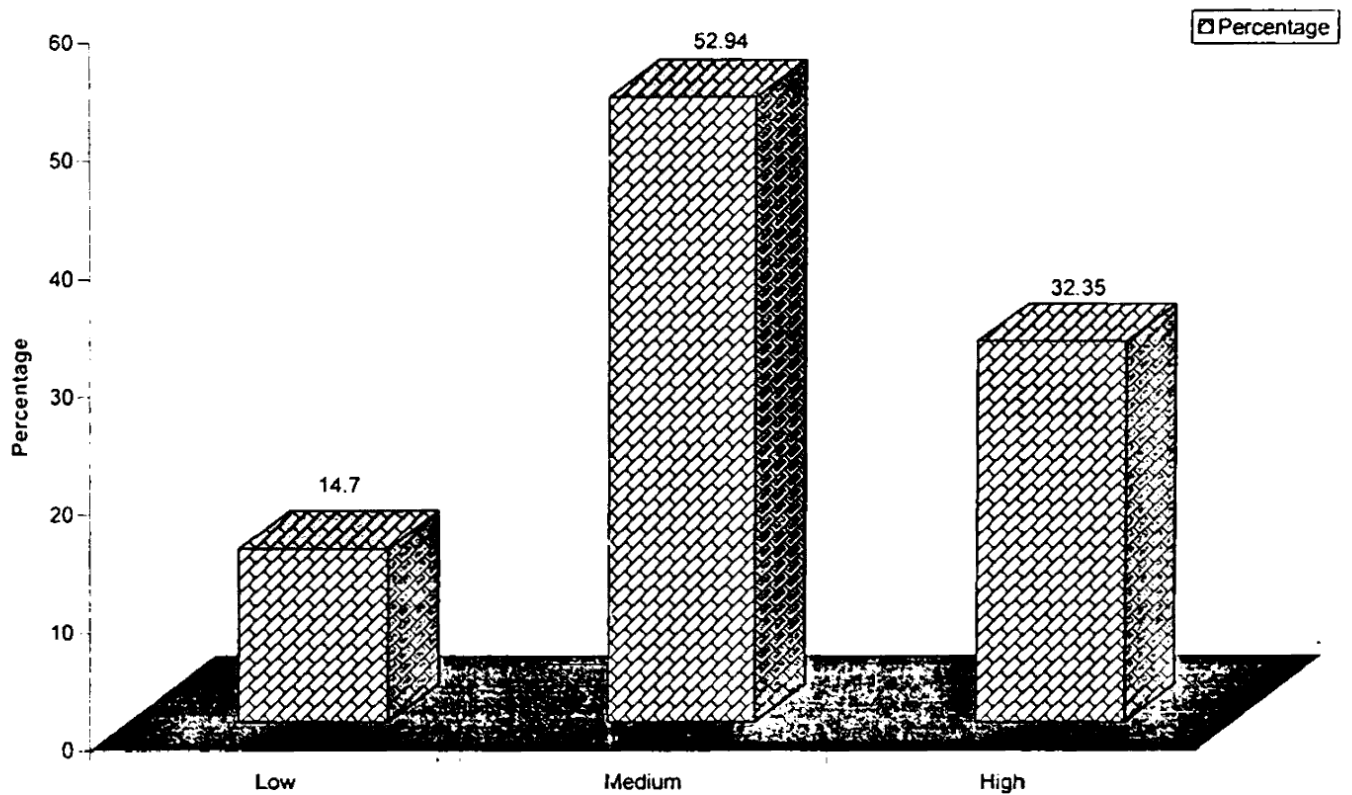


Fig. 8 : Bar Diagram Showing distribution of respondents according to their risk Orientation

Therefore, it may be concluded that maximum respondents had attended only one training from Krishi Vigyan Kendra.

Table 8 : Distribution of respondents according to their risk orientation

S. No.	Categories (score range)	No. of respondents	Percentage
1.	Low (20 to 25)	15	14.70
2.	Medium (26 to 31)	54	52.94
3.	High (32 to 37)	33	32.35
Total		102	100.00

Data in Table 8 revealed that out of 102 respondents, 52.94 per cent had medium risk orientation, 32.35 per cent had high risk orientation and 14.70 per cent had low risk orientation.

Therefore, it may be concluded that majority of respondents belonged to medium risk orientation category.

II. Impact of training programme on acquisition of knowledge and skill development :

Table 9: Distribution of respondents according to their knowledge level regarding tailoring

S. No.	Knowledge level	No. of respondents	Percentage
1.	Low (20 to 24)	13	25
2.	Medium (25 to 29)	28	53.84
3.	High (30 to 34)	11	21.16
Total		52	100.00

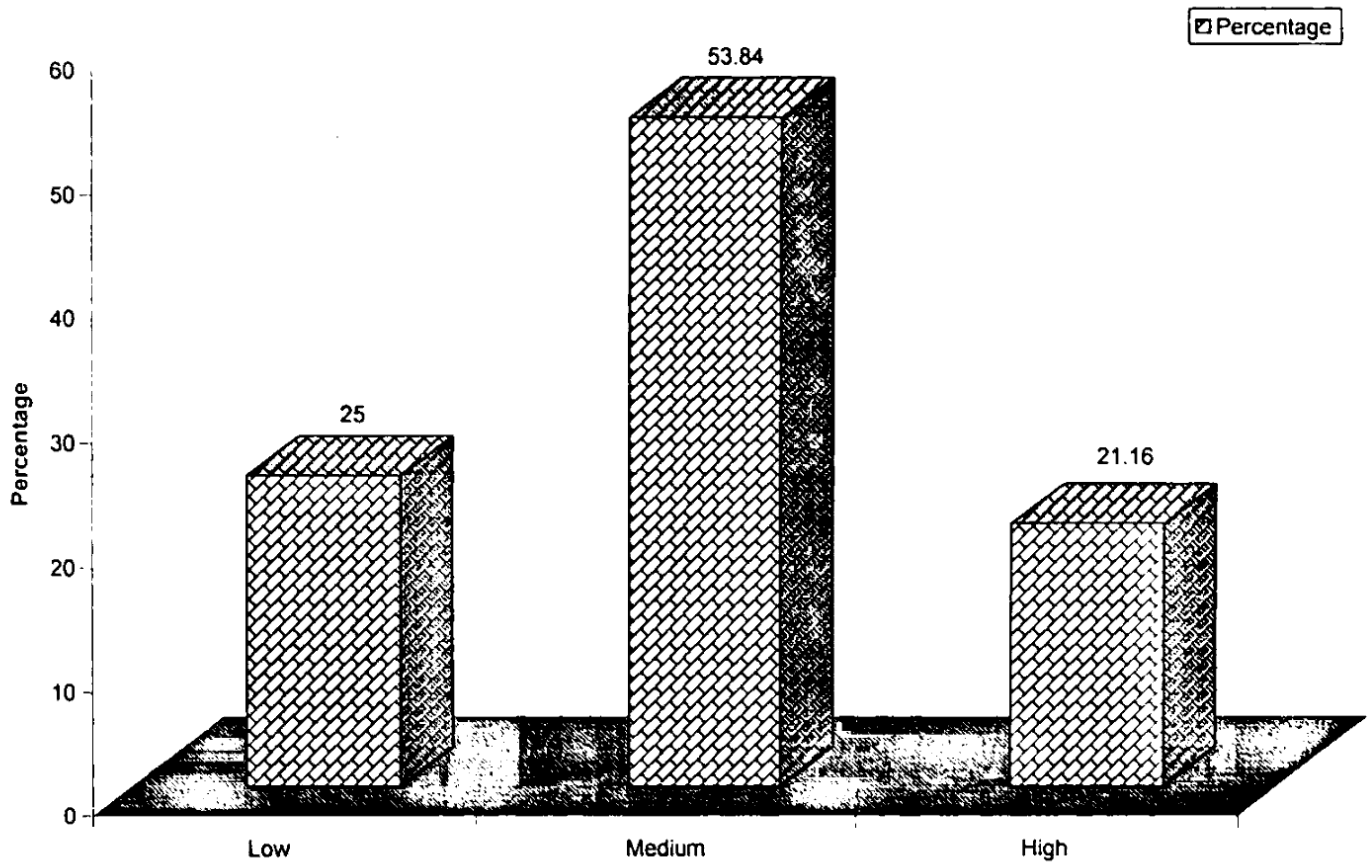


Fig. 9 : Bar Diagram Showing distribution of respondents according to their knowledge level regarding Tailoring

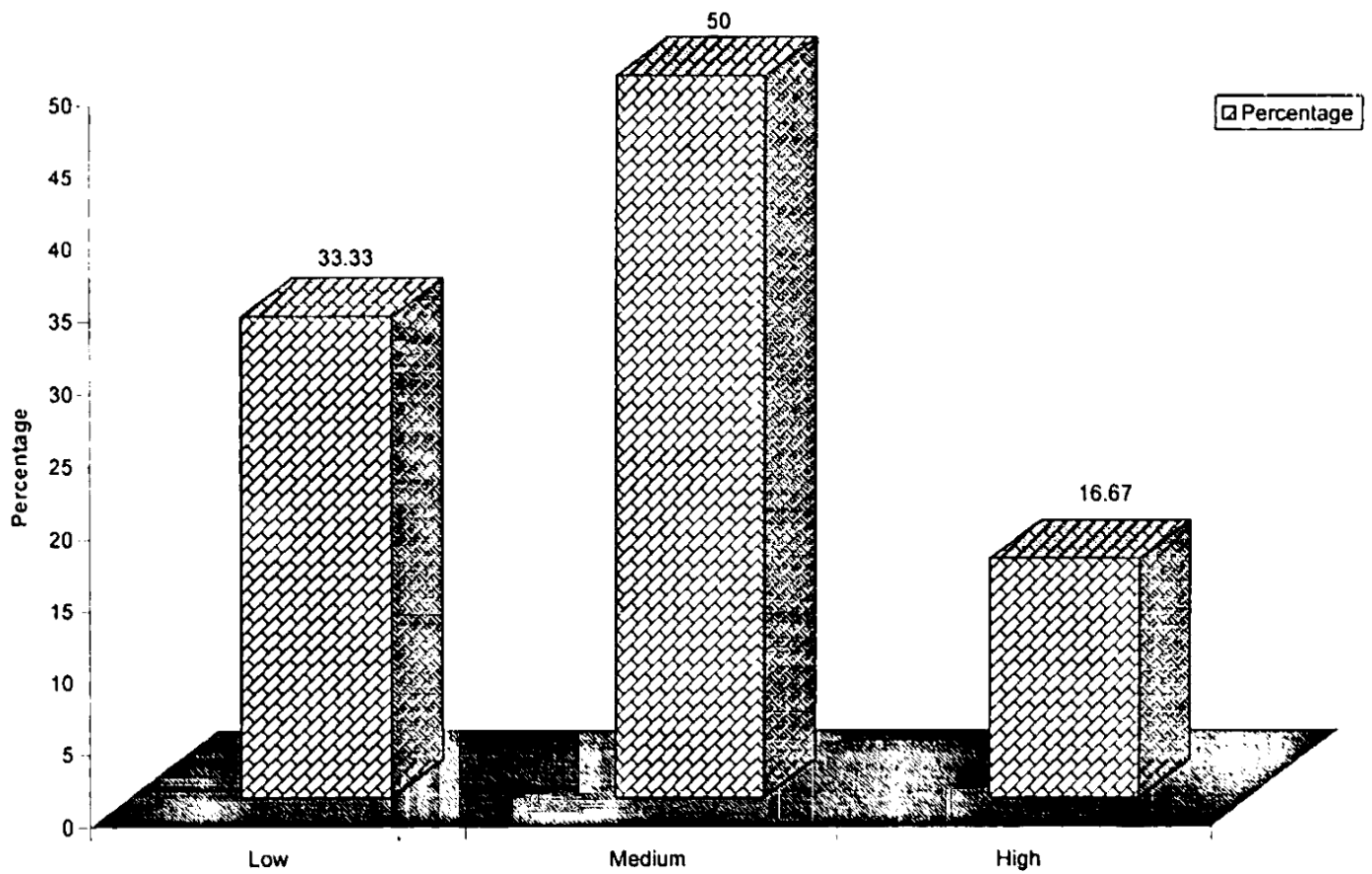


Fig. 10 : Bar Diagram Showing distribution of respondents according to their knowledge level regarding Mushroom Cultivation

Data in Table 9 show that out of 52 respondents 53.84 per cent had medium knowledge level, while 21.16 per cent had high knowledge level and 25 per cent had low knowledge level regarding tailoring.

