

# Training Need of Rural Women in Home Science Activities for their Empowerment

**KANTA SABHARWAL\*<sup>1</sup> AND BALWAN SINGH<sup>2</sup>**

<sup>1</sup>Senior District Extension Specialist (Home Science), Krishi Vigyan Kendra, Mandkola, CCS Haryana Agricultural University, Hisar (Haryana) India

<sup>2</sup>Director Extension Education, CCS Haryana Agricultural University, Hisar (Haryana) India

\*Corresponding Author

## ABSTRACT

The present study was conducted to assess the training needs of rural women in various Home Science activities for their empowerment. Training is an important process of capacity building and skill enhancement, particularly for women involved in agriculture, household, and allied activities. The study was carried out in 12 randomly selected villages of Palwal district, Haryana, with a total sample of 240 rural women respondents. Data were collected using a structured interview schedule based on a pre-identified list of Home Science activities, and responses were recorded on a three-point rating scale (Most Needed, Needed, Not Needed). The findings revealed that the highest training need was expressed for stitching of female garments (80.8%), followed by preparation of value-added pearl millet laddoo (75.8%), pearl millet cake (71.6%), embroidery (70.4%), and low-cost nutritious recipes (51.6%). In contrast, areas such as stitching of male garments, preparation of milk products, and quilting bed covers were ranked low in training need. Overall, the results indicated that rural women were most interested in training programs that could offer opportunities for income generation and self-reliance without disrupting their daily routines. The study concludes that need-based training programs focusing on garment stitching, value-added food products, and embellishment activities can play a crucial role in empowering rural women socially and economically.

**Keywords:** Training need, Rural Women, Empowerment and Home Science activities

## INTRODUCTION

Training is a process of acquisition of new skills, attitude and knowledge in context of preparing for entering into a vocation or enhancing one's productivity in an organization or in an enterprise. Training is an important process of capacity building of an individual so as to improve his or her performance. The first and foremost step for planning a good training programme is to access its needs. Training need assessment process helps to determine the priority of changes in knowledge, skill, attitude and behavior that will provide greatest impact on achieving organizational and individual goals. Training need identification acts as a foundation pillar of training and helps in prioritizing the training areas for particular group of trainees. Training needs of women farmers have been

operationalised on felt needs regarding various subject matter areas of agricultural production and allied farming technologies which can be readdressed through specialized training programme/ interventions. Rural women play a significant and decisive role in household, agriculture and animal husbandry related activities. The performance of developmental roles more efficiently and effectively by women calls for specialized knowledge and skill upgradation based on their training needs. Need based training programme acts as a catalyst for increasing the motivational level of trainees who in turn try to put their sincere efforts to learn and gain maximum from training programme. Considering these facts, present study was planned to ascertain the components of training needs of rural women in the areas of preparation of value added pearl millet products, care and repair of sewing

**How to cite this Article:** Sabharwal, Kanta and Singh, Balwan (2025). Training Need of Rural Women in Home Science Activities for their Empowerment. *Internat. J. Appl. Home Sci.*, 12 (7 & 8) : 360-364.

machine, cutting and tailoring of garments, protective garments, home furnishing items, different types of bag and embellishment on clothes.

## METHODOLOGY

The data on training needs assessment were collected from rural women in Palwal district of Haryana State. Total 12 villages namely, Mandori, Mandkola, Saroli, Kherlijeeta, A.P. Natol, Aurangabad, Jaindapur, Meerpurkaurali, Madnaka, Kishorpur, Prithla and Badha were selected randomly for the study. From each village 20 women respondents were randomly selected. Thus, a total of 240 rural women respondents were finally selected for data collection. Data were collected through interview schedule. In order to ascertain training needs of rural women, a specific list was prepared after review of literature and discussion with concerned specialist. The responses were recorded on three-point rating scale *i.e.* most needed, needed and not needed. To calculate the mean scores different scores were assigned to respond categories that is 3, 2 and 1, respectively.

## RESULTS AND DISCUSSION

It is apparent from the data presented in table 1 that 75.8 per cent of respondents required training as “Most Needed” on value added pearl millet *ladoo* followed by *shakkarpara* and *suhali* with mean score of 2.70, 2.50 and 2.17. These occupied rank first, second and third, respectively. However training requirement for making of millet burfi (m.s. 1.69) was reported as “Not Needed”

by 56.6 per cent of respondents. This may be due to the reason that they prefer only traditional *khoya burfi* instead of millet *burfi*.

