UTILIZATION FOCUSED EVALUATION OF MULTIMEDIA PACKAGE

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ABSTRACT
Vegetable production in our country has increased considerably with the advancement of high yielding varieties. Vegetables form the major constituent of our daily diet. Rural women play a significant role in agriculture and other agro based activities. They have to bear all the responsibilities of home, farm and animal husbandry. In spite of all these, their contribution is still unaccounted and they occupy low status. Therefore, empowerment of women is a serious issue for their development. In order to empower rural women, present study was carried out to impart knowledge to the rural women on value addition of green—leafy vegetables. A group consisting of 30 rural women were selected as respondents for both experimental as well as control group from Jai Nagar-2 and Jai Nagar-3 villages, respectively. Majority of the respondents of experimental and control group were having low level of knowledge on value addition and importance of green leafy vegetables. Over all gain in knowledge immediately after intervention of multimedia package by rural women of experimental group was more as compared to retention after 15 days and 30 days. It was also concluded that when knowledge was imparted through electronic media along with training and literature then gain in knowledge by the respondents was more i.e. 28.40.

INTRODUCTION
India is the second largest producer of vegetables in the world (Sharma and Sharma 2004). The country is bestowed with varied agro climatic conditions, which favour production of almost all the vegetables in one part or the other round the year. They can play a significant role in food, nutrition and health security as well as in poverty elimination. Vegetable production in our country has increased considerably with the advancement of high yielding varieties. Vegetables from the major constituent of our daily diet. They contain all the required nutrients for our body and are especially rich in vitamins and minerals (Maurya et. al. 2004).

Rural women play a significant role in agriculture and other agro based activities. The daily work schedule of rural women is very demanding and arduous. Researches conducted have revealed that during peak period, women work for 8-9 hours in agriculture and 4 hours in household activities (Cherian et. al. 2002). Women have to bear all the responsibilities of home, farm and animal husbandry. Inspite of all these, their contribution is still unaccounted and they occupy low status, lack basic amenities and have poor access to information and resources to carry out their activities efficiently and effectively. Therefore, empowerment of women is a serious issue for their development. In order to empower rural women, efforts have been made under AICRP, Home Science Extension with the objective to impart knowledge to the rural women on value addition of green leafy vegetables. This knowledge was imparted through different methods and study was conducted to evaluate the effectiveness of different packages of disseminating the knowledge.

MATERIAL AND METHODS
Multimedia package was developed to impart knowledge to the rural women on value addition of green leafy vegetables. It consisted of booklet, videocassette and slide set. Booklet on “Value Addition to Green Leafy Vegetables” was prepared as a part of technology kit and it was translated into Hindi to impart knowledge to the rural women and conducting field trials for utilization focused evaluation.
Table 1: Distribution of the rural women on the basis of level of knowledge

<table>
<thead>
<tr>
<th>Categories</th>
<th>Knowledge Score</th>
<th>Control</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Low</td>
<td>1-18</td>
<td>27</td>
<td>90.00</td>
</tr>
<tr>
<td>Medium</td>
<td>19-36</td>
<td>3</td>
<td>10.00</td>
</tr>
<tr>
<td>High</td>
<td>37-54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Overall mean gain and retention of knowledge by the rural women

<table>
<thead>
<tr>
<th>Interval</th>
<th>Control Mean and SD</th>
<th>Experimental Mean and SD</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td>At immediate</td>
<td>11.06 ±4.75</td>
<td>28.40 ±8.61</td>
<td>11.31*</td>
</tr>
<tr>
<td>At 15 days</td>
<td>11.36 ±4.67</td>
<td>20.10 ±6.89</td>
<td>8.34*</td>
</tr>
<tr>
<td>At 30 days</td>
<td>11.38 ±4.48</td>
<td>19.37 ±7.11</td>
<td>8.01*</td>
</tr>
</tbody>
</table>

* Significant at 0.05 percent level of significance.

The study was conducted in Jai Nagar-2 and Jai Nagar-3 villages of Udham Singh Nagar district of Uttaranchal state. For conducting field trials for utilisation-focused evaluation of multimedia package, pre and post experimental design was used. A group consisting of 30 rural women were selected as respondents for both respectively. Research design for conducting field trial was as follows:

Days Tests Materials use
Day 1 Test 1 Lecture + Demonstration Test 2
Day 7 Test 3 Print Media/Literature
Day 15 Test 4 Electronic media Test 5
Day 21 Test 6
Day 30 Test 7

Test 1: Pre knowledge test, for both the groups on the first day.
Test 2: Immediate gain in knowledge after introducing the technology kit with the help of lecture and demonstration on the first day.
Test 3: Gain in knowledge on 7th day before distributing the print media/literature.
Test 4: Gain in knowledge with the help of print media/literature on the 15th day before introducing the electronic media.
Test 5: Immediate gain in knowledge after introducing electronic media.
Test 6: Retention of gained knowledge at 21st day.
Test 7: Retention of gained knowledge at 30th day.

