

Evaluation of Training Programme on Scaling up of Water Productivity in Agriculture

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ABSTRACT

The study was an attempt to evaluate the impact of 14 days trainer's training programme on judicious use of irrigation water in agriculture and horticultural crops under the project Scaling up of water productivity in agriculture for livelihood through teaching cum demonstration. The study revealed that majority of the trainees was above 40 years of age having 10 to 20 years of service experience. After undergoing this training, there was a knowledge gain of 44.23 per cent. The trainees perceived topics related to crop and water management as highly relevant (80 %). Overall, 63.30 per cent of the topics were perceived as highly relevant by the trainees followed by 27.1 per cent topics which were perceived as quite relevant and useful. Further under the study opinion of the trainees on various aspects of training were recorded. The study found that all the trainees (100 %) were agreed that their knowledge has increased. The level of increased was varied. They opined that during the training the learning environment was excellent and reported that their confidence level has increased (78%) and satisfied with the duration of the training. More than half (58%) of the trainees agreed that they have developed new skills by attending the training. Overall, 82.8 per cent of the trainees were agreed on various aspects of training programme followed by 11.1 per cent were neutral and 6.1 per cent were disagreed with the the training programme.

Key words: Training; Water management; Knowledge; Aspects of training;

Human resource development has become the priority area in developed and developing countries. Training of personnel has the major activity undertaken in human resource development. Training is a process by which individuals are helped to acquire certain specific skills related to given set of operations. The importance of training as an indispensable instrument for human resource development can not be overemphasized. It aims at helping each individual reach his maximum potential by way of increased knowledge, improves skills and changed attitudes, enabling him to perform his job predictably according to established standards. Training is the process by which an individual's efficiency and effectiveness in the given context of a job can be maximized.

Evaluation is a process of systematic appraisal by which we determine the worth of value or meaning of some thing. In reference to training it is the measurement of extent to which the training programme achieves what set out to achieve. Evaluation is therefore an

attempt to measure how desired goals are achieved. It is an attempt to obtain information (feedback) on the effect and impact (actual, possible or potential) of training programme and as to assess the value of the training. Thus, evaluation is an integral part of the overall training management process. Evaluation provides information for decision concerning future training programme. This information is highly useful in fine-tuning the training programme and communicate important facts to concerned individuals/group or agencies. Besides, evaluation is useful for formal results (Singh *et al.* 2007). Keeping the above facts in view, the present study "evaluation of trainers' training programme on judicious use of irrigation water in agricultural and horticultural crops" was undertaken.

METHODOLOGY

Water Management Scheme at Agricultural Research Station, Sriganganagar organized a 14 day's training programme on judicious use of irrigation water

in agricultural and horticultural crops under the project Scaling up of water productivity in agriculture for livelihood through teaching cum demonstration during 14.09.2011 to 27.09.2011. The main objective of the training was to create trained manpower in agriculture with emphasis on water management. The topics for the training programme were chosen very appropriately in light of the objective of the funding agency to enhance agricultural productivity with efficient utilization of limited irrigation water. The 26 trainees who participated in the training were taken as respondents for the study. The trainees comprise of agricultural extension officials from State Department of Agriculture, Sriganaganagar and Hanumangarh districts and Subject Matter Specialists from Krishi Vigyan Kendras. Keeping the objectives of the study, a well structured interview schedule was developed. The responses were collected from the trainees through personal interview before and after completion of the training programme. The collected information were tabulated and analyzed with suitable statistical techniques.