The data presented in Table 2 pertaining to the training requirement for value added pearl millet snacks. More than seventy per cent of respondents reported training requirement as “Most Needed” in making of pearl millet cake followed by millet *sev* (68.3%) and *cookies* (66.6%). Table further shows that first and second rank was given to pearl millet cake and cookies. It can be attributed that in majority of the houses children are always demanding for snacks after school and in evening time. They spend money on unhealthy packed or unpacked snacks. However, training on making of value added pearl millet snacks can be a better option. In this way they can provide valuable pearl millet snacks to the children because these products had high fiber content which not only promotes satiety but also regulate blood sugar levels. This helps prevent sudden spikes and crashes in energy and also reduce craving for unhealthy snacks. On the other hand, training requirement for making of *Chat* and *Cutlet* (72.9% and 57.0%) was reported as “Not Needed” by respondents with mean score 1.46 and 1.76, respectively. This may be due to the reason that both items are perishable and could not store for longer.

The data in Table 3 revealed that 51.6 per cent of respondents required “Most Needed” training on Low cost nutritious recipes and it occupied first rank in the training needs. However, fruits and vegetable preservation (48.3%) with mean score of 2.30 are on second rank. Further, lowest mean score was observed for training requirement on milk products (m.s. 1.69) was reported

**Table 1 : Distribution of respondents according to their training need for value added pearl millet sweets (N-240)**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	<i>Ladoo</i>	182 (75.8)	45 (18.7)	13 (5.4)	649	2.70	I
2.	<i>Burfi</i>	63 (26.2)	41 (17.0)	136 (56.6)	407	1.69	IV
3.	<i>Shakkarpara</i>	165 (68.7)	32 (13.3)	43 (17.9)	602	2.50	II
4.	<i>Suhali</i>	112 (46.6)	57 (23.7)	71 (29.5)	521	2.17	III

**Table 2 : Distribution of respondents according to their training need for value added pearl millet snacks (N-240)**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	<i>Cutlet</i>	81 (33.7)	22 (9.1)	137 (57.0)	424	1.76	V
2.	<i>Matar</i>	120 (50.0)	85 (35.4)	35 (14.5)	565	2.35	IV
3.	<i>Sev</i>	164 (68.3)	40 (16.6)	36 (15.0)	608	2.53	III
4.	<i>Chat</i>	46 (19.1)	19 (7.91)	175 (72.9)	351	1.46	VI
5.	<i>Cake</i>	172 (71.6)	51 (21.2)	17 (7.08)	635	2.60	I
6.	<i>Cookies</i>	160 (66.6)	54 (22.5)	26 (10.8)	614	2.55	II

**Table 3 : Distribution of respondents according to their training need for different value added products**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	Low cost nutritious recipes	124 (51.6)	86 (35.8)	30 (12.5)	574	2.39	I
2.	Fruits and vegetable preservation	116 (48.3)	81 (33.7)	43 (17.9)	553	2.30	II
3.	Milk products	78 (32.5)	71 (29.5)	91 (41.2)	467	1.94	III

as “Not Needed” by 41.2 per cent of respondents. Lack of availability of milk might be the reason as mostly respondents were not having animals in their home. Similar results also reported by Kandeeban and Velusamy (2016) and Badyal *et al.* (2022) who reported that training on value added products from fruits, vegetables, milk etc. were in high demand (53% and 44%) among women farmers.

Table 4 shows that 80.8 per cent of respondent reported “Most Needed” training requirement on stitching of female garment with mean score 2.74 and it occupies first rank followed by taking of correct measurements for stitching of clothes (52.9%) with mean score 2.43 and care of maintenance of sewing machine (56.2%) with mean score 2.41 on II and III rank, respectively. It can be attributed that women respondents wish to contribute to their family income by earning a good amount with stitching profession. Moreover 46.6 per cent of respondents reported “Needed” requirement for stitching of children garments with mean score 2.17. Table further shows that 55 per cent of respondents indicated no need of training for stitching of male garments. This may be due to the reason that male member always prefer to stitch their clothes to either by male tailor or readymade clothes. Similar findings are in tune with Kaur *et al.* (2011) who reported that 49 per cent of respondents perceived training need in stitching of female garments

followed by stitching of kids garments (38%) and male garments (35%) and low mean was reported for training need of stitching of cushion covers and aprons.

