

Knowledge and adoption level of home science technologies

Home Science is the education for home life. Goal of this education is prosperous living and highest happiness. The name being Home Science itself suggests that it concerned with home and includes happiness of each and every person residing in it. Home Science being a very vast field, it is defined widely by various authors, practitioners and researchers. In very simple words Home Science can be defined as “a multidisciplinary field of scientific study that deals with health, diet, caring child, Textile and garment designing, managing resources and others subjects concerned with home”. The primary aim of the Home Science is to enable people to get themselves more and more satisfied with the family and gives scientifically specific knowledge about making the home beautifully and a better place to live happily.

Home Science is also a multidisciplinary field which is the combination of Science and Art altogether. In Home Science, the science is studied in an artistic way and at the same time art is developed scientifically in the form of skills. Many times Home Science Education being the basis for education of family ecosystem is referred to as the “Education for Better Living”. It deals with the natural as well as man-made environments in a family and inter as well as intra family relationships. By its very content and nature Home Science services at the grass root level to satisfy individual needs and also the community through appropriate technology generation and its transfer for use. Scientists have contributed in the field of Home Science like, Extension and Communication Management, Family Resource Management, Food Science and Nutrition, Human development and Textile and Apparel designing. This education is extremely important for 70-80 per cent of the population living in rural areas, specially when 50 per cent of it is women.

Since women are the backbone of family, Home Science is dedicated to overall development of women folk. It has developed certain low cost technologies suitable for alleviating drudgery in women’s life. Technologies related to drudgery reduction, simplification of working pattern, consumer education, educating about health and hygiene, introducing improved equipments, etc. are developed by the scientists across the country. Home Science colleges are located in

agricultural universities with the purpose of benefiting rural women folk, besides giving education to rural girls in the college. So Home Science College has the major responsibility of disseminating or popularizing Home Science technologies to the concerned or needy rural women folk.

The study was conducted in Belgum, Dharwad and Haveri district in the year 2015. One village from these three districts were selected namely Gundenatti(Belgum district), Baada (Dharwad district) and Kagenale (Haveri district), where the intervention carried out. Total one hundred and twenty rural women (SHGs members) were selected for the present study. Out of the total sample fourty sample were selected from each district. The data was collected from the SHGs members with the help of pre-structured schedule by personal interview technique. The data was tabulated and appropriate statistical methods were adopted.

It is clear from Table 1 that the knowledge level of the respondents after exposure to intervention programme on Developmental mile stones & stimulating play materials, majority of the respondents (55.00 %) had medium level of knowledge score, followed by (29.16 %) high level of knowledge score and less number of the respondents (15.83%) had low level knowledge. Regarding the knowledge level of the respondents about Importance of food and food pyramid, it could be seen that majority of the respondents (54.16%) had medium level of knowledge, followed by high (38.33 %) level of knowledge and few respondents (7.50%) had low level of knowledge. In case of Consumer Education & Standard Signs of the respondents had medium level (36.66%) of knowledge, followed by high level (33.33 %) of knowledge and 15.83 per cent of the respondents had low level of knowledge. Considering Stain removal technology, knowledge level of the respondents depicts that, most of the respondents (48.33%) had medium level of knowledge, followed by high (35.83 %) level of knowledge and 15.83 per cent of the respondents had low level of knowledge.

We could observe these results (Table 1) because of rural women were born and brought up in the traditional society.