Interpretation of the score was done as:
1. Gain in knowledge from lecture + Demonstration (Training) = Score Test 2 - Score Test 1
2. Retention of knowledge gained from Lecture + Demonstration = Score test 3 - Score test 2
3. Gain in knowledge from print media/literature = Score test 4 - Score test 3
4. Gain in knowledge from electronic media = Score test 5 - Score test 4
5. Retention of knowledge gained from electronic media = Score test 6 - Score test 5
6. Score test 6 - Score test 1 = Overall gain from the intervention
7. Overall retention of gained knowledge from the intervention = Score test 7 - Score test 1

For assessing the gain in knowledge to the respondents of control group, pre test was conducted on the day 1. Post tests of the same group were conducted on day 21 and
Table 3: Utilization focused evaluation of different media in terms of gain in knowledge by rural women

<table>
<thead>
<tr>
<th>Media</th>
<th>Mean and SD pre test initial knowledge score</th>
<th>Mean and SD post test knowledge score</th>
<th>Mean and SD gain in knowledge score</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control Experimental</td>
<td>Control Experimental Control Experimental</td>
<td>Control Experimental</td>
<td></td>
</tr>
<tr>
<td>Training (Lecture +</td>
<td>11.06 ±4.75</td>
<td>11.36 ±4.67</td>
<td>0.30 ±0.78</td>
<td>21.20</td>
</tr>
<tr>
<td>Demonstration)</td>
<td>8.93 ±3.70</td>
<td>11.38 ±8.92</td>
<td>0.32 ±6.73</td>
<td>13.80*</td>
</tr>
<tr>
<td>Training + literature slides</td>
<td>11.06 ±4.75</td>
<td>11.38 ±4.48</td>
<td>0.32 ±8.11</td>
<td>28.40</td>
</tr>
<tr>
<td>Training + literature</td>
<td>±3.70 ±3.70</td>
<td>±8.11 ±8.51</td>
<td>±0.56 ±6.69</td>
<td>19.66*</td>
</tr>
<tr>
<td>electronic media</td>
<td>±4.75 ±3.70</td>
<td>±4.48 ±8.40</td>
<td>±0.56 ±8.61</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 percent level of significance.

The t value shows that there was positive and significant difference in gained knowledge by the experimental group over control group at all levels.

Table 4: Utilization focused evaluation of multimedia technology kit in terms of gain knowledge by rural women

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean ±SD pre test knowledge score</th>
<th>Mean ±SD post test knowledge score</th>
<th>Mean ±SD gain in knowledge score</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>11.06 ±4.75</td>
<td>11.36 ±4.67</td>
<td>0.30 ±0.78</td>
<td>3.07*</td>
</tr>
<tr>
<td>Experimental</td>
<td>8.93 ±3.70</td>
<td>29.03 ±3.70</td>
<td>20.10 ±6.89</td>
<td>12.35*</td>
</tr>
</tbody>
</table>

* Significant at 0.05 percent level of significance.

day 30.

Research design for the control group was Control Group: Day 1 - Pre test Day 21 and Day 30 - Post test

Gain in knowledge = Score of post test - score of pre test

Overall gain in knowledge

Actual gain due to intervention = gain in knowledge in experimental group - gain in knowledge in control group.

Interview schedule was prepared for the purpose of study. It consisted of 22 questions to assess the knowledge of rural women. Each answer was assigned one mark thus the total score was 54.

Knowledge score of the respondents has been classified as follows:

Low 1-18
Medium 19-36
High 37-54

RESULTS AND DISCUSSION

Results of the study on field trial for utilization-focused evaluation of multimedia package have been presented below:

The distribution of the respondents of control and experimental group on the basis of level of knowledge is shown in Table 1. Findings revealed that hundred percent women of experimental groups
were having low level of knowledge (1-18 score) on value addition and importance of
green leafy vegetables prior to introduction of
the multi-media package. In control group,
majority of the respondents (90.0 percent)
were having low level of knowledge (1-18)
followed by 10.0 percent respondents having
medium level of knowledge (19-36).

The overall mean gain and retention
of knowledge by the rural women after
introduction of the multi-media package i.e.
lecture cum demonstration, literature, slide
and video show is shown in Table 2. The level
of knowledge of the respondents of control
group was more or less same at immediate as
well as after 15 and 30 days.

Data further reveal that immediately
after intervention of the multimedia package,
overall gain in knowledge by the rural women
of experimental group was 28.4 out of a total
score of 54. At 15 days of the intervention,
the retention of gained knowledge was 20.1
and after 30 days, the retention was 19.37.
There was positive and significant difference
in gained knowledge of experimental group
as compared to control group.

The utilization-focused evaluation of
different media in terms of gain in knowledge
by the rural women is shown in Table 3. Findings showed that after imparting training
that is lecture and demonstration, the gain in
knowledge to the rural women was 21.2. Gain
in knowledge was more or less same when
literature was distributed after the training
(21.7), because the educational level of the
respondents was low. The results further
showed that when knowledge was imparted
through electronic media (video and slide
show) along with training and literature then
the gain in knowledge by the respondents was
more, since the audio visual medium arouses
the interest and involves more than two senses
thus the understanding and learning by the
people is more.

Table 4 shows the utilization-focused
evaluation of multimedia technology kit in
terms of gain in knowledge by the rural women.
Mean post test knowledge score of the
respondents of control group was almost same
as that of pre-test knowledge score whereas in
experimental group, mean post test knowledge
score was 29.03 and pre test score was 8.93
out of a total score of 54. Mean gain in
knowledge after intervention was 20.10 by the
respondents of experimental group, which was
positively and significantly different to pre test
knowledge score.

CONCLUSION
It is concluded from the study that majority of the respondents of experimental
and control groups were having low level of
knowledge on value addition and importance
of green leafy vegetables prior to introduction
of multi media package. Over all gain in
knowledge immediately after intervention of
multi media package by the rural women of
experimental group was more as compared to
retention after 15 and 30 days, whereas
knowledge of the respondents of control group
was more or less same at immediate as well as
after 15 and 30 days. It is further concluded
that when knowledge was imparted through
electronic media along with training and
literature then gain in knowledge by the
respondents was more.

REFERENCES
Maurya, S.K et al. (2004). Indian Farmers Digest 37,(2) 15-16