

Impact Assessment of Vocational Training on Baking among Urban Women in Haryana

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ABSTRACT The significance of training and education for improving the standard of living of the family, especially through homemakers, has been recognized long back but has gained impetus in the recent past. The present study was undertaken on 100 women of Hisar district of Haryana state who participated in a 3-day vocational training programme on bakery. The data indicated that majority of women (87.00%) had not participated in such a training programme in the past. An overwhelming majority liked the training (97%) and felt that the duration of training should have been 5 days or more. Participants came to know about training through newspaper advertisement (75.00%) and were self-motivated (79%) to attend the training. The training on bakery brought about significant gain in knowledge and attitudinal change among women. About two-third respondents were confident and motivated to start their own professional venture.

INTRODUCTION

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content. Training helps to provide an opportunity and broad structure for the development of human resources' technical skills. With fast emerging sophisticated innovations and technologies in every field, training is increasingly becoming a potent instrument that can help people bring about improvement in their prevailing conditions and ways of making a living (Anita 2006). The significance of training and education for improving the standard of living of a family, especially through homemakers has been recognized long back but has gained impetus in the recent past. The importance of training for women empowerment has further gained the attention of policy makers in our country. Training is meaningful only if it is need based and brings attitudinal change to establish own enterprise. Training is a vital tool to attain, sustain and accelerate the pace of development (Yadav and Verma 1998). The present study was undertaken to assess the

impact of training on trainees' gain in knowledge, skill and change in attitude about taking baking as an enterprise.

METHODOLOGY

Locale of the Study: The present study was conducted in Hisar district of Haryana state. The hundred respondents who participated in training programme organized by Institute of Agricultural Technology Training and Education, CCS Haryana Agricultural University, Hisar on baking were selected purposively.

Variables and Their Measurements: Schedule was developed to study independent variables like age, education, type and size of family, caste, economic variables, occupation etc. Specific schedule were also developed to assess gain in knowledge, skill and satisfaction level of the respondents post training.

Knowledge: Knowledge gain was operationalized as the amount of information acquired by the respondent as a result of the training. Questions were asked in yes/no and scores were assigned as 1 and 0 respectively.

Skill: Skill refers to the efficiency and expertise with which a job is performed. Training has been recognized as an important component of skill development/upgradation. Responses were obtained on the basis of content areas and categorized as highly skilled, moderately and least skilled with scores as 2, 1 and 0 respectively. Scores so obtained were further categorized as low (up to 5), medium (6-11) and high (12-16).

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Satisfaction Level: Satisfaction is the fulfillment or gratification of a desire, need or aptitude. In order to obtain satisfaction score on the basis of content areas of training, questions were asked in terms of Yes/No and scores were given as 1 and 0 respectively.

Analysis of Data: The qualitative data were quantified according to the laid down standards and tabulated to draw meaningful inferences. Statistical parameters like frequency, percentage, weighted mean score and ranks were applied to assess and interpret data. Chi –square test was applied to find out the association of independent variables with knowledge, skill and satisfaction

RESULTS AND DISCUSSION

Results achieved have been presented in the following sub-heads:

Socio-personal Profile

Data in Table 1 reveal that about half of the respondents were up to 25 years of age (51.00 %) have received formal education up to graduation level (41.00 %) followed by up to high school (32.00 %) and post graduate(27.00%). Family education status was found to be low (51.00%) followed by medium (46.00%). Majority of respondents were unmarried (59.00%), belonged to nuclear family type (73.00%), having a family size of 5-7 members (62.00%).

Economic Profile of the Respondents

Economic profile is presented in Table 2. Data in table indicate that majority of respondents were unemployed (79.00%). Family occupation was government service (59.00%) followed by business (23.00%) and private service (18.00%). Monthly family income was between Rs. 25,000- to 35,000 for maximum number of respondents (42.00%).

