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RESEARCH ARTICLE

Farm Women's Assessment of On-Campus Training Programmes Conducted by Farmer Training Centre, Junagadh

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ABSTRACT

To assess the opinions of farm women on different aspects of trainings organized by Farmer Training Centre (FTC), Junagadh, the present study was conducted using ex-post facto research design during 2019-2020. The multistage and purposive sampling technique was used for the study. Total eight villages and 240 farm women respondents were selected from Junagadh district for the study. It can be concluded from the study that majority of the farm women were interested in off campus training as compared to on campus training programmes. The research showed that out of total, 24.16 per cent of the farm women strongly agreed that staff of the FTC was cooperative, 21.66 per cent of them agreed with management of the training by FTC was good. Majority agreed that lessons were conducted as per the plan (47.00%), content of the training was relevant (46.00%). Training followed by demonstration (75.83%) and use of training aids (77.00%) were most prioritized by farm women. The major suggestions given by farm women to improve training programme were; more practical classes, field visit and demonstration should be organized, followed by method demonstration must be used for complex technologies, more emphasis should be given on practical, female trainers should be preferred.

Key words : Training logistic; Farmer Training Centre; Feedback; Evaluation.

Training is a systematic attempt to develop the human resource individual, group and organizational competencies required to manage some present tasks and situations as well as in future. No training programme could be said to have been organized completely without training evaluation. Training evaluation is a systematic process of collecting information for assessing the relevance and effectiveness of various training components. Different aspects of training need to be considered for evaluation of training programme such as procedure followed for training need assessment, duration of training, content, method of teaching, feedback mechanism, utilisation of training aids, physical facilities, transport facilities and group size. The attitude and response of trainees towards these aspects help in evaluating a training programme. Evaluation of training programme is conducted on the basis of different methods followed and basic facilities provided by the training institution. The satisfaction of trainees toward different aspects of training provides

the overall assessment of the training programme and required amendments need to be incorporated in the training. With a view to organize training for farmers and farm women, the farmers training programme was launched over Gujarat state. The first Farmer Training Centre was started at Jamnagar (1967) and fourth in South Saurashtra region at Junagadh (1971). Presently there are 26 Farmer Training Centre in the Gujarat state in 26 different districts.

In the present study, farmwomen training programme conducted at Farmer Training Centre (FTC), Junagadh were assessed on basis of response of trained farm women.

METHODOLOGY

The study was conducted using ex-post facto research design in 2019-2020. The multistage and purposive sampling technique was used for the study and the population for study constituted women trained at FTC, Junagadh in last two years. In first stage,

Junagadh district of Gujarat state was purposively selected as it is under the jurisdiction of Farmer Training Centre, Junagadh. In second stage, out of ten talukas of Junagadh district, four talukas were selected for the study and two villages from each taluka were selected, thus eight villages from selected talukas. The villages and taluka from Junagadh district were selected based on the information given by Farmers Training Centre, Junagadh.

At the third stage, 15 trained farm women were selected from each selected village. Thus, total 120 trained farm women were selected as sample for the study. Interview schedule was prepared to ask the respondents about different aspects of training programme and the response of trainee was obtained against each item with five-point continuum viz., strongly agree, agree, undecided, disagree and strongly disagree with the score of 5, 4, 3, 2 and 1, respectively. The mean score of each item was calculate and compared to other items of the aspects to evaluate the training programme. Further the trained farm women were requested to offer their valuable suggestions for improvement of training programme of FTC. The suggestions were collected and Garrett's ranking technique was used. The ranks given by each respondent were converted into per cent position by using formula:

$$\text{Per cent Position} = \frac{100 \times (R_{ij} - 0.5)}{N_j}$$

Where,

R_{ij} = Rank given to i th suggestion by the j th individual and
 N_j = Number of constraints ranked by the j th individual.

The estimated per cent positions were converted into scores using Garrett's table.

RESULTS AND DISCUSSION

The study evaluated different aspects of the training programme as per the opinions and assessment of farm women trainees. The various aspects of training courses studied are as follows.

