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An overview of farmers' training programme and its dimensions

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Abstract

Training centers are set up in different states for training of farmers which is an important intervention of agriculture education amongst rural mass for improving knowledge, skill and attitude of farmers. A successful training depends on the tactful implementation of all the important components involved in training programme. The objective of the study is to carefully analyze the available literary sources w.r.t. Different dimensions of training programme targeted towards farmers. Different dimensions may include training methods, communication channels used in training, potency of them, training performance, role perception of trainer's different constraints and suggestions. Trainers may be suggested through this literature review for well-organized training plans keeping in view of the farmer's needs.

Keywords: Training, method, need, impact, utility, performance, constraint, FTC

Introduction

The agriculture development is the most important issue for rural people. (Saini and Singh 2002) ^[42] To act as an active link between research, extension and stakeholders training is another fundamental approach of the in this era. (Rao 1996) ^[40] Training improves a person's skill, power of intelligence and also develops the desired attitude required for his work. (Dahama and Bhatnagar 1980) ^[10] Training is the systematic process of acquisition of new skills, attitude and knowledge in the context of improving one's productivity in an organization. Here in this study some of the important dimensions have been critically analysed through literature review. The different dimensions includes training methods, technology based training methods, Information channels used in training, potency of communication channels, training performance indicators like training participation index, training effectiveness index, training utility index etc., role perception of trainers, different constraints and suggestions.

Farmers Training Centers

Farmers Training Centers were set up in different states for training of farmers. Need-based, vocational and skill oriented trainings are given to farmers, farm-women, school drop-outs through Krishi Vigyan Kendras. NGO-KVK (Krishi Vigyan Kendras) impart greater critical skills amongst trainees than government organization Krishi Vigyan Kendras. (Shankar *et al.* 2002) ^[50]

Training Methods

Farm and home visits, groups meetings, trainings of farmers, demonstrations are the m mostly used method of training by the trainers for farmers. (Singh *et al.* 2003) ^[16] The training should be supplemented with frequent use of audio-visual aids, charts, leaflets, posters, field visits etc. and also scientific magazines and literature to up-grade knowledge. (Kanungo *et al.* 1988) ^[24]. Lecture method is mostly used by the KVK trainers with Chalk board, Charts and Posters. (Khan 1994) ^[22] Demonstration method is also good for explaining skills to the trainees. (Mundra and Kothari 1990) ^[31] Training should be given through such materials, which the learners understand and also can relate to his own experience and local language is generally preferable. Group discussion followed by kisan mela are mostly preferred by the farmers. (Hai *et al.* 2003) ^[16]

Technology Based Training Methods

The use of latest and modern techniques/methods is very much effective for training

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programmes along with qualified trainers (Kumar *et al.* 1994)^[25], (Ambulkar and Ingle 1996)^[1] Timely information is also important.

Information/Communication Channels

As the large farmers are in better situation, their access to different information channels is too higher in contrast to other categories of farmers. (Ramudurai 2001)^[29] Village Level Workers are an important source of information followed by contact farmers. (Dantare *et al.* 2001)^[11] Tribal farmers also possess radio, followed by T.V now a days. (Singh and Mishra 2001)^[51] Generally demonstration and neighbourhoods are the most used sources. (Singh and Mishra 2001)^[51], (Hai *et al.* 2003)^[16] However, training, video and group discussions are other less used group communication sources.

Potency of Communication Channel

The tribal farmers are greatly dependent upon the localite and cosmopolite sources for seeking information till date. The mass media does not deliver to their expectations yet. The Village Level Workers are most potent communication sources. (Pal *et al.* 2003)^[35] Assistants followed by friends/neighbours/relatives, radio/T.V./motion picture s, programme farmers and newspaper/magazine/leaflets also play very important role here. (Bhairamkar *et al.* 2003)^[2] Personal localite and personal cosmopolite both sources of information are common. (Chand 1993)^[7]

Training Performance Indicators

Training Performance Indicator implicit some objectively verifiable measures of change brought out by an activity which may include Training Participation Index, Training Utility Index (TUI), and Training Effectiveness Index (TEI) etc.

Training Performance is a matter of continuing concern to top management.

Training institutions are also concerned with it. Training Performance has three dimensions, namely

- Participation(Commitment to training)
- Utility(Usefulness)
- Effectiveness

Training Participation Index (TPI)

Training Participation Index indicates the participation level of trainees for a training.

$$TPI = T_a/T_s \times 100$$

Where T_a is the number of trainees attending a training course and T_s is the number of trainees slotted for the course.