Therefore it may be concluded that majority of the respondents were belonged to medium knowledge level group.

Table 10 : Distribution of respondents according to their knowledge level regarding training of Mushroom cultivation

S. No.	Knowledge level	No. of respondents	Percentage
1.	Low (20 to 24)	4	33.33
2.	Medium (25 to 29)	6	50.00
3.	High (30 to 34)	2	16.67
Total		12	100.00

Data in Table 10 show that out of 12 respondents, 50 per cent had medium level knowledge, while 33.33 per cent had low and only 16.67 per cent had high level knowledge regarding Mushroom cultivation.

Therefore, it may be concluded that majority of respondents had medium level of knowledge regarding Mushroom cultivation.

Table 11 : Distribution of respondents according to their knowledge level regarding post harvest technology

S. No.	Knowledge level	No. of respondents	Percentage
1.	Low (18 to 21)	3	30.00
2.	Medium (22 to 25)	5	50.00
3.	High (26 to 30)	2	20.00
Total		10	100.00

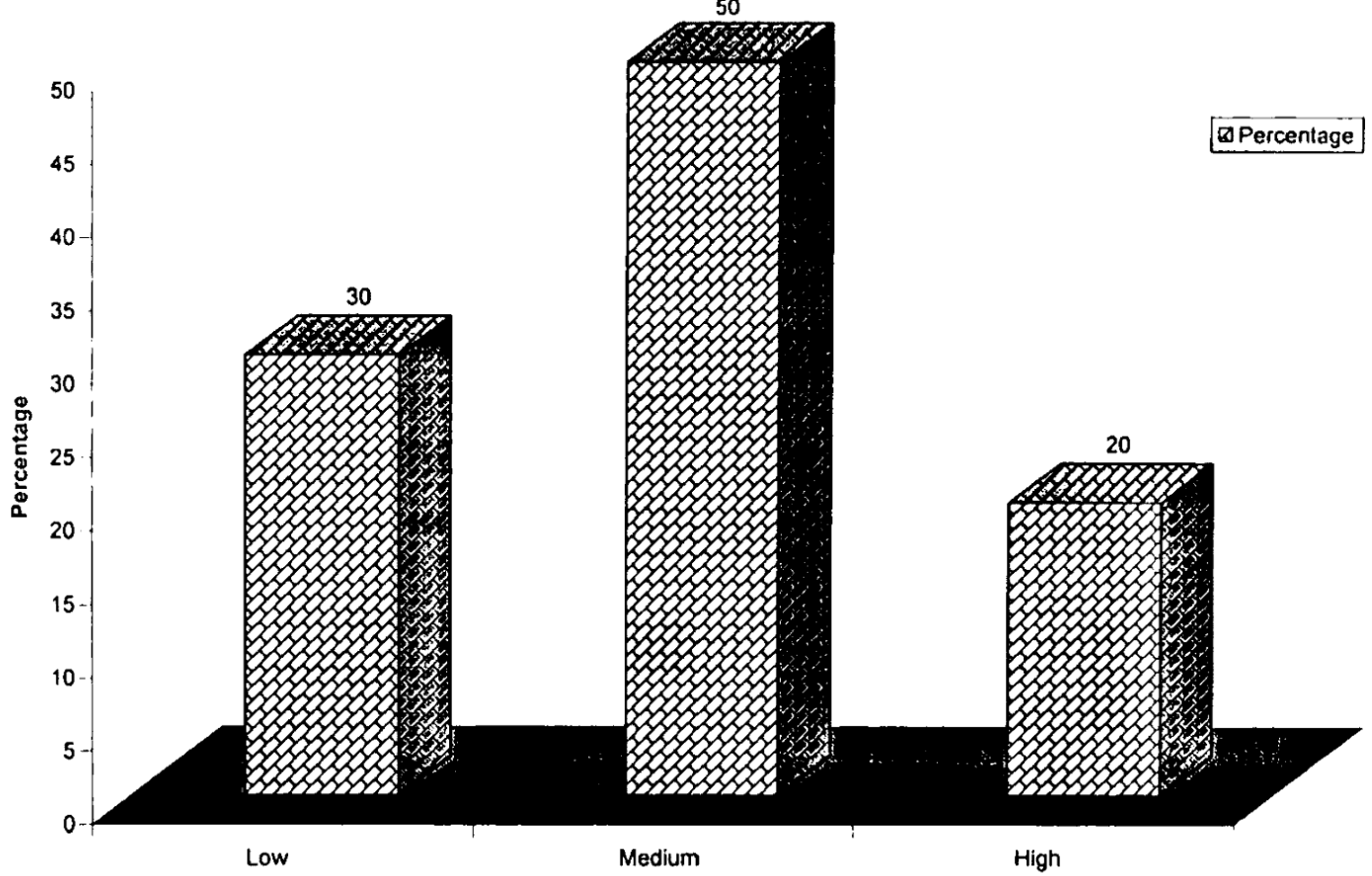


Fig. 11 : Bar Diagram Showing distribution of respondents according to their knowledge level regarding Post Harvest Technology

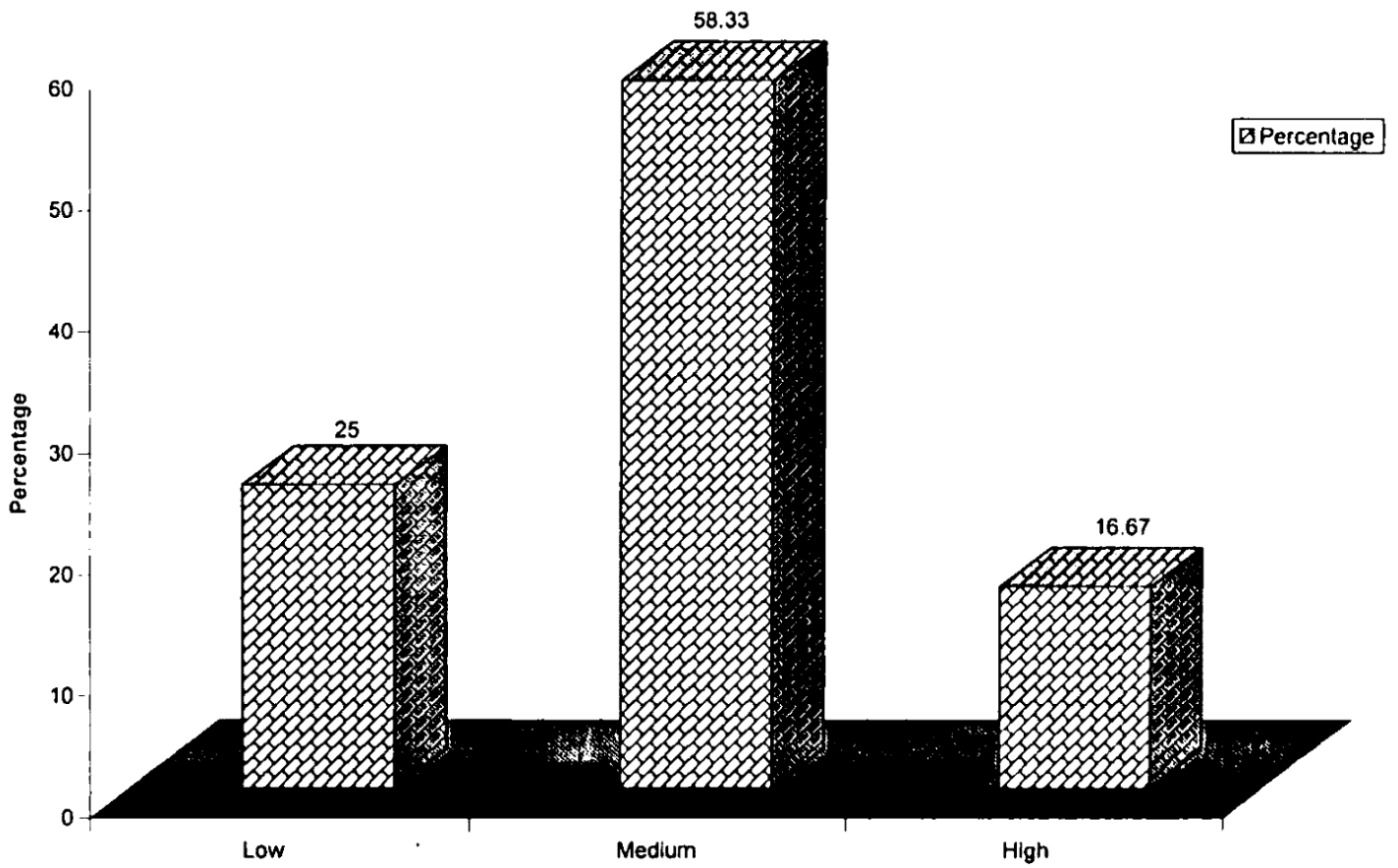


Fig. 12 : Bar Diagram Showing distribution of respondents according to their level of knowledge regarding Vermicompost

Data in Table 11 revealed that out of 10 respondents, 50 per cent had medium level of knowledge, 30 per cent had low and 20 per cent had high level of knowledge regarding post harvest technology.

Therefore, it may be concluded that majority of the respondents had medium level of knowledge regarding post harvest technology.

Table 12 : Distribution of respondents according to their level of knowledge regarding vermicompost

S. No.	Knowledge level	No. of respondents	Percentage
1.	Low (13 to 17)	3	25.00
2.	Medium (18 to 22)	7	58.33
3.	High (23 and above)	2	16.67
Total		12	100.00

Data in Table 12 revealed that out of 12 respondents, 58.33 per cent had medium level of knowledge, 25 per cent had low level of knowledge and only 16.67 per cent had high level knowledge regarding vermicompost.

Therefore, it may be concluded that majority of respondents had medium level of knowledge regarding vermicompost.

Table 13 : Distribution of respondents according to their level of knowledge regarding backyard poultry management

S. No.	Knowledge level	No. of respondents	Percentage
1.	Low (6 to 11)	6	31.50
2.	Medium (12 to 17)	8	50.00
3.	High (18 to 22)	2	12.60
Total		16	100.00



Fig. 13 : Bar Diagram Showing distribution of respondents according to their level of knowledge regarding backyard Poultry Management

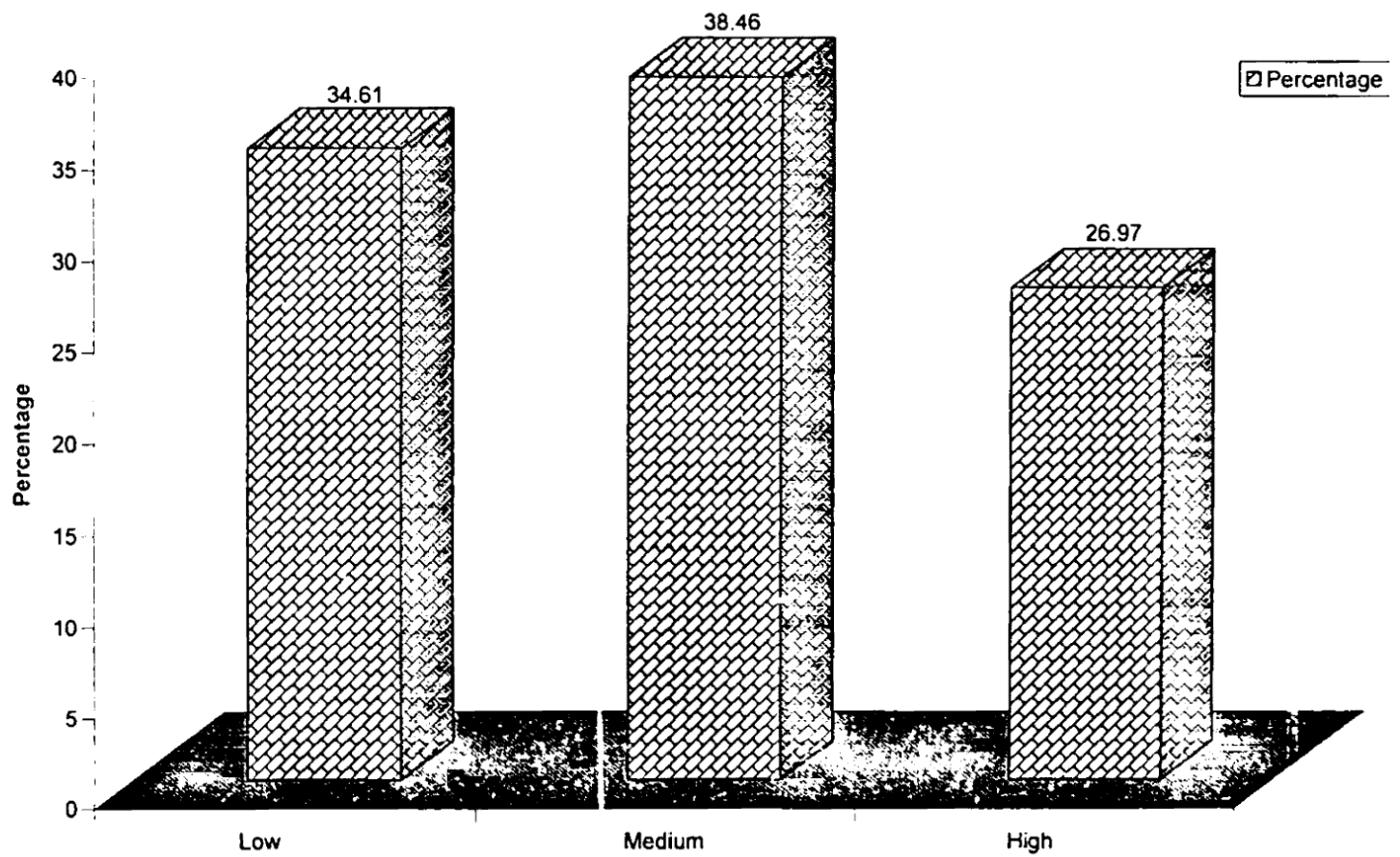


Fig. 14 : Bar Diagram Showing distribution of respondents according to skill level regarding Tailoring

Data in Table 13 revealed that out of 16 respondents, 50 per cent had medium level of knowledge, 37.50 per cent had low level knowledge and only 12.60 per cent had high level of knowledge regarding backyard poultry management.

