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EMPOWERMENT OF WOMEN THROUGH CREATING AWARENESS TRAINING ON VALUE ADDITION OF NUTRICEREALS FOODS

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ABSTRACT

The term Nutricereals includes a number of small-grained cereal grasses. Based on the grain size, millets have been classified as major millets, which include sorghum and pearl millet, and several small grain millets, which include finger millet (ragi), foxtail millet (tenai), kodo millet (varagu), proso millet (panivarugu), barnyard millet (kudiraivali) and little millet (samai). The study lean-to more light on the role played by small and landless farmers of villages and Agriculture farm women labour in promoting socio-economic empowerment of women in India through a more effective use of local available ancestor using the nurtigrains and its products. The analyses has confirmed the strategic role that such types of interventions can play in rural and urban situations where women are too often marginalized in income generation activities and decision making processes. As a result of capacity building interventions to enhance local skills in value addition, women were able to generate substantial income and use this towards their own family welfare developments. The training interventions a strategic role by increasing self-confidence of women in undertaking small scale food processing of value added products of minor millet. The training on value addition of minor millet for preparation, biriyani, biscuit, curd rice millet based beverages and millet kheer and retoring at enhancing the income from the marketed grain through value addition. The 2014-15 (200 nos) and 2015-16 (643 Nos) the awareness of training increasing in ratio comparing previous years. Empowerment of women was undertaken through based on the need assessment carried out in a participatory mode. The training was imparted for preparation of value added products of minor millet quality control, labeling, marketing of the produce with attractive cost benefit ratio. Empowerment of agriculture women through training and nutrition education had positive impact on leadership qualities, enhanced self-confidence; skills to undertake value added products and their marketing, domestic consumption, income generation and all converging to improved nutrition and economic status.

KEYWORDS

women empowerment, small millets, value addition.

INTRODUCTION

In India, value addition has come to the forefront of agricultural policy agenda to strengthen small farm and farmers to survive in an era of agricultural liberalization, privatization and globalization. This can be attributed that agriculture in India is in the hands of millions of peasant households. 80 percent of farmers own less than 2 hectares of farmland and contribute 41 percent to national grain production [12]. Value additions in agriculture has vast untapped opportunities for increasing employment and revitalize rural communities, diversify the economic base of agricultural communities, increase farmer's financial stability and opportunities for smaller farms and companies through the development of niche markets

PURPOSE AND OBJECTIVES

This study focused on the impact of training who completed at least one training programme. Specifically provided to farmers on their perceived knowledge, acquisition of skills and adoption level of value added practices in small millets.

THE FOLLOWING OBJECTIVES GUIDED THE STUDY:

1. To describe the demographic profile of food processing participants.
2. To assess the impact of value addition training conducted by food processing

MATERIALS AND METHODS

The study adopted ex post facto research design and selected 50 participation by applying systemic random sampling techniques from among who had completed value adding training during 2014 to 2015. Training programmes include value addition to varagu, ragi, tenai, samai, and kudiraivali. The participants were selected using computer generated random sampling number. A likert scale ranging from 1 to 5 not at all knowledgeable/skilled to very knowledgeable/skilled was used to indicate participants perceived knowledge and acquisition skill level and another likert scale was used to assess the adoption level that included adopted (2), partially adopted (1) and have not tried (0).

Therefore perceived knowledge, acquisition of skills and adoption level of participants is the response variable, other variable included in the study were information about participants, gender, education, family annual income post harvest knowledge, extension agents contact, attitude towards value addition and membership of self help group. The interview schedule was developed based on the face to face interviews was conducted by using a structured questionnaire

ANALYSIS

TABLE 1: DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

Demographic profile	Variables	Frequency	Percentage
Education	Primary school	32	64
	Middle school	11	22
	High school	6	12
	Graduate	1	2
Family per day income	<300	12	24
	300-400	11	22
	400-500	9	18
	>500	18	36
Post-harvest knowledge	Low knowledge	15	30
	Moderate knowledge	18	36
	High knowledge	17	34
Attitude towards value addition	unfavorable	32	64
	Moderate favourable	6	12
	Favourable	12	24
Membership of self help group	<3 year	10	20
	3-5 year	22	44
	>5 year	36	36