Appropriateness of the procedure followed by FTC for accessing training needs : It can be inferred from Table 1 that if the institute follows participatory discussion and decision on training need (3.80), followed by participatory problem analysis and identification and problem prioritization with means score 3.65 and 3.50, respectively there can be more chances for improvement in effectiveness of training programme.

Training logistics : The venue and managerial ability of the training programme forms the training logistics. From the Table 2, we can interpret that majority of the farm women were interested in off campus training as compared to on campus training programmes. The reason might be the preference of farm women to opt for nearby or in the village training. Nearly one fourth (24.16 per cent) of the farm women strongly agreed that staff of the FTC was cooperative whereas, 21.66 percent of the farm women were agreed that management of the training by FTC was good. This revealed that farm women were satisfied with behaviour and management of FTC staff. The findings were similar to that of *Dubey et al. (2008)* and *Ahmad et al. (2012)*.

Duration of training attended : Time taken for conduct of complete training program constitutes its duration. Duration of training program is an essential feature to maintain the interest of trainee.

It can be concluded by Table 3 that majority of trained farm women respondents were agreed that lessons were conducted as per the plan and systematic procedure was followed for conducting lectures with mean score 3.275 and 3.225, respectively. But many farm women also felt more time could have been given to interaction and clarifying doubt with mean score 2.60. *Content of the training* : The content of the training programme should be based on need, based on present problem of the respondents, enough emphasis should be given to on skill up gradation, use of available resources and should be according to the capacity of the trainee and then only the training could be successful.

From the above Table 4, it was revealed that majority of the respondents were felt positive towards the relevance of content of the training to their present problem whose mean score was highest (3.48), followed by need based training were organized and training were organized according to ability of trainee with mean score 3.36 and 3.15, respectively. But the respondents were dissatisfied about the training not giving emphasis on skill up gradation whose mean score was lowest (2.60).

Method of training : There are different training methods for conducting a training programme. But for the success of the training we should choose the method most suitable for the trainees that means in which method they are comfortable and which is easier for them.

It is observed in Table 5 that training followed

Table 1. Assessment of on-campus training programmes (N=120)