Therefore, it may be concluded that majority of respondents had medium level of knowledge regarding poultry management.

Table 14 : Distribution of respondents according to their skill level regarding training of tailoring

S. No.	Skill level	No. of respondents	Percentage
1.	Low (9 - 14)	18	34.61
2.	Medium (15 - 20)	20	38.46
3.	High (21 and above)	14	26.97
Total		52	100.00

Data in Table 14 revealed that out of 52 respondents, 38.46 per cent had developed medium skill level, 34.61 per cent had low skill level and 26.97 per cent had developed high skill level regarding training of tailoring.

Therefore, it may be concluded that majority of the respondents had developed medium level skill regarding training in tailoring.

Table 15 : Distribution of respondents according to their skill level regarding mushroom cultivation

S. No.	Skill level	No. of respondents	Percentage
1.	Low (11 - 16)	3	25.00
2.	Medium (17 - 22)	6	50.00
3.	High (23 - 28)	3	25.00
Total		12	100.00

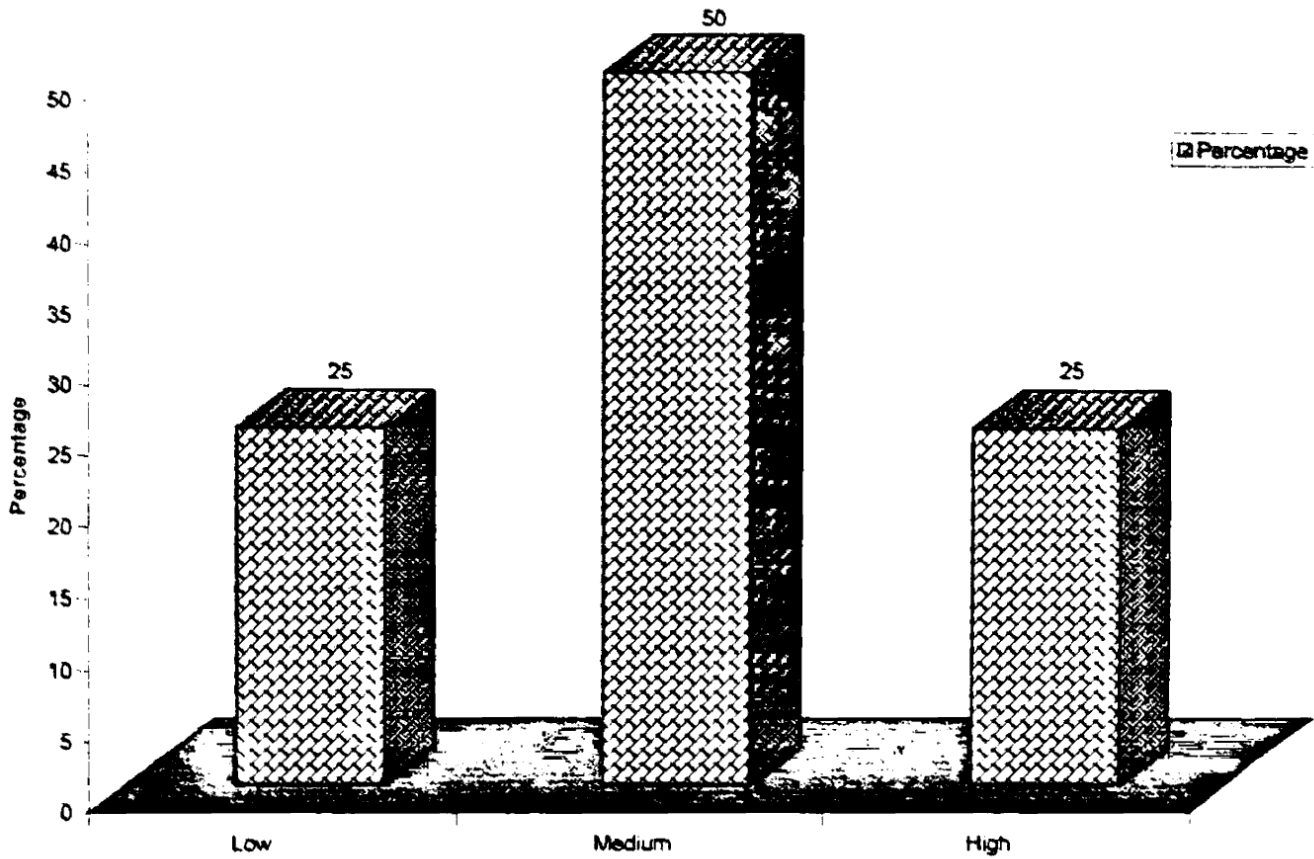


Fig. 15 : Bar Diagram Showing distribution of respondents according to their skill level regarding Mushroom Cultivation

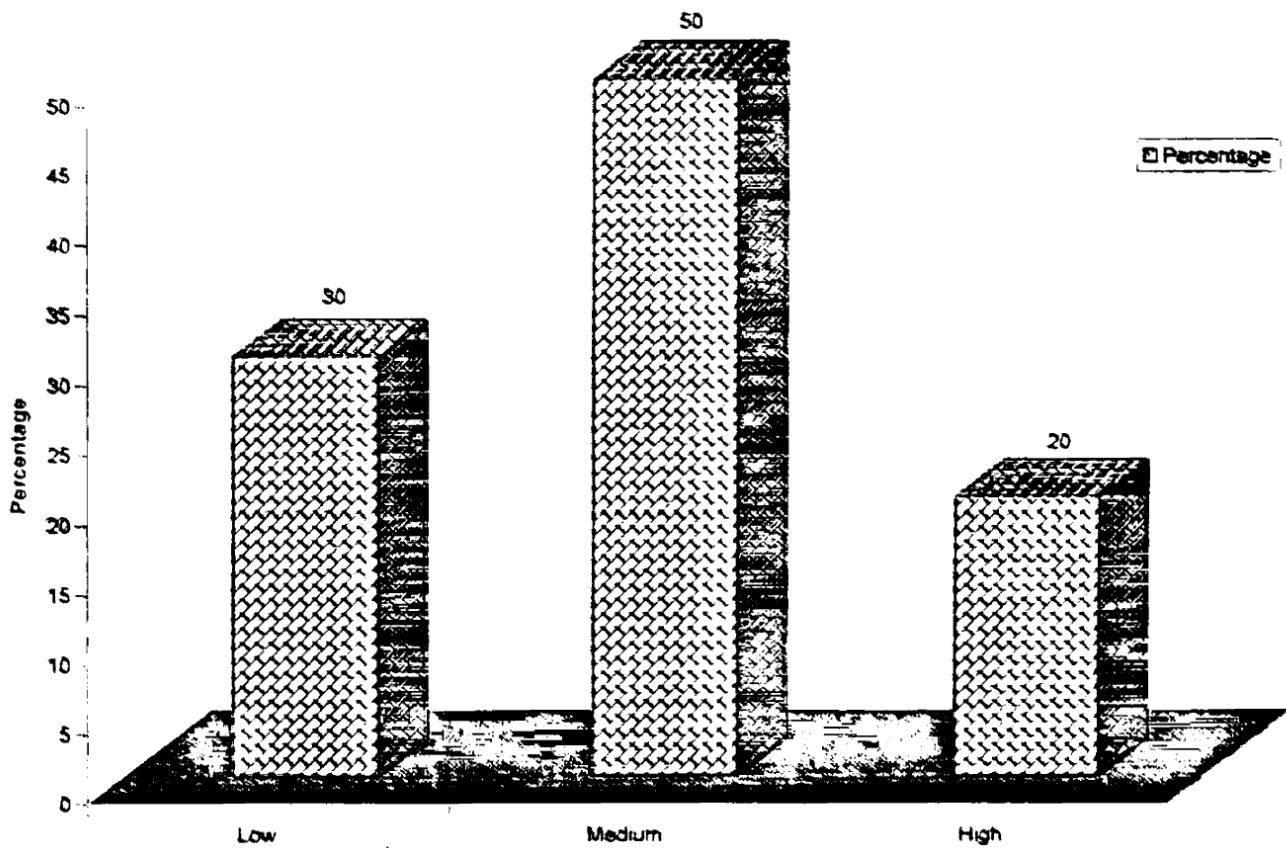


Fig. 16 : Bar Diagram Showing distribution of respondents according to their skill level regarding Post Harvest Technology

Data in Table 15 revealed that out of 12 respondents, 50 per cent had medium skill level and 25 per cent respondents had both low and high skill level regarding training of mushroom cultivation.

Therefore, it may be concluded that majority of respondents had developed medium skill level regarding mushroom cultivation.

Table 16 : Distribution of respondents according to their skill development from training of post harvest technology

S. No.	Skill level	No. of respondents	Percentage
1.	Low (12 - 20)	3	30
2.	Medium (21 - 28)	5	50
3.	High (29 - 38)	2	20
Total		10	100.00

Data in Table 16 revealed that out of 10 respondents, 50 per cent respondents had medium skill level, and only 20 per cent had developed high skill level regarding post harvest technology.

Therefore it may be concluded that maximum respondents had developed medium skill level regarding post harvest technology.