It can be seen from Table 5 that More than 50.0 per cent of respondents indicated “Needed” requirement for training on stitching of cotton picking bag occupies first rank with mean score 1.84 followed by stitching of different types of mask (54.1 %) with mean score 1.67 and 53.7 per cent respondents preferred training on stitching of Apron as protective garments. Low mean scores may be due to the reason that women had lack of awareness regarding advantage of protective garments. Similar findings were reported by Kaur *et al.* (2014) who reported that training need on both stitching and soap and detergent making was most needed by 93.17 per cent of respondent.

Table 6 shows that “Most Needed” training requirement was perceived by 52.0 per cent of respondents on stitching of school bag and it occupies first rank with mean score 2.38 followed by stitching of multipurpose bag (49.1%) and jute bag (44.1%) with mean score 2.36 and 2.33 and allotted second and third rank. while 48.3 and 43.7 per cent of respondent reveals “Not Needed” training requirement on stitching of quilting bed Cover and hand bag with mean score 1.69 and 1.65. Table further shows that 30.0 to 39.0 per cent of respondent indicated “Needed” training requirement on

**Table 4 : Distribution of respondents according to their training need for cutting and tailoring activities (N-240)**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	Taking measurement	127 (52.9)	91 (37.9)	22 (9.1)	585	2.43	II
2.	Maintenance of sewing machine	135 (56.2)	70 (29.1)	35 (14.5)	580	2.41	III
3.	Male garments	50 (20.8)	58 (24.1)	132(55.0)	398	1.65	V
4.	Female garments	194 (80.8)	30 (12.5)	16 (6.6)	658	2.74	I
5.	Children garments	85 (35.4)	112(46.6)	43 (17.9)	522	2.17	IV

**Table 5 : Distribution of respondents according to their training need for making of protective garments (N-240)**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	Cotton picking bag	38 (15.8)	126 (52.5)	76 (31.6)	442	1.84	I
2.	Apron	16 (6.66)	130 (54.1)	94 (39.1)	402	1.67	III
3.	Different types of mask	29 (12.0)	129 (53.7)	82 (34.1)	427	1.77	II

**Table 6 : Distribution of respondents according to their training need for making of home furnishing items and bag making for income generation (N-240)**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	Cushion cover	48 (20.0)	95 (39.5)	97(40.4)	431	1.79	V
2.	Quilting bed Cover	42(17.5)	82 (34.1)	116(48.3)	406	1.69	VIII
3.	Wall hanging	49(20.4)	95(39.5)	96 (40.0)	433	1.80	IV
4.	Soft toy making	57 (23.7)	74 (30.8)	109(45.4)	428	1.78	VI
5.	Multipurpose bag	118 (49.1)	92 (38.3)	30 (12.5)	568	2.36	II
6.	Hand bag	23 (9.5)	112(46.6)	105(43.7)	398	1.65	IX
7.	School bag	125 (52.0)	83 (34.5)	32 (13.3)	573	2.38	I
8.	Cosmetic bag	40 (16.6)	94 (39.1)	106(44.1)	414	1.72	VII
9.	Jute bag	106 (44.1)	109(45.4)	25 (10.4)	561	2.33	III

making of home furnishing items. On the other hand more than forty per cent of respondent perceived “Not Needed” requirement for making of home furnishing items that is quilting bed Cover (48.3%), soft toy making (45.4%), cushion cover and wall hanging (40.0%). However, it can concluded that there is a need to aware rural women regarding importance of stitching of quilting bed Cover, making of soft toy, cushion cover and wall hanging so that they can adopt these items for income generation. Similar findings were reported by Kaur *et al.* (2014) who reported that training need on both stitching and soap and detergent making was most needed by 93.17 per cent of respondent.

The data presented in Table 7 pertaining to the training requirement for embellishment of clothes. Table shows that More than seventy per cent of respondents reported “Most needed” training requirement for Embroidery followed by Smoking (69.5%) and Crocheting design (63.3%) with a mean score of 2.60, 2.57 and 2.52, respectively. It can be attributed to the fact that through embellishment, women can dedicate their spare time, passion and skill in productive way and add ornamental value of their garments. While Sequins, Applique and Patch work got lowest rank. This may be due to the reason that rural women already using such type of work on home furnishing items. Kandeegan and Velusamy