Assessment	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean Score
<i>Appropriateness of the procedure</i>						
Participatory analysis of the situation	12(10.00)	17(14.17)	22(18.33)	43(35.83)	26(21.67)	2.55
Participatory problem analysis	29(24.16)	52(43.33)	17(14.17)	13(10.84)	9(7.50)	3.65
Identification and problem prioritization	24(20.00)	50(41.67)	20(16.67)	15(12.50)	11(9.16)	3.50
Participatory discussion and decision on training need	35(29.17)	52(43.33)	15(12.50)	11(9.17)	7(5.83)	3.80
Based on knowledge and skill efficiency	9(7.50)	17(14.17)	19(15.83)	41(34.17)	34(28.33)	2.38
<i>Training logistics</i>						
On campus training	14(11.67)	29(24.17)	19(15.83)	41(34.17)	17(14.16)	2.84
Off campus training	22(18.34)	43(35.83)	21(17.50)	27(22.50)	7(5.83)	3.38
Staff very cooperative	29(24.17)	53(44.17)	12(10.00)	19(15.83)	7(5.83)	3.65
Good management	21(17.50)	40(33.33)	23(19.17)	26(21.67)	10(8.33)	3.30
<i>Training duration</i>						
Appropriate to the title of training	12(10.00)	26(21.66)	23(19.17)	35(29.17)	24(20)	2.725
Systematic procedure followed	17(14.17)	44(36.67)	19(15.83)	29(24.17)	11(9.16)	3.225
Fixed as per lesson plan	15(12.50)	47(39.17)	22(18.33)	28(23.33)	8(6.67)	3.275
Scope to interaction and clarify doubt	9(7.50)	23(19.17)	18(15.00)	51(42.50)	19(15.83)	2.60
<i>Content of the training</i>						
Need based	20(16.67)	43(35.83)	22(18.33)	26(21.67)	9(7.50)	3.36
Present problem	24(20.00)	46(38.34)	18(15.00)	28(23.33)	4(3.33)	3.48
Emphasis on skill up gradation	7(5.83)	31(25.83)	11(9.17)	52(43.33)	19(15.84)	2.60
Use of available resources	00(0.00)	17(14.17)	24(20.00)	49(40.83)	30(25.00)	2.23
According to the ability of the trainee	17(14.17)	47(39.17)	14(11.67)	31(25.83)	11(9.16)	3.15
<i>Methods of training</i>						
Lecture / formal type	00(0.00)	9(7.50)	35(29.17)	52(43.33)	24(20.00)	2.24
Interactive lectures	2(1.66)	11(9.17)	29(24.17)	57(47.50)	21(17.50)	2.30
Training followed by demonstration	39(32.50)	52(43.33)	12(10.00)	17(14.17)	00(0.00)	4.10
Training cum G.D.	5(4.16)	12(10.00)	27(22.50)	50(41.67)	26(21.67)	2.33
Group discussion (only)	00(0.00)	7(5.83)	32(26.67)	44(36.67)	37(30.83)	2.07
Training aids	28(23.33)	49(40.84)	19(15.83)	20(16.67)	4(3.33)	3.64
<i>Mechanism</i>						
Visiting to the village and GD	00(0.00)	26(21.66)	24(20.00)	56(46.67)	14(11.67)	2.60
Information collection from Ext. agent	9(7.50)	42(35.00)	32(26.67)	27(22.50)	10(8.33)	3.10
Evaluation after Training	13(10.83)	51(42.50)	28(23.33)	23(19.17)	5(4.17)	3.36
<i>Basic facilities of training</i>						
Distribution of literature	05(4.17)	39(32.50)	23(19.17)	46(38.33)	07(5.83)	2.908
Sequence of lecture	17(14.17)	44(36.67)	19(15.83)	29(24.17)	11(9.16)	3.225
Educational tour	12(10.00)	59(49.17)	25(20.83)	20(16.67)	4(3.33)	3.458
Sufficiency of A.V. aids	07(5.83)	42(35.00)	29(24.17)	32(26.67)	10(8.33)	2.733
Comfortable seating	16(13.33)	52(43.33)	27(22.50)	25(20.84)	00(0.00)	3.491
Ventilation in the lecture room	22(18.33)	43(35.83)	32(26.67)	23(19.17)	00(0.00)	3.533
Arrangement for conducting practicals	15(12.50)	36(30.00)	24(20.00)	33(27.50)	12(10.00)	3.075
Boarding and lodging arrangements	08(6.67)	33(27.50)	17(14.17)	49(40.83)	13(10.83)	2.450
Transport facilities	05(4.17)	29(24.17)	31(25.83)	45(37.50)	10(8.33)	2.783
Training group size	21(17.50)	52(43.33)	19(15.84)	28(23.33)	00(0.00)	3.550
Time of organizing training	03(2.50)	44(36.67)	34(28.33)	37(30.83)	02(1.67)	3.075

*Figure in parenthesis indicated percentage

Table 8. Suggestions to overcome the constraints faced by trained farm women with respect to training programme (N = 120)

Suggestions	Total mean score	Garrett's ranking
Emphasis should be given on adequate use of AV aids for making the training interesting.	45.20	VIII
More practical classes, field visit and demonstration should be organized.	63.28	I
Curriculum of training should be more need driven.	39.86	X
Literature should be distributed before conduct of lectures.	35.45	XII
Financial budgeting of the technologies should be explained.	33.33	XI
More emphasis should be given on practical.	58.76	III
Inclusion of topics related to various subsidies, bank loan schemes and better marketing platform.	55.556	V
Method demonstration must be used for complex technologies.	60.98	II
Trainees should be motivated for adoption of improved farm practices.	50.50	VII
More focus on low-cost technologies.	53.38	VI
Proper and timely follow up should be taken.	43.34	IX
Female trainers should be preferred.	58.04	IV

by demonstration and use of training aids were most prioritized method of training by farm women with highest mean score (4.10), followed by training aids and training cum group discussion with mean score 3.64 and 2.33, respectively. Whereas, trained farm women showed least interest in lectures/ formal type and use of group discussion as method of training with mean score 2.24 and 2.07, respectively. The possible reason might be the inclination of farm women towards methods having more practical experiences.