Table 17 : Distribution of respondents according to their skill level regarding vermicompost

S. No.	Skill level	No. of respondents	Percentage
1.	Low (7 - 11)	3	25.00
2.	Medium (12 - 18)	7	58.33
3.	High (19 - 23)	2	16.67
Total		12	100.00

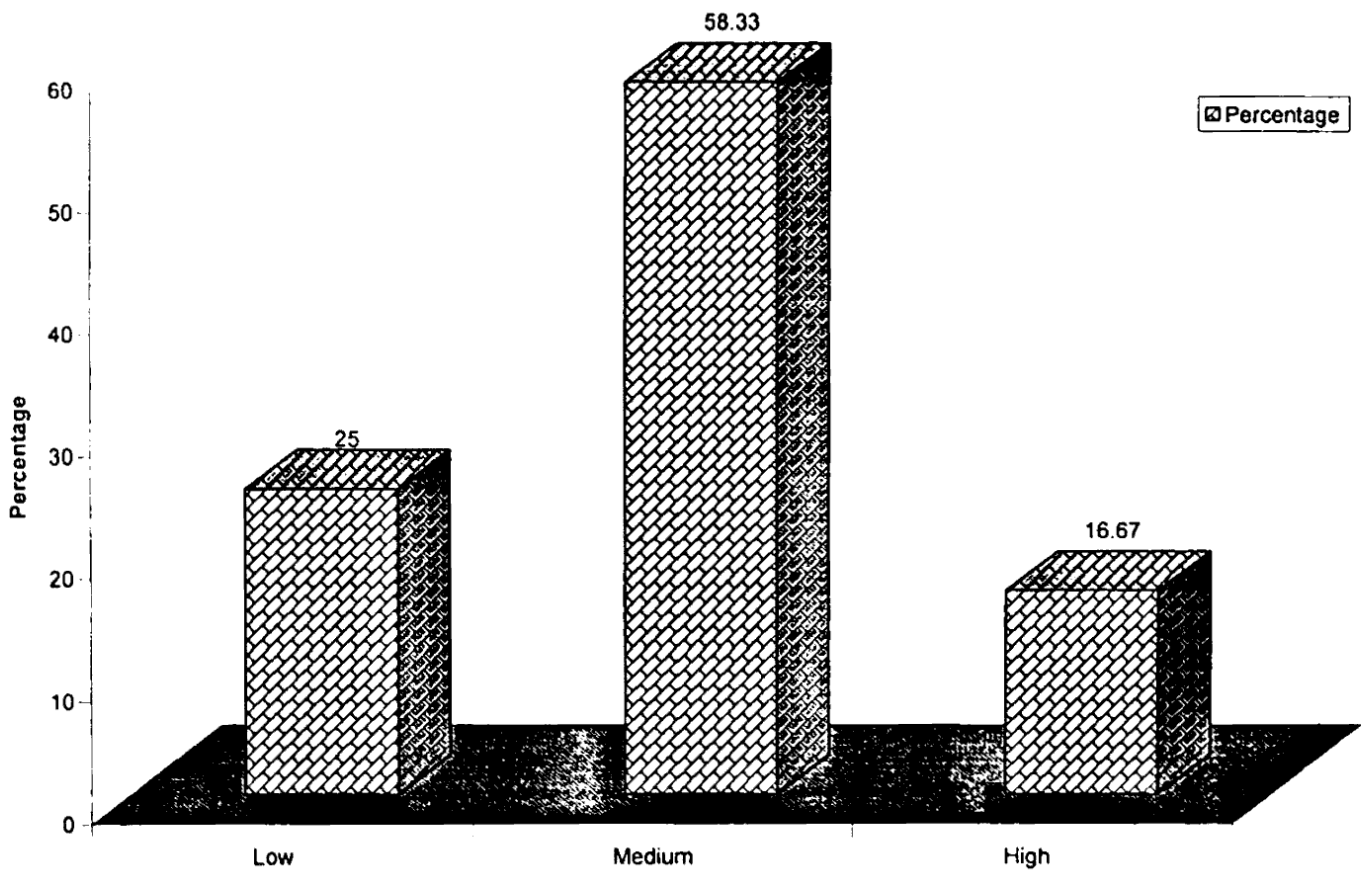


Fig. 17 : Bar Diagram Showing distribution of respondents according to their skill level regarding Vermicompost

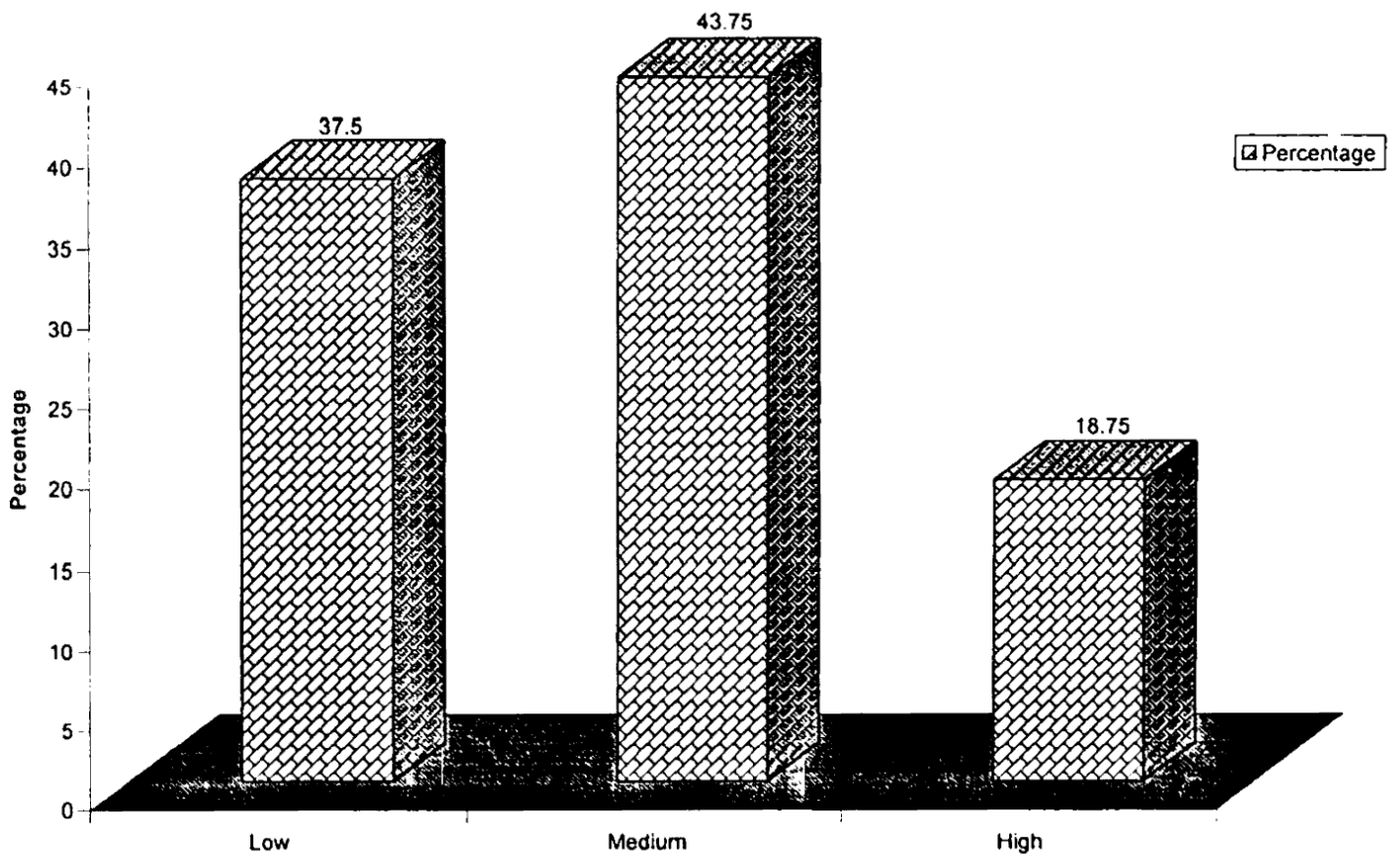


Fig. 18 : Bar Diagram Showing distribution of respondents according to their skill level regarding Poultry Management

Data in Table 17 revealed that out of 12 respondents 58.33 per cent respondents had medium level of skill, 25.00 per cent had low level skill and only 16.67 per cent of respondents had high level of skill regarding vermicompost.

Therefore it may be concluded that maximum number of respondents had medium skill level regarding vermicompost.

Table 18 : Distribution of respondents according to their skill level regarding backyard poultry management

S. No.	Skill level	No. of respondents	Percentage
1.	Low (5 - 8)	6	37.5
2.	Medium (9 - 12)	7	43.75
3.	High (12 and above)	3	18.75
Total		16	100.00

Data in Table 18 revealed that out of 16 respondents, 43.75 per cent respondents had medium level of skill, 37.5 per cent had low level skill and only 18.75 per cent of respondents had developed high level of skill regarding back yard poultry management.

Therefore it may be concluded that maximum number of respondents had developed medium skill level regarding back yard poultry management.

III Study on impact of training programme in terms of income generation :

Table 19 : Distribution of respondents according to their Income generation from tailoring

S. No.	Income generation	No. of respondents	Percentage
1.	Low (Rs.500 - 5,500/-)	12	23.07
2.	Medium (Rs.5,501 - 10,500/-)	15	28.84
3.	High (Rs.10,501 - 15,500/-)	23	44.23
Total		52	100.00

Data in Table 19 revealed that out of 52 respondents, 44.23 per cent respondents had generated high income, 28.80 per cent had generated medium income and only 23.07 per cent respondents had generated low level of income by tailoring.

Therefore, it may be concluded that maximum number of respondents had generated high income (i.e. Rs.10,501 - 15,500/-) by the tailoring.

Table 20 : Distribution of respondents according to their Income generation from Mushroom cultivation

S. No.	Income generation	No. of respondents	Percentage
1.	Low (Up to Rs. 500/-)	6	50.00
2.	Medium (Rs.501 - 3,000/-)	4	33.33
3.	High (Rs.3,001 and above)	2	13.67
Total		12	100.00

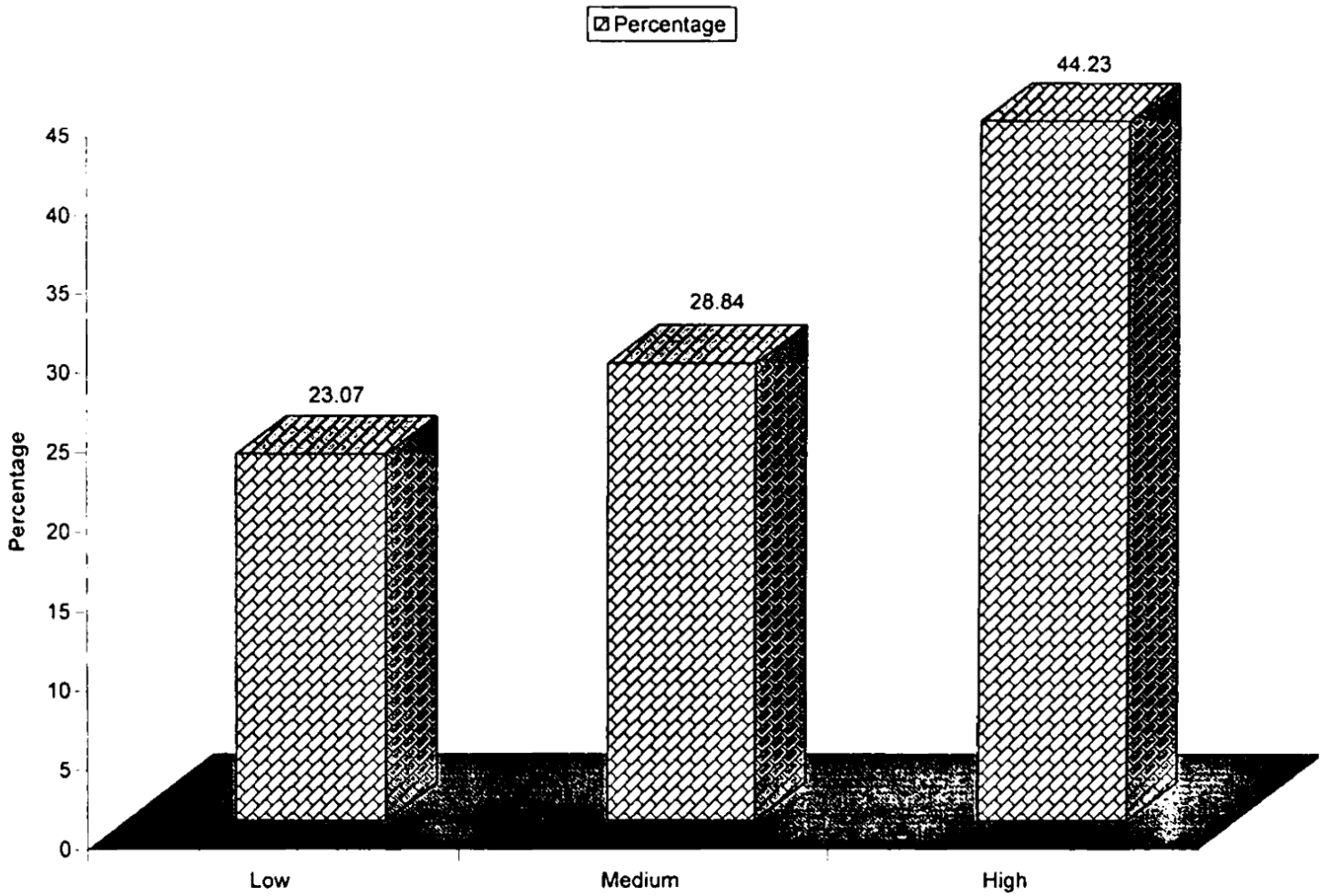


Fig. 19 : Bar Diagram Showing distribution of respondents according to their Income generation from Tailoring

