

Original Research Article

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Skill Development among Youth under Food Processing Training Programmes

Mamta Tiwari^{1*}, Gunjan Sanadya² and Khushboo Gupta²

¹Directorate of Prioritization, Monitoring and Evaluation, Agriculture University, Kota, Rajasthan, India

²(Home Science), KVK, Agriculture University, Kota, Rajasthan, India

*Corresponding author

ABSTRACT

Training is an essential aspect of development of any skill in individuals. The present endeavour was designed to assess the skill development among trainees participated in the training related to food processing rendered by KVK, Kota under RKVY (Rashtriya Krishi Vikas Yojana), Agriculture University, Kota. The objectives were to identify the quality of training programmes and skill development among trainees. A total sample of 125 trainees was selected through random sampling for 5 training programme (25 sample each training). The trainings were provided through lectures as well as practical demonstration on various food processing and preservation techniques. Result indicated that trainings were considered very useful in income generation and self-employment. Training programmes were considered highly qualitative by most of the trainees as 88.8% marked very good to the quality of food processing training programme. It can be concluded that through skill development in processing of different produce, not only inculcated skills among trainees but it also made them confident, skilled, experienced and gave them opportunities of income generation through self-employment and empowerment.

Keywords

Food processing, Skill development, Self-employment, Empowerment.

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Introduction

Training is an important aspect for development of skills among individuals. In recent years skill development comes in limelight due to the unprecedented shortage of skilled man power across the clusters. (Kapila, 2015).

Food processing sector of India is no exception. India is a farm based country where more than 50% population engage in farming for their livelihood.

In our country due to different climatic condition farmers produce different types of crops according to the season (Rabi, Kharif and Jayad) and then sell them in Govt. mandies.

Most of the farmers don't have knowledge regarding processing, preservation and value addition of their produced grains/legumes, vegetable and fruits. Hence, there is a dire need to inculcate food processing skills

among those youth who residing in rural/urban India, through different food processing related training programmes.

Training may be defined as an act of inducing the skills or increasing the knowledge and skills of a person for doing a good job (Meena *et al.*, 2012). It is a process that includes a sequence of experiences, a series of opportunities to learn, in which trainees are exposed to certain material/things or events in more or less systematic way. Soybean, Rice, Garlic, Coriander, Amla and Orange are the main crops of Haroti region of Rajasthan. Processing of these crops may enhance their value as well as their shelf life (Tiwari *et al.*, 2016). Apart from these, the processed product might be available round the year and one can be benefited from these products.

Knowledge of food processing and value addition, packaging and labelling, FSSAI regulations and food licensing; trade mark, SWOT analysis, market study, food safety, different schemes of NABARD, DST, DIC, RFC, etc. and cost benefit ratio is very important for new start-up.

With the help of training, food processing skills can be inculcated in youth and they can start their own enterprise and can help in enhancing the GDP of our Nation. For skill development among youth and their self-empowerment, various training programme were organized by KVK, Kota of Agriculture University, Kota. Through feedback of ongoing trainings one can identify the lacunas to enhance and enrich the next training session. Hence present study is an effort to assess the extent of skill development among youths through food processing training.

The main objectives include to know the opinion of the trainees regarding quality of training programme (Table 1). And to assess the skill development after demonstrations

and practical training. Also To judge the knowledge of food processing through subject covered.

Materials and Methods

It was a cross sectional trial conducted during February, 2015 to February, 2016. Trainees were selected from Kota, Baran and Bundi area of Rajasthan. Total five training programmes were conducted during this period, each programme was scheduled for 30 days. Twenty five trainees were selected for each training programme thus the total number of sample was 125. Both theory lectures and demonstrations were provided per day to the trainings. At the end of the training structured questionnaire was introduced and knowledge of the participants was judged. Time to time food products were developed by the trainees. Organoleptic properties, i.e., appearance, colour, taste, texture and mouth feel of developed products were assessed which were also the criteria of knowledge assessment of trainees. The data was analysed to assess the actual skill development among trainees.