Training Environment Perceived by Respondents

Training environment comprised pre, during and post training environment. Cent percent respondents felt that training was need based, training objectives were specified and they had interest in training. However, they felt more publicity should be done to make people

Table 1: Socio-personal profile of the respondents (N=100)

S. No.	Variables	Fre- quency	Percent- age
1.	<i>Age</i>		
	Young (Up to 25 years)	51	51.00
	Middle (25-40 years)	28	28.00
2.	<i>Education</i>		
	Up to High school	32	32.00
	Graduate	41	41.00
3.	<i>Post Graduate</i>	27	27.00
	<i>Family Education Status</i>		
	Low (<2.0)	51	51.00
4.	Medium (2.0-4.0)	46	46.00
	High (>4.0)	3	3.00
5.	<i>Marital Status</i>		
	Unmarried	59	59.00
6.	Married	41	41.00
	<i>Family Type</i>		
7.	Nuclear	73	73.00
	Joint	27	27.00
8.	<i>Family Size</i>		
	Small (upto 4 members)	11	11.00
	Medium (5-7 members)	62	62.00
	Large (above 7 members)	27	27.00

Table 2: Economic profile of the respondents (N=100)

Variables	Frequency	Percentage
<i>Occupation of Respondents</i>		
Unemployed	79	79.00
Service	18	18.00
Independent profession	3	3.00
<i>Family Occupation</i>		
Business	23	23.00
Govt. service	59	59.00
Private service	18	18.00
<i>Income per Month</i>		
Low (below Rs.25,000)	27	27.00
Middle (Rs. 25,000-35,000)	42	42.00
High (above Rs. 35,000)	31	31.00

aware about training. Regarding environment during training, hundred percent respondents were of the opinion that timely registration was done during training, proper reception and welcome was conducted, training started on time and trainers had excellent knowledge and skill level. Information regarding post-training environment reveals that cent percent respondents indicated that impact assessment of training was done, training had an immediate use and problems were clarified (Table 3).

Motivational Reasons for Attending Training

Perusal of data in Figure 1 indicates the reasons for attending the training on baking.

Table 3: Training environment perceived by respondents (N=100)

	F / %	Rank
<i>Pre-training Environment</i>		
Training need based	100.00	I
Training objectives were specified	100.00	I
Interest in training	100.00	I
Publicity was done before training	79.00	II
Informed about fee	35.00	III
Supervision of work	11.00	IV
<i>Training Environment</i>		
Timely registration was done	100.00	I
Proper reception and welcome	100.00	I
Training session started on time	100.00	I
Trainers had excellent knowledge and skill	100.00	I
Different training methods were used to create better understanding	91.00	II
Modifications were made in subject matter based on trainees' suggestions	82.00	III
<i>Post-training Environment</i>		
Impact assessment of training was done	100.00	I
Training had an immediate use	100.00	I
Problems were clarified	100.00	I
Training was useful	100.00	I
Think of starting income generating activity	37.00	V
Certificates given were useful	90.00	III
Satisfied with the protocol followed for training	96.00	II
Parents became more liberal towards movement outside the house	69.00	IV

Among various reasons, usefulness of training was ranked I followed by reasonable fee charged for training (Rank –II) and interest in learning new skill (Rank-III). Other reasons emphasized were convenient venue for the training (Rank – IV), friends/ neighbours were attending the training (Rank –V). Only about one-fourth of respondents showed interest in training to earn a living out of it.

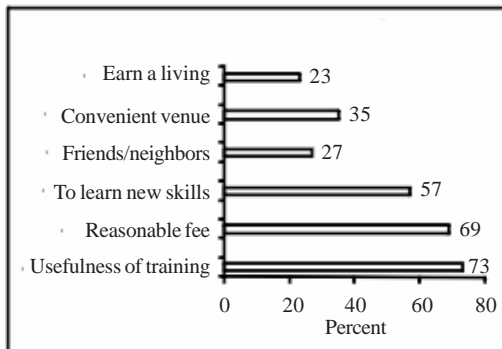


Fig. 1. Motivational reasons for attending training

Sources of Information and Motivation

Data regarding sources of information in Table 4 reveal that newspaper advertisement were the prime source of information (75.00%). Regarding source of motivation, majority of the respondents (79.00%) was self motivated to attend the training. The findings are in agreement with Gurav and Kamble (1995) who highlighted that training is vital to enhance motivation, create confidence and inculcate efficiency in an individual.