Table 1. Knowledge level of rural women about selected home science technologies

Technologies	Knowledge level	n=120	
		Frequency	Percentage
Developmental mile stones and Stimulating play materials	Low (0-36)	19	15.83
	Medium (36-42)	66	55.00
	High (42 and above)	35	29.16
Importance of Food and Food Pyramid	Low (0-13)	9	7.50
	Medium (13-15)	65	54.16
	High(15. and above)	46	38.33
Consumer Education and Standard Signs	Low (0-9)	36	30.00
	Medium (9 -11)	44	36.66
	High(11 and above)	40	33.33
Stain Removal	Low (0-6)	19	15.83
	Medium (6-8)	58	48.33
	High(8 and above)	43	35.83

They have exposure and practicing of all these technologies without knowing the scientific reasons. These selected technologies were related to their day to day life. Hence rural women shows more interest to know about these technologies and were taking major role in decision making pertaining to these technologies. The fact that after intervention rural women had acquire knowledge on selected Home Science technologies this showed that when educational efforts by way of intervention were made, it might have increase in their knowledge. The other possible reason might be the intervention environment which has given enough experience through method demonstration and printed material were provided after intervention. Anganwadi workers, Supervisors, ASHA workers and also in SHGs groups women folk were discussing on these aspects and also exposure to the mass media like radio, television, they also create awareness on these aspects such type of information helped to women folk to improve the knowledge. Similar findings were reported by Kumari *et al.* (2010), according to their study that there was a significant gain knowledge of all the components of nutrition (balanced diet, weaning food, Conservation of nutrients, Preservation of nutrients, Hygiene, Deficiencies, Source, Food fads and fallacies) that are included in the training programme, the results of Dipal *et al.* (2013) also showed that after training programme there was increased the awareness about human nutrition among the tribal women.

Data in Table 2 shows the adoption of selected Home Science technologies. It is clear from table that the adoption level of the respondents after exposure to intervention programme on Developmental mile stones & stimulating play materials, more number of the respondents (45.83 %) had medium level of adoption score, followed by (40.00%) high level of adoption score followed by low level (14.16%) adoption score.

Regarding adoption level of the respondents on Importance of food and food pyramid, more number of the respondents

(45.00%) had medium level of adoption score, followed by high (40.00 %) level of adoption score followed by low level (17.50%) of adoption score. Adoption level of the respondents on Consumer education and standard signs more number of the respondents (43.33%) had medium level of adoption score, followed by high (39.16 %) level of adoption score and 15.50 per cent of the respondents had low level of adoption. In case of adoption level of Stain removal technology by the respondents, more number of the respondents (45.00%) had medium level of adoption score, followed by high level (35.00 %) of adoption score and 20.00 per cent of the respondents had low level of adoption score.

Women were having knowledge about these technologies before intervention which were transferred from their elders, exposure to mass media, due to their social participation and extension contact, where they could discuss these things, and also they were related to their day to day life. Women folk were taking major role in adoption of these technologies. Respondents (SHG members) actively participated in the intervention programme. After the intervention the reading material supplied to them were helped them to adopt the technologies with knowing scientific reasons. The findings are similar with the findings of Chikkannavar (2000), Malabasari (2015), Gupta and Verma (2013), Prakash *et al.* (2006) and Uplap *et al.* (2012).

From the present study it is concluded that the efforts put by intervention programme had a good impact on knowledge gain and adoption of Home Science technologies of rural women. Intervention programme helped in capacity building of rural women by creating awareness, increasing the knowledge about innovative technologies and developing skills and there by empowering the women. The adoption of the disseminated Home Science technologies was found to be useful and helpful without spending extra money for it.

Table 2. Adoption level of rural women about selected Home Science technologies

Technologies	Adoption level	n=120 Respondents	
		Frequency	Percentage
Developmental mile stones and stimulating play materials	Low (0-39)	17	14.16
	Medium (39-44)	55	45.83
	High (44 and above)	48	40.00
Importance of food and food pyramid	Low (0-13)	18	15.00
	Medium (13-15)	54	45.00
	High (15 and above)	48	40.00
Consumer education and standard signs	Low (0-10)	21	17.50
	Medium (10-12)	52	43.33
	High (12 and above)	47	39.16
Stain removal	Low (0-8)	24	20.00
	Medium (8-10)	54	45.00
	High (10 and above)	42	35.00

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