

AN APPRAISAL OF TRAINING COURSE FOR THE SUPW TEACHERS OF JAWAHAR NAVODAYA VIDYALAYA IN AGRICULTURE

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The Navodaya Vidyalaya Samiti of Pune Region had arranged an orientation course in Socially Useful Productive Work (SUPW) in Agriculture for the teachers of Jawahar Navodaya Vidyalayas from India. This inservice training course aimed at enhancing professional skills of the SUPW teachers, so that they could effectively undertake socially useful and production oriented activities in their respective Vidyalayas.

The quality of training imparted to the teachers of Jawahar Navodaya Vidyalaya will play crucial role in improving the quality of their teaching with special reference to agriculture. With this view, a special training programme for 25 teachers of Navodaya Vidyalaya from 12 states in the country was conducted by the Konkan Krishi Vidyapeeth, Dapoli during 1999-2000. An attempt was made to evaluate this training programme critically with the following specific objectives:

1. To assess opinion of the trainees about the utility of the training.
2. To ascertain opinion of the trainees about the course content and teaching methods.
3. To obtain suggestions of the trainees for improving the training.

METHODOLOGY :

The sample constituted 25 teachers of Jawahar Navodaya Vidyalaya (JNVs) from 12 States of India. The Konkan Krishi Vidyapeeth, Dapoli imparted training on agriculture. This training programme was organised for ten days duration on the major topics like Agro-forestry, Rainfed crops, Horticultural crops, Pulse crops, Mushroom cultivation, floriculture, Watershed development, poultry etc. In all, 24 theory and 14 practicals were organised during this training programme by 40 resource persons drawn from the faculties of the University and other related organisations. The information in line with the objectives of the study was collected with the help of specially developed schedule. The data were analysed suitably with the help of statistical tools and techniques.

RESULTS AND DISCUSSION :

The findings of the present investigation are presented and interpreted hereunder :

(I) General characteristics of trainees :

The information of social profile of trainees is given in Table 1.

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Table 1. Social profile of the respondents

Sr. No.	Characteristic	Respondents (N = 25)	
		Number	Percentage
1	Average Age	30-48 years	30-48
2	Education :		
	(i) B. Sc. (Agri.)	10	40
	(ii) M. Sc. (Agri.) + B. Ed. or M. Ed	10	40
	(iii) B. Sc. (Agri) + B. ED. or M. Ed	3	12
	(iv) B. Sc. (Hort.)	1	04
	(v) Ph. D. (Agri.)	1	04
	(a) Male	23	92
	(b) Female	02	08
	Average experience	4.76 years	
	Type of family :		
	(a) Nuclear	06	24
	(b) Joint	19	76

The social profile of the trainees indicated that two-fifth (40.00 per cent) each of the respondents were holding B. Sc. (Agri.) degree and 'M.Sc. (Agri.) and B. Ed.' degrees. A large majority (92.00 per cent) of them were 'male' and more than three-fourth (76.0 per cent) were having 'joint' type of family.

(II) Overall impression of the Training :

The judgement of trainees about the training programme was sought and their responses are given in Table 2.

Table 2. Distribution of the respondents on the basis of their overall impressions about the training.

Sr. No.	Category	Respondents (N = 25)	
		Number	Percentage
1	Excellent	13	52
2	Good	11	44
3	Fair	01	04

Table 2 indicated the more than half (52.0 per cent) of the trainees felt the training as 'excellent', while 44.00 per cent of them felt it as 'good'. Only 4.00 per cent of them felt it as 'fair'. This clearly indicates that almost all (96.00 per cent) the trainees were satisfied with this training.

Relevance of the training :

The data pertaining to the relevancy of the training was obtained and are presented in Table 3. It could be observed from Table 3 that more than half (52.00 per cent) of the respondents felt this training as 'relevant' with their job, while about three, out of every ten (28.00 per cent) felt it as 'Most relevant'. Only 4.00 per cent of them stated that it was 'least relevant' with their jobs requirement. For making the training programme most relevant, the University may frame the training in consultation with the trainee's agencies and their job charts.