RESULTS AND DISCUSSION

Knowledge gained by the trainees: The information collected from trainees was analyzed to find out the knowledge on various aspects of water management

Table 1. Knowledge gained by the trainees (N=26)

Particulars		Mean	%
Knowledge before training	Score (A)	12.56	41.86
	Gap (B)	17.44	58.14
Knowledge after training	Score (C)	25.75	85.83
	Gap (D)	4.25	14.17
Knowledge gain (B-D)		13.19	44.23

technologies. The Table 1 depicts that pre entry knowledge of the trainees was 41.86 per cent and had an actual gain of 44.23 per cent. The trainees were had only 14.17 per cent knowledge gap at the completion of the training as compared to 58.14 per cent before the training started. This implies that most of the trainees of the training programme gained knowledge from the training programme. The gain in knowledge to this extent shows the importance of the organization of the training in this vital field of agriculture. The findings of the study are in line with the study of *Kumar and Biswas (2005)* and *Minhas et al. (2010)*. They reported gain in knowledge of the participants after the training programme.

Opinion of trainees on various aspects of training: A perusal of the data given in the Table 2 depicts that all the trainees (100%) agreed that their knowledge has increased after attending the training. They expressed

Table 2. Opinion of trainees on different aspects of training (N=26)

Opinion	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
Increased knowledge	26	100.00	-	-	-	-
Change attitude	22	86.00	2	7.00	2	7.00
Develop new skills	15	58.00	7	27.00	4	15.00
Improve job efficiency	16	62.00	8	31.00	2	7.00
Use of various A. V. aids enhanced learning	12	46.00	8	31.00	6	23.00
Best utilization of time	24	92.00	1	4.00	1	4.00
Boarding and lodging was excellent	26	100.00	-	-	-	-
Deliberations were participatory	22	85.00	3	11.00	1	4.00
Optimum training duration	20	78.00	2	7.00	4	15.00
Perfect balance between theory and practicals	24	92.00	1	4.00	1	4.00
A good learning experience	22	85.00	4	15.00	-	-
Excellent learning environment	26	100.00	-	-	-	-
Comfortable daily routine	21	82.00	2	7.00	3	11.00
Level of training was high	20	78.00	4	15.00	2	7.00
Experience trainers	24	92.00	1	4.00	1	4.00
Behaviour of supporting staff was good	26	100.00	-	-	-	-
Increase confidence level	20	78.00	6	22.00	-	-
Total	366	82.8	49	11.1	27	6.1

that that during the training the learning, boarding and lodging management and behaviour of staff was excellent. Besides, they were satisfied that the time was best utilized, lectures were participatory and there was a perfect balance between theory and practicals. Trainees were also satisfied with the behaviour of trainers and this also leads to change in their attitude. Majority of the trainees (78%) were satisfied with the duration of training and opined that the training programme have increased their confidence level (78%) and satisfied with daily routine (82%). More than half (58%) of the trainees agreed that they have developed new skills by attending the training. However, one third of the trainees (31%) were undecided /neutral that the training had improved their job efficiency and developed new skills (27%). Similar findings were reported by Kumar *et al.* (2005) and Minhas *et al.* (2010).

Overall, 82.8 per cent of the trainees were agreed on various aspects of training programme followed by 11.1 per cent undecided (neutral) and 6.1 per cent were disagreed with the way the training was organized. It may be inferred from the above responses of the trainees that the training was effectively conducted and fulfill the information and technological needs of the participants. The findings of the study are in line with the study of Kumar and Biswas (2005) and Minhas *et al.* (2010).

CONCLUSION

The training organized under scaling up of water productivity by water management scheme of ARS, Sriganaganagar has been effective as perceived by the trainees. All the participants were belonged to extension agencies are directly responsible for disseminating agricultural information and techniques to the farmers. Level of knowledge was increased 44.23 per cent after the training programme. The topics covered in the training were highly relevant (63.30 %) as perceived by the trainees. The trainees perceived that water is the most precious input for agriculture and the knowledge gained through the training will surely help them to motivate farmers for judicious use of available irrigation water. Majority (82.8 %) of the trainees agreed that training was successful and has boosted their confidence level. The training has achieved its aim to developed human resource persons as trainers in the area of water management. Overall, the trainees revealed that the training was well executed well satisfying the information need and requirement of the participants. It was assured by the trainees to the Organizers that they will transfer the knowledge gained in the training to the farmers of their service area.

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