



ISSN (E): 2277- 7695
ISSN (P): 2349-8242
NAAS Rating: 5.23
TPI 2021; SP-10(10): 884-886
© 2021 TPI
www.thepharmajournal.com
Received: 01-08-2021
Accepted: 03-09-2021

Mathiyazhagan S
Assistant Professor,
Department of Plant Pathology,
Tamil Nadu Agricultural
University, Coimbatore,
Tamil Nadu, India

Jayasudha J
Research Scholar,
Department of Agricultural
Extension and Rural Sociology,
Tamil Nadu Agricultural
University, Coimbatore,
Tamil Nadu, India

Geetha K
Associate Professor,
Department of Food Science and
Nutrition, Tamil Nadu
Agricultural University,
Coimbatore, Tamil Nadu, India

Saminathan VR
Associate Professor,
Department of Agricultural
Entomology, Tamil Nadu
Agricultural University,
Coimbatore, Tamil Nadu, India

Corresponding Author
Mathiyazhagan S
Assistant Professor,
Department of Plant Pathology,
Tamil Nadu Agricultural
University, Coimbatore,
Tamil Nadu, India

Evaluation of training programme on Mushroom cultivation at Krishi Vigyan Kendra, Pudukkottai

Mathiyazhagan S, Jayasudha J, Geetha K, Saminathan VR

Abstract

The training programme on mushroom cultivation has been conducted in KVK, Pudukkottai district in Tamil Nadu. This study mainly focused on the evaluation of training programmes. The samples size is thirty, who attended the training. The evaluation of training was measured on relevancy of course content, coverage of course content, utility of course content, knowledge gained by the respondents and satisfaction level of respondents. The data has been collected through well structured interview schedule after the training. This study concluded that majority of the respondents (56.67%) were satisfied, followed by 33.33 per cent of respondents were highly satisfied and 10.00 per cent of respondents were not satisfied with the training.

Keywords: training, evaluation, mushroom, satisfaction, KVK

1. Introduction

Mushroom cultivation in India began well before the twentieth century, with the production of paddy straw mushrooms (*Volvariella volvacea*). Mushroom production is increasing at a quicker rate over the world. Mushroom has achieved major importance due to their medicinal and nutritive values and as an income generative venture. It contains 27-35 per cent protein and 19 essential amino acids. Human resource development is incomplete without training. Training is used to develop "human capital," or the human component of agricultural development (Vidyarthi, 1969) [5]. It is necessary not only to update knowledge and abilities, but also to improve workforce efficiency. Training to the farmers was an effective approach to make them to adopt new technologies in mushroom and improve skill and knowledge of the trainees (Jay Sahai, 2005) [2]. According to Singh *et al.* (2010) [4], KVK's mushroom growing vocational training programme in Punjab raised family income by 24%. Evaluation of any programme is important to know to what extent the programme has been successful (Kumar, 2002) [3]. It also helps to give feedback for positive improvement. By taking this in mind, this study has been taken to evaluate the effectiveness and satisfaction level of training programme.

2. Objective of the study

To evaluate the effectiveness and satisfaction level of training programme.

3. Methodology

The training has conducted in KVK, Vamban – Pudukkottai, sponsored by NABARD. Three days training on “Mushroom Production and Value Addition for Livelihood of Rural Farm Women”. The trainees were subjected to evaluation after 3 days of training. The evaluation form has designed to evaluate the training programme. The members attended the training were 30, hence the sample size is 30. The training was evaluated based on the following criteria.

- Relevancy of course content
- Coverage of course content
- Utility of course content
- Knowledge gained by the respondents
- Satisfaction level of respondents

The evaluation scale has been adopted from Ankita Thakur 2016. The relevancy of course content was measured on five point continuum scale i.e. Highly relevant, Relevant, Undecided, Irrelevant and Completely irrelevant.