Lower level of women participation in the on-campus KVK training programmes was due to religious restrictions and male dominance in conducting training programmes. The study also revealed that off-campus type programmes to improve the skill were preferred by the women trainees. (Nanda and Tantray 1990)^[32]

Training Utility Index (TUI)

This indicates the usefulness of training as it is the farmer for whom the training is programmed.

Here T_e is the number of trainees who found the training course useful on evaluation and T_a is the number of trainees attending a training course.

$$TUI = T_e/T_a \times 100$$

Overall utility of the training, majority of the participants are highly useful. (Sanadhya *et al.* 2002)^[45]

Training Effectiveness Index (TEI)

Training Effectiveness Index indicates the extent to which the farmers found the training effective for future implementation.

$$TEI = T_e/T_s \times 100$$

$$TEI = TPI \times TUI = T_a/T_s \times T_e/T_s = T_e/T_s$$

Increase in the number of participants indicate effectiveness of the training which helps in dissemination of farm knowledge. (Sanadhya *et al.* 2002)^[45]

Role Perception

Role perception of the respondents is a study on job perception, job performance and satisfaction of work they do. (Reddy 1985)^[41], (Sharma and Singh 2001)^[51]

Job perception and job performance of extension agents are evenly distributed in high and low job performance categories. Agricultural Assistants were in the high perception category. (Dudhani and Jalihal 1987)^[13], (Sandhu and Singh 1977)^[44] Gram Panchayat and agro-forestry system along with compatible and observable technologies are helping villagers for food, fodder, fuel and small timber. (Dwivedi *et al.* 2003)^[14] (Chandrasekhar *et al.* 2003)^[8]

People who are members of Cooperatives have more empowerment benefits. (Subburaj and Karunakaran 2003)^[54], (Rade *et al.* 1991)^[39] There is also a positive and significant between experience and job performance. (Patel and Legans 1968)^[37], (Nikhade and Kitty 1984)^[33].

The role performance is directly related to higher education. (Khare *et al.* 1987)^[23]

Role Ambiguity

Role ambiguity is the confusion or lack of clarity about the role perception. amongst Role ambiguity is found to influence performance only negatively in the extension role and role ambiguity are correlated with research role, perception and performance. (Prasanta and Talukdar 1998)^[38] Academic qualification and Training experience are significant with trainers' performance. (Bhattacharya and Talukdar 1999)^[3]

Role Perception of Farmwomen

The size of the family of farmwomen was negatively related with role perception of farmwomen (Kaur and Mahajan 2002)^[20] Demonstration method are more for them. (Mundra and Kothari 1990)^[31] Notes on concerned topic and audio-visual aids are too important. (Thombre *et al.* 1991)^[55]

Constraints for Non-adoption of Recommended Technology

Lack of knowledge and lack of technological guidance are the main constraints. (Waghmare and Pandit 1982)^[57] Lack of publicity of the programme, wrong criteria of selection of the trainees and inadequate guidance are the major problems faced by trained women. Problems in the design, management and leadership of the training institutions are also found. (Kerrigan and Luke 1987)^[21] Lack of knowledge, lack of inputs, lack of skill, inadequate finance etc are some more constraints. (Gill and Singh 1992)^[15], (Sarkar *et al.* 2002)^[47].

Inadequate arrangement of boarding and lodging is a great hindrance for attending training programme. (Thombre *et al.* 1991) ^[55] Lack of feed-back of the problems of training and lack of sincerity hampers training process. (Ram 1992) ^[46] Transportation is a very serious problem for the female trainees. Multiple lines of command and larger population for agriculture farmers are limiting factor for agriculture farmers in training effectiveness for agriculture farmers.

Conclusion/Suggestion

Training plays an important role in transfer of new agriculture technology among farming community. (Satrola 1991) ^[49] Village Extension Workers with rural background should be given preference in training programmes because they understand the problems and needs of farming community in better way as compared to others. (Mankar *et al.* 1992) ^[28] If training course are very well planned and executed with a proper combination like on-campus training coupled with appropriate use of teaching methods it becomes more fruitful, e.g. WALMI (Water and Land Management Institute) project training (Kale and Gayke 1998) ^[17]

Key-points of Training to be kept in mind before effective deliverance may be as following.

- Timely information about training programmes need oriented subject matter
- Interest of extension personnel
- Ample facilities of boarding and lodging
- Invitation of guest lectures (Pandey 1998) ^[36]
- Campus training programme are more useful. (Soni and Bhimawat 2002) ^[52]

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