Feedback mechanism : Feedback is one of the most important concepts of the training programme. The way of collecting the feedback also matters because a perfect or suitable way of collecting feedback can result in good feedback which improves the training. There are different ways or mechanism to collect the feedback from the respondents like visiting to the village and group discussion, information collection from extension agents and evaluation after training.

From the Table 6, it was revealed that majority of respondents agreed the evaluation after training as most suitable feedback mechanism with mean score 3.36, followed by information collection from extension agent and visiting to the village and group discussion feedback mechanism with mean score 3.10 and 2.6, respectively.

Basic facilities of training: Basic infrastructural facilities provided while the conduct of training programme plays an important role in bringing desirable effect of training and retaining the interest of farm women in attending future trainings.

In this research, we tried to evaluate some inevitably essential training facilities by the respondents.

Table 7 shows that trained farm women respondents were satisfied with the effectiveness of training group size, ventilation in the lecture room, comfortable seating, educational tour, sequence of lecture, arrangement for conducting practical and time of organizing training with mean score 3.550, 3.533, 3.491, 3.458, 3.225, 3.075 and 3.075, respectively. And most of the trained farm women respondent disagreed with effectiveness of boarding and lodging arrangements, transport facilities and sufficiency of A.V. aids. The similar findings were observed by Riar and Kaur (2014), Senthilkumar et al. (2014) and Singh (2014).

It can be concluded that trained farm women respondents were satisfied with the effectiveness of training group size because which is more favorable for learning in class room as well as in field visit.

The suggestions offered by trained farm women to improve effectiveness of training programme : The trained farm women were requested to offer their valuable suggestions for improvement of training by FTC. These suggestions are vital and very useful for future training planning. The suggestions given by the farm women were collected, summarized and presented in Table 8.

More practical classes, field visit and demonstration should be organized got ranked first, followed by method demonstration must be used

for complex technologies (IInd rank), more emphasis should be given on practical (IIIrd rank), female trainers should be preferred (IVth rank), inclusion of topics related to various subsidies, bank loan schemes and better marketing platform (Vth rank) and more focus on low-cost technologies (VIth rank).

The less important suggestions but endorsed by the considerable number of respondents were; trainees should be motivated for adoption of improved farm practices (VIIth rank), emphasis should be given on adequate use of AV aids for making the training interesting (VIIIth rank), proper and timely follow up should be taken (IXth rank), curriculum of training should be more need driven (Xth rank), financial budgeting of the technologies should be explained (XIth rank) and literature should be distributed before conduct of lectures (XIIth rank).

These finding was supported by Chauhan, *et al* (2014), Dixit, *et al* (2019), Landge and Tripathi (2006), Singh (2014) and Pauline and Karthikeyan (2015).

CONCLUSION

It can be concluded that majority of the farm women were interested in off campus training as compared to on campus training programmes. Out of total, 24.16 per cent of the farm women strongly agreed that staff of the FTC was cooperative, 21.66 per cent of them agreed with management of the training by FTC was good. Majority of trained farm women agreed with lessons were conducted as per the plan and systematic procedure was followed for conducting lectures, felt positive towards the relevance of content of the training and majority of the respondents were dissatisfied about the training not giving emphasis on skill up gradation.

Training followed by demonstration and use of training aids are most prioritized method of training by farm women. Majority of respondents agreed the evaluation after training as most suitable feedback mechanism and satisfied with the effectiveness of training group size, ventilation in the lecture room, comfortable seating, educational tour, sequence of lecture, arrangement for conducting practical and training group size. Most of the trained farm women respondents were disagreed with effectiveness of boarding and lodging arrangements, transport facilities and sufficiency of A.V. aids.

The major suggestions given by farm women to improve training programme were; more practical classes, field visit and demonstration should be organized, followed by method demonstration must be used for complex technologies, more emphasis should be given on practical, female trainers should be preferred, inclusion of topics related to various subsidies, bank loan schemes and better marketing platform, and more focus on low-cost technologies.

CONFLICTS OF INTEREST

The authors have no conflicts of interest.

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