Table 4: Sources of information and motivation (N = 100)

Parameters	F / %
<i>Source of Information</i>	
Newspaper ad	75.00
Friends	18.00
Through institution	7.00
<i>Source of Motivation</i>	
Self motivation	79.00
Friends	16.00
Relatives	5.00

Skill of Respondents Regarding Training on Baking

Assessment of data in Table 5 reveals that respondents developed high level of skill in preparation of various bakery products, viz. *atta* biscuits, eggless cake, chocolate cake, *nan khatai*, swiss roll, etc. after receiving the training on baking. Such trainings if imparted for extended duration could further enhance the skills of women to make them competent enough to start their own enterprise.

Table 5: Skill of respondents regarding training on baking (N=100)

Products	Low (up to 5)	Medium (6-11)	High (12-16)
Atta biscuits	-	04	96
Sponge cake	11	21	68
Eggless cake	-	07	93
Chocolate cake	02	09	89
<i>Nan khatai</i>	08	11	81
Swiss rolls	06	15	79
Sweet and salted biscuits	10	19	71

Association of Knowledge, Skill and Satisfaction with Independent Variables

Table 6 indicates that marital status and education level were found to be positively associ-

ated with gain in knowledge, skill and level of satisfaction. It is important to mention here that the majority of the respondents were unmarried having education up to graduation level, could be possible candidates for starting up their own enterprise. Meshram et al. (2011) revealed that training programmes conducted on handicraft making and mushroom production technology had been highly effective in inducing desirable changes in the knowledge level of women trainees. Sharma and Khan (2001) concluded that the trained group possessed significantly higher levels of knowledge, adoption and gain in income than the respondents from untrained group.

Table 6: Association of knowledge, skill and satisfaction with independent variables (N = 100)

Variables	Knowledge	Skill	Satisfaction
Age	1.902	0.093	0.730
Caste	3.607	0.341	0.995
Marital status	3.823*	3.163	0.237
Education	7.629*	2.245	2.399
Family type	0.059	0.001	0.709
Family size	0.415	0.976	0.631

*Significant at 5% level of significance

Satisfaction with Time and Duration of Training

Regarding satisfaction with time and duration of the training, it is clear from the Table 7 that majority of the respondents were satisfied with time of the training (89%). Regarding duration, up to two-third of the respondents felt that duration of the training should have been up to two weeks as they wanted to be more skilled in baking.

Table 7: Satisfaction regarding time and duration of training (N=100)

Satisfaction	Frequency	Percentage
<i>Time</i>		
Appropriate	89	89.00
Not Appropriate	11	11.00
<i>Duration</i>		
Up to 5 Days	7	7.00
Up to 7 Days	24	24.00
Up to 2 weeks	69	69.00

CONCLUSION

The major motivational reasons for attending training were usefulness of training, reasonable fee and to learn new skills. Overall gain in knowledge and skill regarding baking products was found to be high. Level of satisfaction regarding training was found to be high. Majority of the respondents who were not inclined to start bakery as income generating activity, after training, considered that below dignity of family status. Training environment before, during and after training was indicated to be highly satisfactory by majority of the respondents. Marital status and education were found to be significantly associated with gain in knowledge.

RECOMMENDATIONS

- There should be follow up action after imparting training to sustain the learnt behaviour, as systematic monitoring and evaluation will go a long way to determine the success of training
- Successful entrepreneurs can be involved to share personal experiences and to motivate trainees.
- Provision of advanced training of long duration should be made separately for those interested in adopting bakery as a profession

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