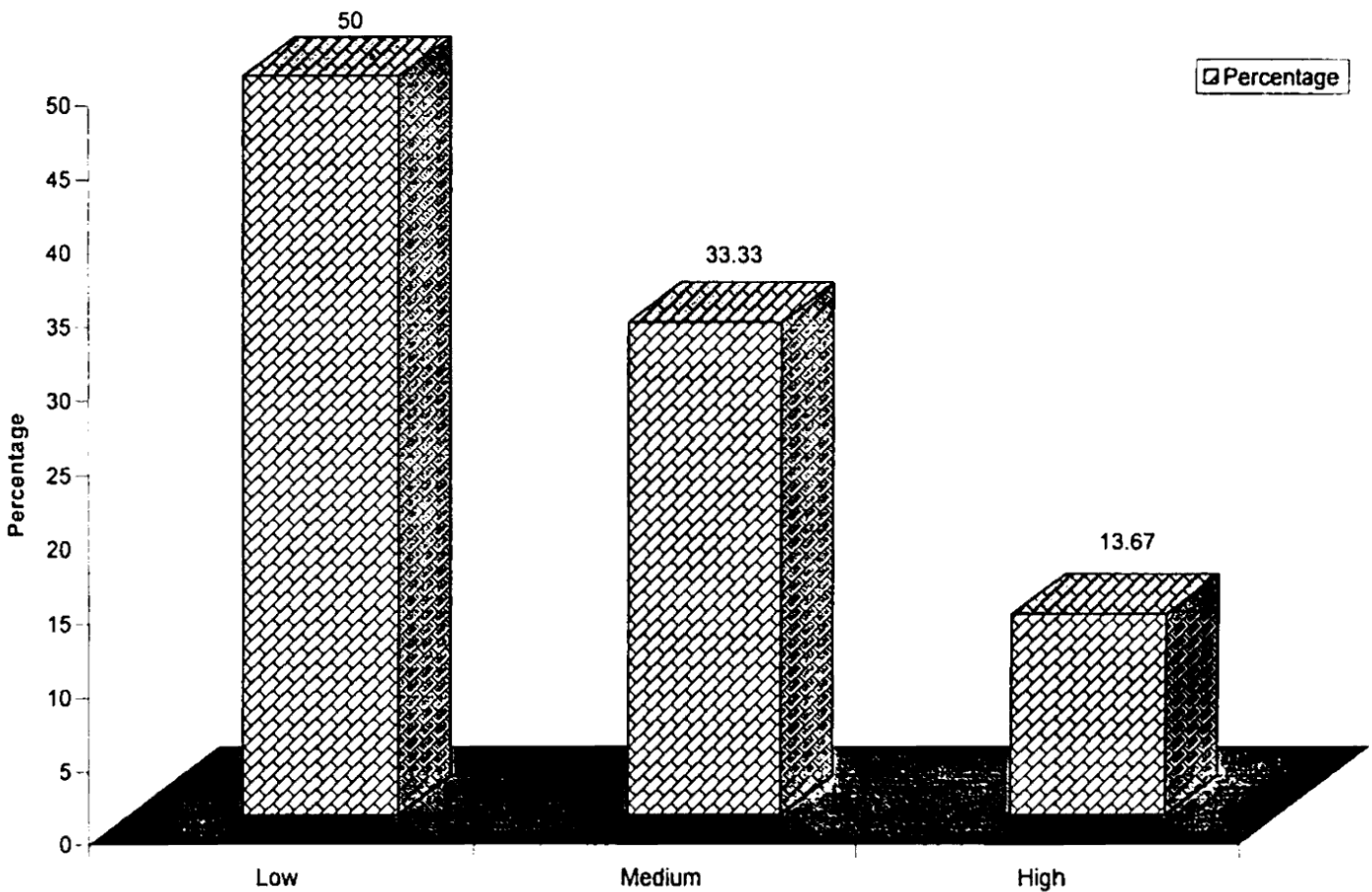


Fig. 20 : Bar Diagram Showing distribution of respondents according to their Income generation from Mushroom Cultivation

Data in Table 20 revealed that out of 12 respondents, 50 per cent respondents had generated low income, 33.33 per cent had generated medium income and only 13.67 per cent respondents had generated high income by Mushroom cultivation.

Therefore, it may be concluded that maximum number of respondents had generated low income (i.e. up to Rs.500/-) by Mushroom cultivation.

Table 21: Distribution of respondents according to their Income generation from post harvest technology

S. No.	Income generation	No. of respondents	Percentage
1.	Low (Rs.200 - 800/-)	3	30.00
2.	Medium (Rs.800 - 1,400/-)	5	50.00
3.	High (Rs.1,400 - 2,000/-)	2	20.00
Total		10	100.00

Data in Table 21 revealed that out of 10 respondents, 30 per cent respondents had generated low income, 50 per cent generated medium income and only 20 per cent respondents had generated high level of income by post harvest technology.

Therefore, it may be concluded that maximum number of respondents had generated medium income by post harvest technology.

Table 22: Distribution of respondents according to their Income generation from vermicompost

S. No.	Income generation	No. of respondents	Percentage
1.	Low (Rs. 300 - 900/-)	4	33.33
2.	Medium (Rs.901 - 1,500/-)	5	41.66
3.	High (Rs.1,501 - 2,100/-)	2	16.66
Total		12	100.00

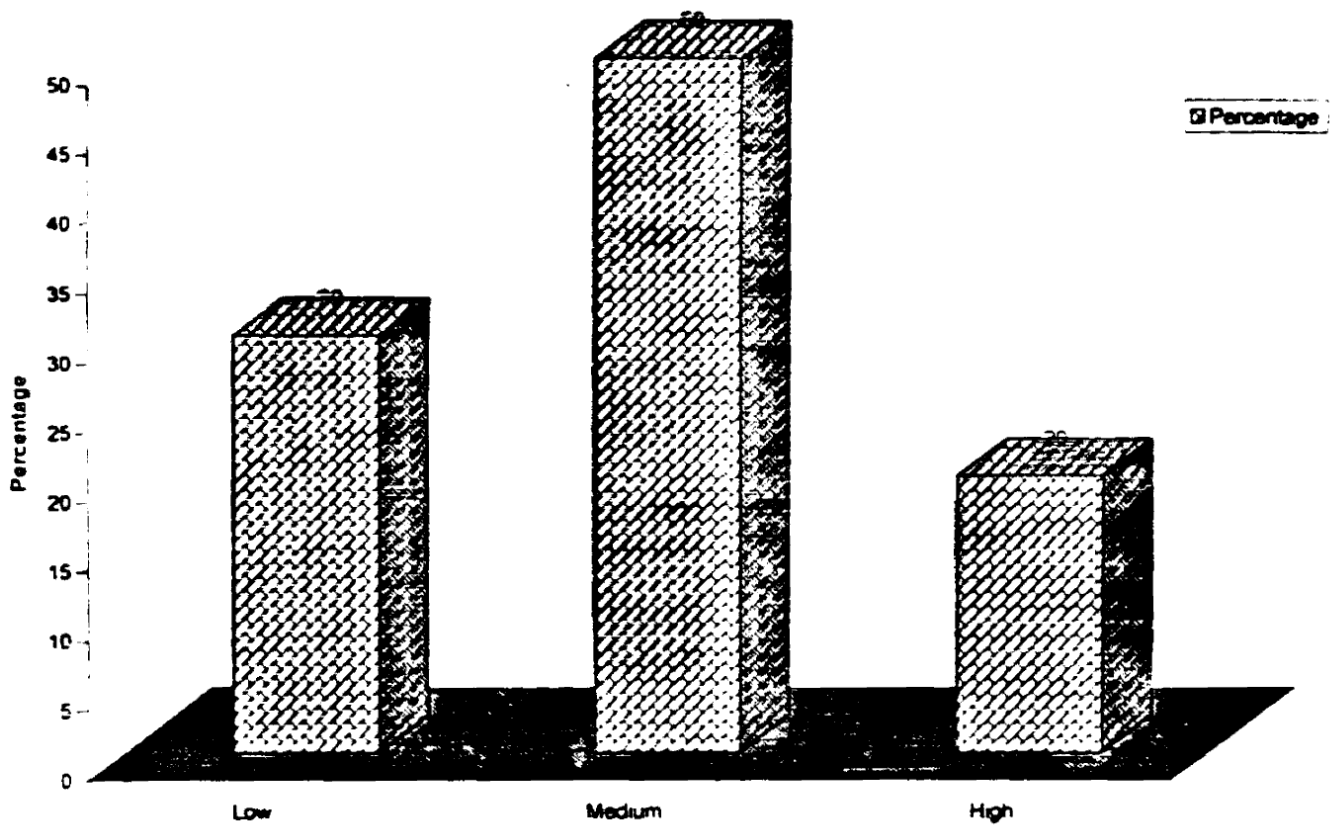


Fig. 21 : Bar Diagram Showing distribution of respondents according to their Income generation from Post Harvest Technology

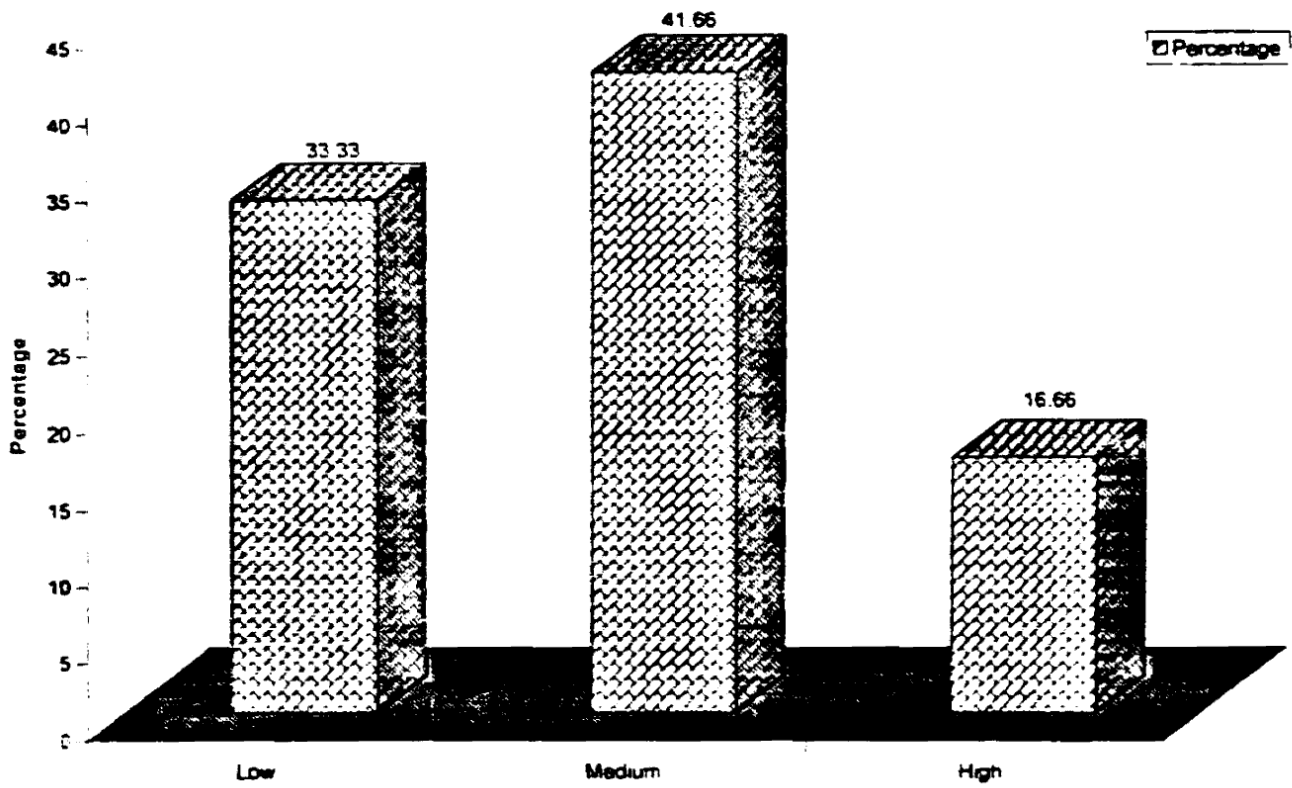


Fig. 22 : Bar Diagram Showing distribution of respondents according to their Income generation from Vermicompost

Data in Table 22 revealed that out of 12 respondents, 41.66 per cent respondents generated medium level of income, 33.33 per cent generated low level income and only 16.66 per cent respondents generated high level of income by vermicompost.

Therefore, it may be concluded that maximum number of respondents had generated medium level of income by vermicompost.