Results and Discussion

Skill development was assessed through (i) feedback of the trainees regarding numerous aspects of the training such as availability of equipments, machinery and raw materials; methods and steps of demonstrations; knowledge of subject matter specialist and subjects covered during the training, etc. (ii) Feedback of master trainer with respect to the regularity, sincerity, discipline, involvement, concentration and learning of the trainees during the training programme.

The quality of food processing trainings was found very effective by most of the trainees as 88.8% graded it in very good category. The dedication of staff, quality of material used in

training, knowledge of master trainer and subject matter specialist was highly acceptable. Participants felt that their level of confidence and work efficiency had enhanced during the training.

Table 2 reveals the availability of equipments to conduct trainings, since the food processing laboratory is well equipped with garlic peeler, ginger peeler, mixer, amla juicer, dehydrator, oven, packaging machine, scaling machine,

soya milk and paneer making plant, etc., therefore 74.4% were satisfied with equipments and machineries.

More than 25% felt that although laboratory was equipped with machineries but they were not confident to use it.

More than 80% trainees like the methods and steps of demonstration in training. Only 19.2% marked it satisfactory (Table 3).

Table.1 Opinion of trainees regarding quality of food processing training

n=125

Categories	Frequency	Percentage
Very good	111	88.8
Good	10	8.0
Average	4	3.2

Table.2 Availability of equipments, machineries and furniture in food processing lab

n=125

Categories	Frequency	Percentage
Yes	93	74.4
No	32	25.6

Table.3 Methods and steps of demonstrations and practical training

n=125

Categories	Frequency	Percentage
Good	101	80.8
Satisfactory	24	19.2
Poor	-	-

Table.4 Master Trainer's knowledge/ skills/ confidence throughout training

n=125

Categories	Frequency	Percentage
Very good	99	79.2
Good	23	18.4
Average	3	2.4

Table.5 Impact of training through subject covered during training

n=125

Categories	Frequency	Percentage
Appropriate	98	78.4
Little appropriate	23	18.4
Not appropriate	4	3.2

They said that the skill development program was systematically arranged, ingredients were available and preparations by the master trainers were very appropriate.

Only 2.4% participants felt that trainers should be more confident in delivering their skills. Nearly 80% trainees marked very good to the knowledge of master trainers as illustrated in table 4. They said that trainers were confident and had appropriate skills for training. Most of the trainees said that they get enough confidence, knowledge and skills for starting a new business due to the knowledge and skills of master trainer.

Table 5 indicate that around 80% trainees believed that they have attained the prerequisites of a startup, such as- knowledge of financing bodies, government schemes related to subsidies for opening new food processing unit, various preservation techniques and development of soy products, fruit squashes, jam, jelly, pickles, chutneys, vatis, murrabas, dehydrated powders and many more.

Training involves the facilitation of learning by people who can benefit by attaining new knowledge, skills and attitude (Kapila, 2015). In this respect Asif (2000) stated that training must focus on the real needs of the individuals.

Another study indicated that vocational education and skill development can play an important role for rural people by improving household productivity, income, earning opportunity, employability, etc. These activities may also promote food security and sustainable rural development.

Skill development training was considered very useful by the participants for income generation through self-empowerment. It empowered them

in confidence building, skills of numerous techniques of food preservation, processing and packaging as well as generated self-employment opportunities for them which could be a great factor in their socio-economic upliftment. The training was well organised, sequential and liked by the participants. Training curriculum was designed in such a manner that trainees not only learned the skills but also achieved an efficiency level.

All the trainees showed their active involvement during the training, gain new knowledge & skills which can open new doors to them to upgrade their quality of life in all aspects. These training programmes were tailor made and were based on the needs of the residents and farmers of Haroti region.

Such programmes should be conducted regularly to improve employability and socio-economic standard of the youth. These programmes will help in economic growth of the country by enhancing the GDP through reducing the losses in agriculture sector.

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