**Table 7 : Distribution of respondents according to their training need for embellishment of clothes (N-240)**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	Embroidery	169 (70.4)	46 (19.1)	25(10.4)	624	2.60	I
2.	Smoking	167 (69.5)	43 (17.9)	30 (12.5)	617	2.57	II
3.	Fabric painting	139 (57.9)	57 (23.7)	44 (18.3)	575	2.39	V
4.	Block printing	141 (58.7)	66 (27.5)	33 (13.7)	588	2.45	IV
5.	Crocheting design	152 (63.3)	62 (25.8)	26 (10.8)	606	2.52	III
6.	Sequins	97 (40.4)	82 (34.1)	61 (25.4)	516	2.15	VII
7.	Applique	104 (43.3)	75 (31.2)	61 (25.4)	523	2.17	VI
8.	Patch work	86 (35.8)	84 (35.0)	70(29.1)	496	2.06	VIII

**Table 8 : Distribution of respondents according to overall highest rank areas of training need assessment**

Sr. No.	Products	Responses			Weighted Mean Score	Mean Score	Rank
		Most Needed	Needed	Not Needed			
1.	Ladoo	182 (75.8)	45 (18.7)	13 (5.4)	649	2.70	II
2.	Cake	172 (71.6)	51 (21.2)	17 (7.08)	635	2.60	III
3.	Low cost nutritious recipes	124 (51.6)	86 (35.8)	30 (12.5)	574	2.39	IV
4.	Female garments	194 (80.8)	30 (12.5)	16 (6.6)	658	2.74	I
5.	Cotton picking bag	38 (15.8)	126 (52.5)	76 (31.6)	442	1.84	VI
6.	School bag	125 (52.0)	83 (34.5)	32 (13.3)	573	2.38	V
7.	Embroidery	169 (70.4)	46 (19.1)	25(10.4)	624	2.60	III

(2016) who reported that 66.0 per cent of the rural women preferred training on handicraft and it occupied first rank in the training need.

The overall areas preferred by the respondents for training are presented in Table 8. It could be observed from the table that More than 80.0 per cent of respondents preferred “Most Needed” training requirement on stitching of Female garments with mean score 1.84 and it occupied first rank in the training need. Most of respondents wanted to do some income generating activity at their home itself without disturbing their daily routine. This was followed by preparation of pearl millet Ladoo (m.s. 2.70), Cake and Embroidery (m.s.2.60) and Low cost nutritious recipes (2.39) and it occupied second, third and fourth rank, respectively. For protective garments more than fifty per cent of respondents preferred training on stitching of Cotton picking bag and it occupied sixth rank. These results are similar with the study of Yadav *et al.* (2007), Kaur *et al.* (2011), Kaur *et al.* (2014), Kandeeban and Velusamy (2016) and Paliwal and Yadav (2023) study emphasized that the importance of tailoring to diverse age group and addressing the specific interest of participants, ultimate contributing to the empowerment of farm women and the resilience of farming communities.

### Conclusion:

It is evident from the results that majority of rural women respondents were interested in attending the trainings which could provide them opportunities for raising their economic condition and make them economically independent and socially empowered. Therefore they were more interested to learn stitching of female garments, school bag, cotton picking bag,

embroidery for embellishment of clothes, value added millet products and low cost nutritious recipes etc. It was observed that these trainings were the “Most Needed” training preferred by 50.0 to 75.0 per cent of respondents. These types of trainings not only technically empower women by gaining knowledge but also motivate them to become self independent and economic empowered.

### REFERENCES

- Badyal, S., Sharma, N. and Nayyar, P. (2022). Training needs for empowering women farmers and rural youth of Jammu & Samba districts of UT of Jammu and Kashmir. *Res. J. Humanit Sci. Engl. Lang.*, **10**(50) : 12513-12517.
- Kandeeban, M. and Velusamy, R. (2016). Training needs of rural women in hilly areas for their empowerment. *Soc. Sci. Rev.*, **2**(2):56-71.
- Kaur, R., Kaur, C. and Aulakh, G S. (2014). A review of training needs among rural women. *Agriculture Update*, **9**(3) : 445-449.
- Kaur, K., Mann, S.K., Kaur, P. and Borah, S. (2011). Training needs of rural women in clothing and textile. *Asian J. Home Sci.*, **6**(2):231-233.
- Paliwal, H. and Yadav, O.P. (2023). Training needs of farm women in agriculture farming. *Pharma Innov J.*, SP-12(10):2125-2127.
- Sanjeev, M.V. and Singha, A.K. (2010). Capacity building through KVKs - Training need analysis of farmers of Arunachal Pradesh. *Indian Res. J. Extn. Educ.*, **10**(1).
- Yadav, B., Goel, R., Dahiya, R. and Kundu, P. (2007). Training need of rural women in home science, agricultural and animal husbandry activities. *Asian J. Dairy Food Res.*, **26**(2):137-140.

\*\*\*\*\*