Table 23: Distribution of respondents according to their Income generation from back yard poultry management

S. No.	Income generation	No. of respondents	Percentage
1.	Low (Rs.600 - 2,400/-)	5	31.25
2.	Medium (Rs.2,401 - 4,200/-)	7	43.75
3.	High (Rs.4,201 - 6,000/-)	4	25.00
Total		12	100.00

Data in Table 23 revealed that out of 12 respondents, 43.75 per cent respondents had generated medium level of income, 31.25 per cent had generated low level income and only 25 per cent respondents had generated high level of income by poultry management.

Therefore, it may be concluded that maximum number of respondents had generated medium level of income (i.e. Rs.2,401 - 4,200/-) by poultry management.

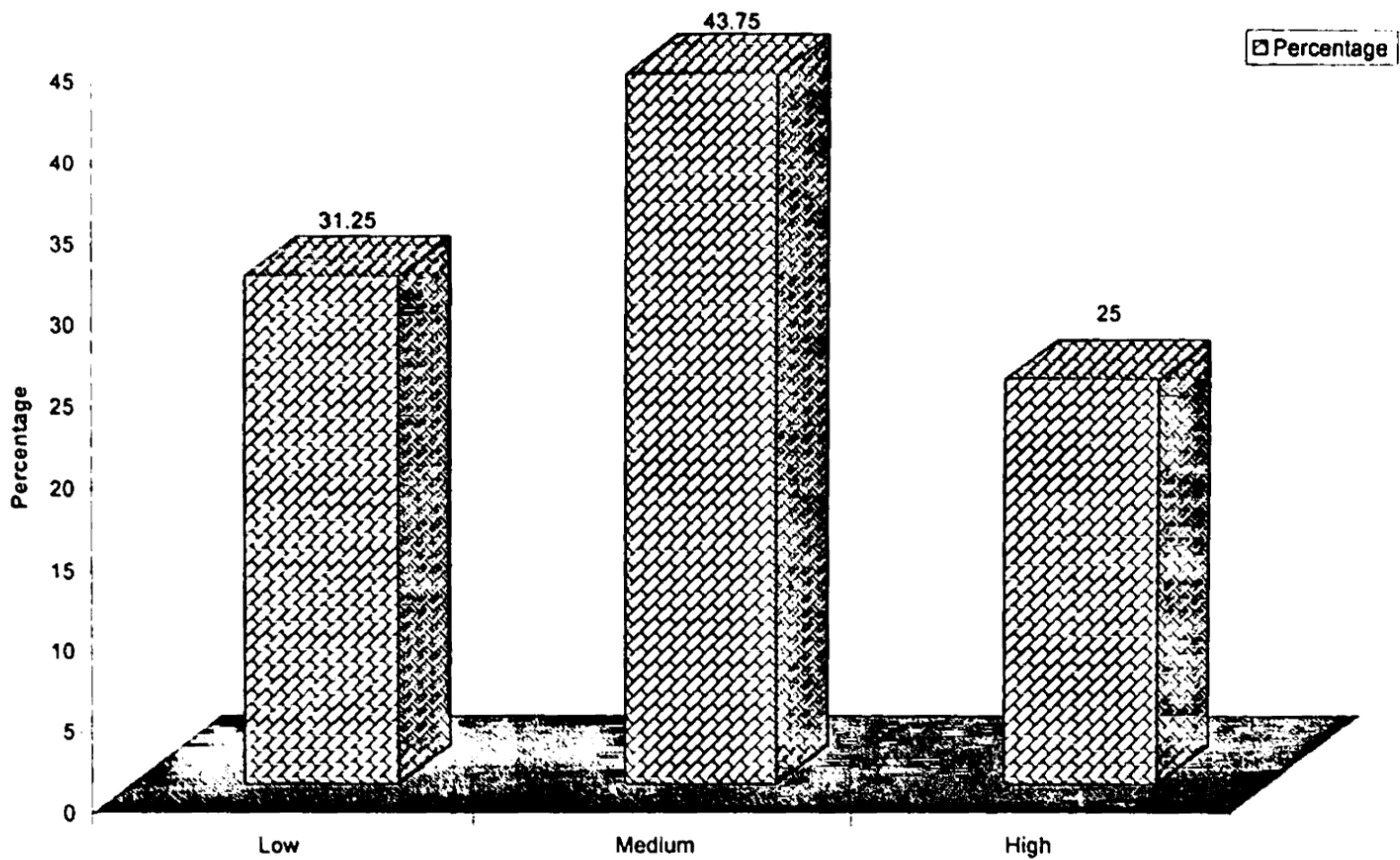


Fig. 23 : Bar Diagram Showing distribution of respondents according to their Income generation from back yard Poultry Management

Table 24: Distribution of respondents according to their Income generation by all five activities

S. No.	Activities	Average income generated (Rs.)	Rank
1.	Tailoring	6258	I
2.	Backyard poultry management	5530	II
3.	Vermicompost	3500	III
4.	Post harvest technology	2500	IV
5.	Mushroom cultivation	1500	V

Table 24 revealed that out of all the five activities, maximum average income was generated through tailoring (Rs. 6258), followed by backyard poultry management (Rs. 5530), vermicompost (Rs. 3500), post harvest technology (Rs. 2500) and mushroom cultivation (Rs. 1500), respectively.

Therefore, it may be concluded that maximum average income generated from tailoring and minimum from mushroom cultivation.

Problems faced by the trainees in relation to knowledge acquisition and its adoption :

The respondents were asked to express the major problems they faced. The data obtained were tabulated and presented in rank order.

Table 25 : Distribution of farm women trainees according to major problems faced

S. No.	Problems faced by the trainees	No. of respondents	%	Rank
1.	Field visit for demonstration units and progressive farm were not undertaken as desired	60	58.82	III
2.	Lack of transport facility	70	68.62	II
3.	Improper marketing facility	80	78.42	I
4.	Complex learning procedure	40	39.21	VII
5.	Financial problem	33	32.35	X
6.	Complex loan procedure	55	53.92	IV
7.	Unavailability of variety of teaching aids	35	34.31	IX
8.	Number of trials and demonstrations for learning by doing were very less	38	37.25	VIII
9.	Lack of proper guidance after training	30	29.41	XI
10.	Lack of infrastructural facilities for using the technological skill on occupational basis at the home town/ village level	45	39.21	VI
11.	Higher rate of interest on credit	48	47.05	V

Table 24 shows the problems reported by the trainees in relation to knowledge acquisition and its adoption. It is evident from the above table that out of the total respondents, majority (78.42%) reported improper marketing facilities as the main problem ranked I, whereas 68.62 per cent reported lack of transport facilities ranked II, followed by field visit for demonstration units and progressive farms were not undertaken as desired ranked III (58.82%), complex loan procedure ranked IV (53.92%), high interest rate on credit ranked V (47.05%), lack of infrastructural facilities for using the technological skill on occupational basis at the home town / village level ranked VI (39.21%), complex learning procedure ranked VII (33.31%), number of demonstrations by learning by doing were very less ranked VIII

(37.25%), financial problem ranked IX (32.35%) and lack of proper guidance after training ranked X (29.41%) were reported, respectively.

Therefore, it can be concluded that majority of respondents reported improper marketing facility as main problem.

Suggestions made by trainees to improve the effectiveness and utility of training programme :

The trainees were asked to make suggestions for making the training programme more fruitful. The important suggestions offered by the respondents are presented in the following table.

Table 26 : Suggestions made by farm women trainees

S. No.	Suggestions made by trainees	No. of respondents	%	Rank
1.	There should be provision of field visit for demonstrations and progressive farm units	42	41.17	VI
2.	Marketing facilities may be created at village level for sell out their products	75	73.52	I
3.	Duration of training should be increased specially in tailoring	37	36.27	VIII
4.	There should be involvement of marketing and agri-business related organizations	50	49.01	III
5.	Awareness among the people may be created for use and importance of mushroom	10	9.80	X
6.	Raw material should be available easily and timely	48	47.05	IV
7.	Easy vocabulary and local terminology may be used during training programme	45	44.17	V
8.	Loan procedure should be easy and less time consuming	60	58.82	II
9.	There should be good combination of audio-visual aids	36	34.31	IX
10.	There should be provision of sufficient number of trials and demonstrations for follow up and adoption	40	39.21	VII

Table 26 depicts the suggestions made by the trainees to improve the effectiveness and utility of training. Out of the total respondents, 73.52 per cent felt that marketing facilities may be created at village level for sell out their product ranked first, 58.82 per cent felt that loan procedure should be easy and less time consuming ranked second, while 49.01 per cent felt that there may be involvement of marketing and agri-business organizations ranked third, 47.05 per cent respondents felt that raw material may be available easily and timely ranked fourth, 44.17 per cent respondents felt that during training programme, easy vocabulary and local terminology may be used ranked fifth, 41.17 per cent were of the opinion that there may be provision of field visit for demonstration on progressive farm units ranked sixth, 39.21 per cent respondents suggested that there may be provision of sufficient number of trials and demonstrations for follow-up and adoption of technology ranked seventh, 36.27 per cent opined for increased duration of training ranked eighth, 34.31 per cent suggested that there may be good combination of audio-visual aids ranked ninth, whereas only 9.80 per cent suggested that awareness among the people may be created for use and importance of mushroom, ranked tenth.

* * *

CHAPTER - V

DISCUSSION

MAIN FINDINGS AND DISCUSSION

The findings of the investigation are presented together with the discussion for drawing generalization. The findings are presented under the following sub-heads :-

- (I) Socio-economic status of the trainees
- (II) Impact of training programme on acquisition of knowledge and skill development
- (III) Impact of training programme in terms of income generation
- (IV) Problems faced by trainees in knowledge acquisition and its adoption
- (V) Suggestions made by the trainees to improve the effectiveness and utility of training programme.

I. Socio-economic status of the trainees :

- 1) Largest number of respondents i.e. 56.66 per cent were from young age group. The work of Khare *et al.* (1996) and Kour and Gill (2001) confirm the present study.
- 2) The maximum respondents, i.e. 39.22 per cent were illiterate and only 26.47 per cent women were educated above middle standard. The work of Ratnaprabha (2002) and Christy *et al.* (2002) confirm the present study.
- 3) Maximum respondents i.e. 67.65 per cent belonged to large size family i.e. more than five members. The work of Sharma and Sharma (1992) confirm the present study.



- 4) Maximum respondents i.e. 54.90 per cent belonged to medium income group. The work of Narmatha (2001), Sharma and Verma (2001) and Rajashekhar (2002) confirm the present study.
- 5) Maximum respondents i.e. 39.22 per cent had medium size of land holding. The work of Shangutta (1997), Singh and Verma (1998), Narmatha *et al.* (2001) and Tiwari (2001) confirm the present finding.
- 6) Maximum respondents, i.e. 31.25 per cent had medium extension contact. The work of Narmatha *et al.* (2001), Singh (2005) and Tiwari (2005) confirm the present finding.
- 7) Maximum respondents i.e. 49.01 per cent attended only 1 training from Krishi Vigyan Kendra. The work of Sahay (2005) and Tiwari (2005) confirm the present study.
- 8) Maximum respondents, i.e. 52.94 per cent had preferred medium risk orientation. The work of Patel (1996), Gupta (1998) and Kumar *et al.* (2005) confirm the present study.

II. Impact of training programme on acquisition of knowledge and skill development

- 1) The maximum respondents, i.e. 53.84 per cent had medium knowledge level regarding tailoring. The work of Mahale (1991) confirms the present study.
- 2) Maximum respondents i.e. 50 per cent possessed medium level of knowledge about mushroom cultivation. The work of Khare *et al.* (1996) and Ahmad and Philip (2002) confirm the present study.
- 3) Maximum respondents i.e. 50 per cent had medium level of knowledge about post harvest technology. The work of Verma and Dahiya (1994) and Prasad (2003) confirm the present study.

- 4) Maximum respondents i.e. 58.33 per cent had medium level of knowledge about vermicompost. The work of Sharma and Singh (2000) confirm the present study.
- 5) The maximum respondents i.e. 50 per cent had medium level of knowledge about poultry management. The work of Jaiswal (1998) and Ahmad and Philip (2002) confirm the present study.
- 6) The maximum respondents i.e. 38.46 per cent had developed medium skill level by training of tailoring.
- 7) Maximum respondents i.e. 50 per cent had medium level of skill regarding mushroom cultivation.
- 8) Maximum respondents i.e. 50 per cent had medium level of skill regarding post harvest technologies.
- 9) Maximum respondents i.e. 58.33 per cent respondents had medium level of skill regarding vermicompost.
- 10) Maximum respondents i.e. 43.75 per cent had medium level of skill regarding poultry management. The work of Anantharam and Ramnath (1990), Hazarika (2001), Kour and Talikdar (2001) and Ahmed and Philip (2002) confirm the above study related to skill development by training.