Table 3. Distribution of the respondents on the basis of their opinion regarding relevancy of training with their job requirement.

Sr. No.	Category	Respondents (N = 25)	
		Number	Percentage
1	Most relevant		
2	Relevant	07	28
3	Somewhat relevant	13	52
4	Least relevant	04	16
		01	04

Use of Audio-visuals in the training :

It is expected that the trainer should use audio-visual aids while imparting training to make it effective. This aspect was included in the present study. The obtained information is given in Table 4.

Table 4. Distribution of the respondents on the basis of their observations on 'use of Audio-visual aids' by the trainers.

Sr. No.	Use of A. V. aids by the trainer	Respondents (N = 25)	
		Number	Percentage
1	Fully used	15	60.00
2	Partially used	07	28.00
3	Less used	03	12.00

Table 3 clearly indicated that large majority (88.00 per cent) of the respondents observed either 'full' or partial use of A.V. aids by the KKV's trainers. However 12.00 per cent felt that the trainers had 'less' use of A.V. aids in their training lectures and practicals. This calls for still better and more use of A.V. aids by the trainers for making the training fruitful to the trainees.

Practicals conducted in KKV's Training :

Practical experience is the most important part of the training. So, this training was also assessed in terms of 'satisfaction' of trainees regarding practicals conducted during the training period. The data in this regard are given in Table 5.

Table 5. Distribution of the respondents on the basis of their satisfaction about the practicals during the training.

Sr. No.	Satisfaction level	Respondents	
		Number	Percentage
1	Fully satisfied	8	32.00
2	Satisfied	17	68.00
3	Not satisfied	—	—

It is seen from Table 4 that about one-third (32.00 per cent) of the respondents were 'fully' satisfied, while majority (68.00 per cent) of the respondents were 'satisfied' with regard to practicals conducted during training. The Konkan Krishi Vidyapeeth, Dapoli may provide more opportunities to each and every trainee to practise the skills so that it may lead full satisfaction of majority of the trainees.

(III) Suggestions to improve the training :

The respondents were asked to offer their suggestions to improve KKV's training. Three-

fifth of them did not make any suggestions, while 40.00 per cent of them had offered some suggestions that are depicted in Table 6.

Table 6. Distribution of the respondents according to their suggestions for improving training.

Sr. No.	Suggestions	Respondents (N = 10)	
		Number	Percentage
1	Topics to be included in the training :		
	(1) Processed products of fruits	4	40
	(2) Various enterprises like apiculture, sericulture, pisciculture and pig farming	3	30
	(3) Current technologies developed through research	3	30
	(4) Garden management	2	20
	(5) Floriculture	2	20
	(6) Dairy products	2	20
	(7) Lawn development	2	20
	(8) Knowledge about established commercial agricultural units and their schemes.	2	20
2	Consulting JNV teachers while designing training syllabus	3	30
3	Provision of sufficient grants by the Government for practical application.	2	20
4	Teaching methods :		
	(1) Provision of more opportunities for doing practicals in the field situation.	10	100
	(2) More use of video cassette and slides	3	30
5	Duration :		
	Duration of training may be increased	5	50
6	Physical facilities :		
	(1) Permanent generator facility for training hall	1	10
	(2) Attached toilet facility for training hall	1	10

The findings in Table 5 indicated that of those who had made suggestions, all the respondents suggested to make provision of more opportunities for practicals in field situation. The other important suggestions were 'duration' of training may be increased (50.00 per cent), training on 'PHT', subsidiary occupations and current technologies be given (30.00 per cent). The K.K.V., Dapoli may take suitable steps by considering these important suggestions offered by the trainees.

CONCLUSIONS :

At a broader level, the training conducted by the Konkan Krishi Vidyapeeth, Dapoli for the SUPW teachers of Jawahar Navodaya Vidyalayas was found satisfactory, and the suggestions offered by the trainees should be considered by the training institute to make the training most effective.

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