TABLE 2: DISTRIBUTION OF FOOD PROCESSING PARTICIPATION BASED ON PERCEIVED KNOWLEDGE ON VALUE ADDITIONS

Statement	VK	MK	SwK	NK	NAAK	Mean	SD
	Percentage						
Preparation of dietary foods (Varagu biriyani, thenai curd rice, kudiravali payasam and sami rice)	0	36	60	2	2	3.3	0.61
Knowledge of value added balanced food	10	36	32	18	4	3.3	1.01
Value addition in minor millet bakery food items	24	2	54	20	0	3.3	1.05
Role of trust, NGO and Amma thitam and SHG in creating awareness	0	24	56	18	2	3.02	0.71
Importance of value additions	14	16	36	32	12	3.08	1.06
Value added income generation activities	2	14	58	26	0	2.92	0.69
Economic of production cost involve in value added products	0	12	68	20	0	2.92	0.56
Importance of packaging of value added food items	2	24	32	42	0	2.86	0.85
Diversity of value added tenai and sami, lattu and halwa	0	12	54	34	0	2.78	0.64
Knowledge of evaluation of value added products	0	2	32	64	2	2.34	0.55

Note: VK= Very Knowledgeable; MK= Moderate Knowledgeable; SwK= Somewhat Knowledgeable; NK= Not Knowledgeable; NAAK = Not at all Knowledgeable.

TABLE 3: TRAINING METHODS PREFERRED BY WOMEN

Training method	Percentage of preference
Demonstration	98
Lecture with projected aids	70
Video film	72
Exhibition	60
Field visit	71

RESULTS AND DISCUSSION

It is clearly observed from Table 1 that out of 64 percent were primary school, 22 percent middle school, 12 percent high school, 2 percent graduate, 24 percent were <300 per day family income, 22 percent were 300-400 were per day family income, 18 percent were 400-500 per day family income, 36 percent were >500 per day family income, 30 percent were low knowledge, 36 percent moderate knowledge, 34 percent were high knowledge, 64 percent unfavorable attitude towards value addition, 12 percent moderate favorable attitude towards value addition, 24 percent favorable attitude towards value addition, 20 percent <3 years Membership of self help group, 44 percent 3-5 years Membership of self help group, 36 percent >5 years Membership of self help group In India, 70 percent the farmers belonged to resource poor category comprising marginal and small (1).

Standard deviation value 0.61 Preparation of dietary foods (Varagu biriyani, thenai curd rice, kudiravali payasam and sami rice), Standard deviation value 1.01 Knowledge of value added balanced food, Standard deviation value 1.05 Value addition in minor millet bakery food items, Standard deviation value 0.71 Role of trust, NGO and Amma thitam and SHG in creating awareness, Standard deviation value 1.06 Importance of value additions, Standard deviation value 0.69 Value added income generation activities, Standard deviation value 0.56 Economic of production cost involve in value added products, Standard deviation 0.85 Importance of packaging of value added food items, Standard deviation value 0.64 Diversity of value added tenai and sami, lattu and halwa, Standard deviation value 0.55 Knowledge of evaluation of value added products (Table 2) attitudes are necessary precursors to changing behaviors, as it determines person's intention to perform (2). Therefore, attitude toward value addition encouraged food processing participants to gain perceived knowledge, skill and adoption through active participation in value addition training. Further, membership of SHGs brings people together, which flourishing their resources, strengthening the human spirit and empowering the vulnerable community. The training activities organized through the trainers are more preference for demonstration for millet products >98 percentage of trainees need with demonstration (Table3).

CONCLUSIONS

Concluded the education imparts knowledge, creates awareness and makes inquisitiveness to explore and learn which helps them to become skilled and to make desirable changes in adoption. And survival of small and marginal farmers in India. Moreover, the value addition training positive impact on participants in terms of magnitude of perceived knowledge, acquisition of skills and adoption level respondents. Education favours the acquisition of knowledge and widens the horizon of knowledge by proper understanding of the importance of value addition practices by getting exposed to trainee institute and contacting other informal sources. Trainers provide scientific knowledge, necessary information on agricultural innovations and technologies, which develop farmers' knowledge and help to change their attitude toward adoption. The recent thrust on value added agriculture of the new agricultural policy XI five year plan of Indian government was step and right direction.

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