(III) Impact of training programme in terms of income generation :

- 1) Maximum respondents i.e. 44.23 per cent generated high income through tailoring. The work of Masure and Ashalata (2001) and Nashine *et al.* (2001) confirm the present study.
- 2) Maximum respondents i.e. 50 per cent had earned low income through mushroom cultivation. The work of Shanti and Muthu (2005) and Sahay (2005) confirm the present study.

- 3) Maximum respondents i.e. 50 per cent had earned medium income by post harvest technology. The work of Shanthi and Muthu (2005) confirm the present study.
- 4) Maximum respondents, i.e. 41.66 per cent had generated medium income by vermicompst.
- 5) Maximum respondents i.e. 43.75 per cent had generated medium income by backyard poultry management. The work of Selvan (2004) and Sajjanar and Shivakumar (2007) confirm the present study.
- 6) The maximum average income were generated by tailoring the backyard poultry management by the respondents as compared to other activities.

(IV) Problems faced by trainees in relation to knowledge acquisition and its adoption :

Some major problems were reported such as improper marketing facilities expressed by maximum respondents, followed by lack of proper transport facilities, field visit for demonstration units were not undertaken as desired, complex loan procedure, higher rate of interest on credit, lack of infrastructural facilities for using the technological skill on occupational basis at home town / village level, complex learning procedure, number of trials and demonstrations for learning by doing were very less, financial problem, unavailability of variety of teaching aids and lack of proper guidance after training were reported as problems faced by the trainees.

The work of Banerjee *et al.* (2001), Masur and Ashalatha (2001), Powel and Punjabi (2001) and Kanwar (2002) confirm the study.

(V) Suggestions made by trainees to improve the effectiveness and utility of training programme :

Suggestions were made by the trainees that marketing facility may be created at village level to sell out their produce, followed by loan procedure should be easy and less time consuming, the involvement of marketing and agri-business related organizations, raw material may also be available easily and timely, easy vocabulary and local terminology may be used during training programme, there may be provision of sufficient number of trials and demonstrations for follow-up and adoption, duration of training may be increased specially in tailoring, there may be good combination of audio-visual aids and awareness among the people may be created for use and importance of mushroom, respectively.

The work of Sarda (2002), Kamala and Raju (2003) and Sarah *et al.* (2003) confirm the present study.

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CHAPTER - VI

SUMMARY, CONCLUSION AND SUGGESTIONS FOR FURTHER WORK

SUMMARY, CONCLUSION AND SUGGESTIONS FOR FURTHER WORK

Summary :

The main purpose of this chapter is to summarize the result and to state conclusion on the basis of the foregoing analysis and to indicate some of the suggestions for action.

The government is implementing many programmes for socio-economic upliftment of women. Involvement of women in exploiting their own potential are very vital for their own potential economic development. Hence, there is need for participating of women in planning, executing and evaluating the project through resource assessment problem identification, mapping of potential solution and formulating appropriate programme. There are several enterprises with promising opportunities for exhibiting the capacities and capabilities of women like agriculture, mushroom, fisheries, poultry, etc.

The concept of women empowerment came into operation with the need of training with aim of provision of opportunities to such women in the form of personal skill development and empowerment by the government under various schemes like TRYSEM.

The Krishi Vigyan Kendras are providing need based technologies to the users and providing vocational trainings to generate additional income. There are some mandate of Krishi Vigyan Kendra, which are as follows :-

- 1) Conducting "on farm testing" for identifying technologies in terms of location-specific sustainable land use system.
- 2) Organize training to update the extension personnel with emerging advances in agricultural research on regular basis.

- 3) Organize short and long term vocational training courses in agriculture and allied vocations for the farmers and rural youth with emphasis on 'learning by doing' for higher production on farms and generate self employment.
- 4) Organize frontline demonstrations on various crops to generate production data and feed back information.

The present study entitled, "A study on impact of vocational training programme for women empowerment by Krishi Vigyan Kendra, Chhindwara" was undertaken with the following objectives :-

1. To study the socio-economic status of the trainees
2. To study the impact of training programme in acquisition of knowledge and skill development
3. To assess the impact of training programme in terms of income generation
4. To find out the problems faced by the trainees in relation to knowledge acquisition and its adoption
5. To examine the suggestions made by the trainees to improve the effectiveness and utility of training programme.

Research methodology :

The study was conducted in Chhindwara and Mohkhed block of Chhindwara district. The district comprises of 11 blocks, out of which 2 blocks i.e. Chhindwara and Mohkhed blocks were selected for the study because in these blocks, maximum number of trainings have been conducted for women by Krishi Vigyan Kendra, Chhindwara, as compared to other blocks. For selection of respondents, a list of trainees from each village were prepared with the help of Krishi Vigyan Kendra, then from the list, 15 per cent trainees were randomly selected to make a total sample of 102 trainees distributed in 8 villages.

To analyze the impact of training programme, the independent variables taken into consideration were age, education level, size of family, size of land holding, extension contact, number of trainings attended, risk orientation, annual income and knowledge level. The dependent variable was income generation.

The data were collected through pre-tested structured schedule by personal interview method. The data were tabulated, processed and analyzed. Percentage was used to analyze the data.

Conclusion :

I) Socio-economic status of trainees :

Majority of the farm women were from young age group, illiterate, having large family size, medium size of land holding and medium extension contact. Mostly, farm women had attended only one training from Krishi Vigyana Kendra and preferred medium risk and had medium annual income.

II) Impact of training programme on acquisition of knowledge and skill development :

Majority of the respondents had medium level of knowledge as well as medium skill level about all five activities (i.e. Tailoring, Mushroom cultivation, Vermicompost, Post harvest technology and Backyard poultry management) which they have received training from KVK.

III) Impact of training programme in terms of income generation :

Majority of the respondents who were engaged in tailoring, had generated high income, whereas maximum respondents engaged in mushroom cultivation had generated low income, and most of the respondents who were engaged in post-harvest technology, vermicompost and poultry management had generated medium level of income. The maximum average income generated by tailoring and poultry management, out of all five activities.

Thus, it may be concluded that tailoring and poultry management are best enterprises for women in terms of income generation.

IV) Problems faced by trainees in relation to knowledge acquisition and its adoption :

Majority (78.42%) of the respondents reported improper marketing facilities as a major problem, whereas 68.62 per cent respondents reported lack of transport facilities, followed by 58.82 per cent field visits for demonstration units and progressive farm were not undertaken as desired under the training programme, 53.92 per cent reported complex loan procedure, 47.05 per cent reported high rate of interest on credit, 39.21 per cent respondents reported that lack of infrastructural facilities for using the technological skill on occupational basis at village level, 39.21 per cent reported complex learning procedure, 37.25 per cent respondents reported number of trials and demonstrations were very less for follow-up and adoption.

V) Suggestions made by trainees to improve the effectiveness and utility of training programme :

Majority of the respondents i.e. 73.52 per cent felt that marketing facilities may be created at village level for sell out their products, whereas 58.82 per cent respondents felt that loan procedure should be easy and less time consuming, 49.01 per cent respondents felt that there may be involvement of marketing and agri-business related organizations, 47.05 per cent respondents felt that raw material may be available easily and timely, 44.77 per cent respondents offered for easy vocabulary and local terminology may be used during training programme, 41.17 per cent respondents felt that there may be provision of field visit for demonstrations and progressive farm units, 39.21 per cent respondents felt that there may be provision of sufficient number of trials and demonstrations for follow up and adoption, 36.27 per cent respondents felt that duration of training may be increased, specially in tailoring, 34.31 per cent respondents felt that there may be good combination of audio-visual aids, and 49.01 per cent respondents opined for awareness among the people may be created for use and importance of mushroom because it gives clear idea of technology and make it training programme more effective.

Suggestions for further work :

- a) The present study was confined to two blocks of Chhindwara district in Madhya Pradesh. Similar studies should be planned and conducted in other blocks, so that findings of this study can be verified.
- b) The study was conducted with small sample (i.e. 102 respondents) and therefore, this study needs to be repeated over a large sample of respondents.
- c) In this study, the dependent and independent variables were limited and therefore future study may be conducted over more variables.
- d) Similar studies should also be undertaken on other fields in which training programme have been conducted by Krishi Vigyan Kendra.
- e) The sophisticated statistical techniques should be employed by improving the measurement level of the variables, which may give more strength to the findings.

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APPENDICES

जवाहरलाल नेहरू कृषि विश्वविद्यालय कृषि महाविद्यालय, जबलपुर (म.प्र.)

साक्षात्कार अनुसूची

मुख्य निर्देशक

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शोधकर्ता

एकता बेलवंशी

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टिप्पणी : कृपया चाही गई जानकारी स्वतंत्र एवं निर्भीक होकर दें, क्योंकि जानकारी का उपयोग मात्र अध्ययन कार्य के लिये होगा अन्यत्र नहीं।

अनुसंधान का विषय :- कृषि विज्ञान केन्द्र द्वारा महिला सशक्तिकरण हेतु चलाये जा रहे व्यावसायिक प्रशिक्षण कार्यक्रमों के प्रभाव का अध्ययन।

सामान्य जानकारी :-

1. महिला का नाम
2. पिता/पति का नाम
3. ग्राम
4. तहसील
5. आयु
6. शैक्षणिक योग्यता- अशिक्षित/प्राथमरी/मिडिल/हाईस्कूल/हायर सेकेण्डरी/स्नातक/स्नातकोत्तर/अन्य
7. आपके परिवार के सदस्यों की संख्या
 - (i) पुरुष
 - (ii) महिलायें
 - (iii) बच्चे
 - (iv) कुल
8. आपके पास भूमि कितनी है
 - (i) कुल
 - (ii) कृषि योग्य
 - (iii) सिंचित
 - (iv) असिंचित
9. आपकी वार्षिक आय कितनी है
 - (i) कृषि से
 - (ii) अन्य स्रोतों से
10. आप रोजगारोन्मुखी तकनीक संबंधी जानकारी प्राप्त करने के लिये किन-किन प्रसार सम्पकों का उपयोग करते हैं

क्र.		नहीं	महीने में एक बार	पखवाड़े में एक बार	सप्ताह में एक बार
1.	ग्रामीण कृषि विस्तार अधिकारी से				
2.	प्रगतिशील किसान				
3.	विकासखण्ड स्तर अधिकारी				
4.	कृषि विज्ञान केन्द्र के वैज्ञानिक				
5.	जिला स्तरीय कृषि अधिकारी				
6.	सहकारी समिति के प्रसार कार्यकर्ता				
7.	गैर सहकारी संस्थायें				
8.	अन्य स्थानीय नागरिक				

11. जोखिम प्राथमिकता :- नीचे लिखे कथनों से आप कहाँ तक सहमत या असहमत हैं, बताइये।

क्र.	कथन	पूर्ण सहमत	अनिश्चित	पूर्ण असहमत
1.	एक किसान को कम लागत और कम जोखिम वाले अवसरों की तुलना में अधिक लाभ व अधिक जोखिम वाले अवसरों का उपयोग करना चाहिये।			
2.	एक किसान जो एक औसत किसान से ज्यादा जोखिम लेना चाहता है उसकी आर्थिक स्थिति सुदृढ होनी चाहिये।			
3.	एक किसान को खेती में एकदम नई तकनीक के प्रयोग का जोखिम लेना चाहिये यदि यह लाभदायक है।			
4.	एक किसान के लिये जोखिम लेना अच्छी बात होगी जब वह जानता है कि उसकी सफलता की संभावना काफी अधिक है।			
5.	एक किसान को जोखिम कम करने के लिये एक फसल से अधिक फसलें उगाना चाहिये।			
6.	एक किसान को नई तकनीक का प्रयोग तब तक नहीं करना चाहिये जब तक दूसरे उसे सफलता पूर्वक न अपना लें।			

प्रशिक्षण संबंधी जानकारी

12. आपने कृषि विज्ञान केन्द्र से कितने रोजगारोन्मुखी प्रशिक्षण प्राप्त किये हैं -

क्र.	प्रशिक्षण का वर्ष	प्रशिक्षण की अवधि

क्र.	कथन	ज्ञान स्तर			कौशल स्तर		
		नही	पूर्ण	अपूर्ण	नही	पूर्ण	अपूर्ण
(i)	<p>फल परिक्षण संबधी</p> <p>(i) जैली बनाने के लिए आवश्यक सामग्री (1 कि.ग्रा)</p> <p>(अ) फल की मात्रा – 1 कि.ग्रा</p> <p>(ब) शक्कर की मात्रा 750–800 ग्राम</p> <p>(स) जल की मात्रा – 1.5 लीटर</p> <p>(द) साइट्रिक एसिड– 3 ग्राम</p> <p>(इ) उबालने का समय 45–60 मिनट</p>						
(ii)	<p>जैम बनाने के लिए आवश्यक सामग्री (1 कि.ग्रा. के लिए)</p> <p>(अ) फलों की मात्रा – 1 कि.ग्रा.</p> <p>(ब) शक्कर की मात्रा – 1 कि.ग्रा.</p> <p>(स) जल की मात्रा – 1 लीटर</p> <p>(द) साइट्रिक एसिड – 1 ग्राम</p> <p>(इ) उबालने का समय – 3 मिनट</p>						
(iii)	<p>जैम बनाने की विधि</p> <p>(1) पीलिंग</p> <p>(2) कोरिंग</p> <p>(3) कटिंग</p> <p>(4) उबालना और पल्प बनाना</p> <p>(5) शक्कर मिलाना</p> <p>(6) कैमिकल मिलाना</p> <p>(7) टेस्टिंग</p> <p>(8) बोटलिंग</p> <p>(9) कूलिंग</p>						

क्र.	कथन	ज्ञान स्तर			कौशल स्तर		
		नही	पूर्ण	अपूर्ण	नही	पूर्ण	अपूर्ण
(iv)	<p>जैली बनाने की विधि</p> <p>(अ) फलों को उबालना और पल्प बनाना</p> <p>(ब) शक्कर मिलाना</p> <p>(स) कैमिकल मिलाना</p> <p>(द) टेस्टिंग</p> <p>(इ) बोटलिंग</p> <p>(उ) कूलिंग</p>						
(v)	<p>परिरक्षित पदार्थ बनाते समय रखी जाने वाली सावधानियों</p> <p>(1) परिरक्षित पदार्थ बनाते समय अपने हाथ, बर्तन, चाकू, छानने के कपड़ो, बोटलों इत्यादि को साबुन से अच्छी तरह से साफ कर लें, जिससे कोई चिकनाई न रह जायें।</p> <p>(2) छानने के लिए केवल सफेद कपड़ो का ही उपयोग करें।</p> <p>(3) परिरक्षित पदार्थ की बोटलों के ढक्कन को अच्छी तरह लगायें जिससे हवा अंदर न जा सकें।</p> <p>(4) कांच की बोटलों में गर्म पदार्थ पर भरते समय उन्हें लकड़ी के पहियें पर रखे इससे वह टूटेगी नहीं।</p>						

क्र.	कथन	ज्ञान स्तर			कौशल स्तर		
		नही	पूर्ण	अपूर्ण	नही	पूर्ण	अपूर्ण
	(B) मशरूम उत्पादन						
(i)	मशरूम उत्पादन के लिए आवश्यक सामग्री (अ) गेहू का भूसा या धान की पुआल (ब) फार्मेलिन (स) पॉलीथीन (द) गेहू का स्पॉन (इ) मशरूम उत्पादन के लिए नमी व छायायुक्त स्थान						
(ii)	मशरूम उत्पादन की विधि						
	(1) सबसे पहले 15-20 लीटर पानी में 5-7 मि.ली. फार्मेलिन मिलाते हैं और उस पानी में भूसा डालकर एक दिन के लिए छोड़ देते हैं। (2) दूसरे दिन भूसा पानी से निकालकर अच्छी तरह पानी निथार कर आधा घंटे फैला कर रखते हैं। (3) पॉलिथीन में एक परत भूसा भरते हैं और एक परत स्पॉन (केवल पॉलिथीन की परिधी) इस प्रकार भरते हैं कि चार भूसा और 3 परत स्पॉन की होती है। (4) पॉलिथीन को खबर से अच्छी तरह बांधकर कील से चारों ओर छेद करके अंधेरे कमरे में लटका देते हैं। (5) 5 से 7 दिन बाद पॉलिथीन के चारों ओर दूधिया रंग फैलने लगता है तब पॉलिथीन काटकर हटा देते हैं। (6) 15-18 दिनों आद मशरूम की पहली तुड़ाई कर लेनी चाहिए।						

क्र.	कथन	ज्ञान स्तर			कौशल स्तर		
		नही	पूर्ण	अपूर्ण	नही	पूर्ण	अपूर्ण
(iii)	<p>सावधानियाँ</p> <p>(1) फार्मेलिन व मेलाथियोन दवा क्रमशः 5% व 0.05% का 5 मि.ली. दवा एक लीटर पानी में मिलाकर छिड़काव सप्ताह में एक बार उत्पादन कक्ष में चारों तरफ करना चाहिए।</p> <p>(2) स्पान फैलाने समय नुवान 11 का छिड़काव करना चाहिए ताकि फसल के समय कीटों का प्रकोप कम किया जा सके।</p> <p>(3) मशरूम की पहली तुड़ाई 15-20 दिन व दूसरी तुड़ाई 40-45 दिनों बाद करना चाहिए।</p> <p>(4) यदि मशरूम का कोई बैग इनफैक्टेड हो जाये तो उसे हटा कर अलग कर देना चाहिए।</p>						
	(C) वर्मीकम्पोस्ट						
(i)	<p>आवश्यक सामग्री</p> <p>(1) पिट</p> <p>(2) स्ट्रॉ एण्ड वेस्ट मेटेरियल</p> <p>(3) गोबर</p> <p>(4) केंचुए</p> <p>(5) छायादार स्थान</p>						

क्र.	कथन	ज्ञान स्तर			कौशल स्तर		
		नही	पूर्ण	अपूर्ण	नही	पूर्ण	अपूर्ण
(ii)	<p>वर्मीकम्पोस्ट बनाने की विधि</p> <p>(1) पिट बनाया जाता है सिंगल पिट – 6x3x2 (फिट) डबल पिट – 10x3x2 (फिट)</p> <p>(2) एक परत मिट्टी की बिछाते है (3) उसके ऊपर एक परत स्ट्रॉ और एक परत सड़ा गोबर की बिछाते है इस प्रकार तीन से चार परत बिछाते है।</p> <p>(4) फिर ऊपर से पानी डालकर अच्छी तरह गीला करते है।</p> <p>(5) लगभग 100 केंचुए डालते है और ऊपर से बोरा गीला कर ढांक देते है, ताकी नमी बनी रहें।</p> <p>(6) 45-60 दिनों में केंचुआ खाद तैयार हो जाती है।</p>						
(iii)	<p>सावधानियाँ</p> <p>(1) स्थान छायादार होना चाहिए।</p> <p>(2) 40-50% नमी बनाकर रखना चाहिए।</p> <p>(3) गोबर व अन्य कार्बनिक पदार्थ फसल अवशेषों को एक सप्ताह तक नमीयुक्त रखने के बाद ही पिट में डालना चाहिए।</p> <p>(4) पिट ज्यादा गहरा नही बनाना चाहिए।</p>						

क्र.	कथन	ज्ञान स्तर			कौशल स्तर		
		नही	पूर्ण	अपूर्ण	नही	पूर्ण	अपूर्ण
	(D)टेलरिंग प्रशिक्षण से संबंधित जानकारी						
(i)	आवश्यक सामग्री (1) इंच टेप, टेलर कर्व, मीटर रॉड (2) टेलर चाक (3) कटिंग टेबल (4) कैंची (5) रबर (6) कपड़ा (7) सिलाई मशीन						
(ii)	आप कौन कौन से कपड़े सिलना जानते हैं।						
(iii)	सावधानियाँ (1) फांक बनाते समय चौली और घेरे सावधानी पूर्वक जोड़े जिससे झोल न आ सके। (2) कॉलर बनाते समय इस बात का ध्यान रखें की कॉलर की गोलाई एक जैसी हो। (3) सलवार के पाउचें के निचले सिरे में 5 से.मी. ऊपर तक 2.5-3 से.मी. तक तिरछापन अवश्य लें। (4) सलवार सूट में चुन्नटे सावधानी पूर्वक डालें। (5) नाप लेने के बाद कपड़े में सावधानी पूर्वक निशान लगाएं।						

क्र.	कथन	ज्ञान स्तर			कौशल स्तर		
		नही	पूर्ण	अपूर्ण	नही	पूर्ण	अपूर्ण
	<p>(E) पोल्ट्री फार्म हेतु आवश्यक सामग्री</p> <p>(1) मुर्गियाँ</p> <p>(2) गृह व्यवस्था</p> <p>(3) आहार</p> <p>(4) विछावन व्यवस्था</p>						
	<p>प्रशिक्षण में सिखाई गई कौन-कौन सी विधियाँ आपके द्वारा अपनाई जाती है।</p> <p>(1) उत्तम आहार</p> <p>(2) उत्तम नस्ल</p> <p>(3) उन्नत गृह व्यवस्था</p> <p>(4) रक्षात्मक विधियाँ</p> <p>(5) उपचार हेतु विधियाँ</p>						
	<p>पोल्ट्री फार्म में रखी जाने वाली सावधानियाँ :-</p> <p>(1) बर्ड में शुरू से समय-समय पर वैक्सीनेशन कराते रहना चाहिए।</p> <p>(2) पोल्ट्री फार्म में सफाई रखनी चाहिए।</p> <p>(3) पक्षियों की संख्या यदि प्रति वर्ग मीटर में ज्यादा हो तो डिबीकिंग कराना चाहिए।</p> <p>(4) पक्षियों को आधिक ठंड व अधिक गर्मी से बचाना चाहिए अर्थात् तापमान सम बनाकर रखना चाहिए।</p> <p>(5) पक्षियों की फीड का सही तरह से ध्यान रखना चाहिए क्योंकि पोषक तत्वों की कमी उनमें बीमारी उत्पन्न कर सकती है।</p> <p>(6) यदि कोई पक्षी बीमार हो तो उसे झुंड से बाहर रखना चाहिए।</p>						

Economic aspect

(अ)	मशरूम उत्पादन में आपको कितना खर्च हुआ ?					
	(1)	भूसा में			(2)	स्पान
	(3)	रसायनिक पदार्थ			(4)	शेड़
	(5)	अन्य				
(ब)	मशरूम से होने वाली आय					
(स)	मुर्गीपालन में आपने कितना खर्च किया					
	(1)	मुर्गियाँ खरीदने में			(2)	गृह व्यवस्था में
	(3)	आहार में			(4)	दवाइयों में
	(5)	अन्य				
(द)	मुर्गीपालन में प्रतिवर्ष होने वाला खर्च					
(इ)	केंचुआ खाद निर्माण में होने वाला खर्च					
(ई)	केंचुआ खाद से होने वाली आय					
(च)	टैलरिंग में प्रतिवर्ष होने वाला खर्च					
	(1)	सामग्री में			(2)	मजदूरी में
	(3)	मैन्टेनैस में			(4)	अन्य
(छ)	टैलरिंग में प्रतिवर्ष होने वाली आय					
(ज)	परिरक्षित पदार्थ बनाने में होने वाला खर्च					
	(1)	सामग्री में			(2)	बनाने में
	(3)	बॉटलिंग में			(4)	अन्य
(झ)	परिरक्षित पदार्थ से होने वाली आय					

क्र.	प्रशिक्षण के दौरान सीखने और अपना इंटरप्राइज खोलने में आपको किन किन समस्याओं का सामना करना पड़ा ।	प्रशिक्षण को और अधिक प्रभावी बनाने हेतु आपके सुझाव ।

Details of selected beneficiaries from different trainings

For selection of respondents from different trainings, a list of total number of beneficiaries was prepared and from the total beneficiaries, 50 per cent were selected from each training, as follows :-

S. No.	Training	Total No. of beneficiaries	No. of selected beneficiaries
1.	Tailoring	104	52
2.	Mushroom cultivation	24	12
3.	Post Harvest Technology	20	10
4.	Vermicompost	24	12
5.	Backyard poultry management	32	16

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V I T A

The author of this thesis, Ms. Ekta Belwanshi, was born on 31st May, 1983 at Chhindwara district, M.P. She passed Higher Secondary Examination from Vidya Niketan Higher Secondary School, Chhindwara in 2000 in First division. She completed B.Sc. (Ag.) in 2005 in First division from College of Agriculture, Jabalpur.

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