Coverage of course content was measured on three point continuum scale viz. Mostly covered, Covered and Not much covered. Utility of course content was taken on three point continuum scale i.e. Very useful, Useful and Not so useful. Knowledge gained by the respondents was measured in high, low and medium. Satisfaction level of respondents was measured on Highly satisfied, Satisfied and Not satisfied.

The data has been collected by interviewing the respondents with well structured interview scheduled. Mean score method and Percentage method was used to analyse the data.

4. Result and Discussion

The collected data has been analysed and presented in the following tables.

Table 1: Relevancy of course content

(n=30)			
S. No	Statements	TRS	MRS
1.	Spawn production technology	132	4.40
2.	Compost preparation by short method	131	4.37
3.	Farm design of commercial mushroom	134	4.47
4.	Visit of compost unit, spawn lab	127	4.23
5.	Dept schemes of horticulture & mushroom cultivation	129	4.30
6.	Preparation of casing soil	135	4.50
7.	Preparation of mushroom value added products and their uses	125	4.17
8.	Post harvest handling	125	4.17
9.	Nutritional content	138	4.60
10.	Benefits of mushroom consumption	137	4.57
Overall Mean Relevancy Score			4.38

TRS – Total Relevancy Score

MRS – Mean Relevancy Score

From the Table. 1, the results indicated that all of the topics in mushroom cultivation training programmes were deemed to be quite relevant, the data revealed that some of the topics, such as nutritional content (4.60) followed by benefits of mushroom consumption (4.57), preparation of casing soil (4.50) and farm design of commercial mushroom (4.47) were found to be highly relevant. Similarly, the other topics like spawn production technology (4.40) followed by compost preparation by short method (4.37), department schemes of horticulture and mushroom cultivation (4.30), visit of compost unit, spawn lab (4.23), preparation of mushroom value added products and their uses and post harvest handling practices (4.17) were also found to be quiet relevant. Overall mean relevancy score based on all the topics were found to be 4.38 which implied that the content of the course was considered to be quite relevant by the respondents.

respondents perceived the topics like nutritional content (2.63), visit of compost unit, spawn lab (2.60), department schemes of horticulture and mushroom cultivation and preparation of casing soil (2.50), compost preparation by short method (2.23) were covered by the resource persons. The overall mean coverage score of 2.57 indicated that generally all the topics were well covered by the resource person in the training.

Table 2: Coverage of course content

(n=30)			
S. No	Statements	TCS	MCS
1.	Spawn production technology	84	2.80
2.	Compost preparation by short method	67	2.23
3.	Farm design of commercial mushroom	80	2.67
4.	Visit of compost unit, spawn lab	78	2.60
5.	Dept schemes of horticulture & mushroom cultivation	75	2.50
6.	Preparation of casing soil	75	2.50
7.	Preparation of mushroom value added products and their uses	70	2.33
8.	Post harvest handling	80	2.67
9.	Nutritional content	79	2.63
10.	Benefits of mushroom consumption	82	2.73
Overall Mean Coverage Score			2.57

TCS – Total Coverage Score

MCS – Mean Coverage Score

From the Table 2, it could be concluded that topics mainly spawn production technology (2.80) followed by benefits of mushroom consumption (2.73), farm design of commercial mushroom and post harvest handling practices (2.67) were very well covered by the resource person. However,

Table 3: Utility of course content

(n=30)			
S. No	Statements	TUS	MUS
1.	Spawn production technology	82	2.73
2.	Compost preparation by short method	72	2.40
3.	Farm design of commercial mushroom	82	2.73
4.	Visit of compost unit, spawn lab	86	2.87
5.	Dept schemes of horticulture & mushroom cultivation	72	2.40
6.	Preparation of casing soil	76	2.53
7.	Preparation of mushroom value added products and their uses	70	2.33
8.	Post harvest handling	81	2.70
9.	Nutritional content	65	2.17
10.	Benefits of mushroom consumption	82	2.73
Overall Mean Utility Score			2.56

TUS – Total Utility Score

MUS – Mean Utility Score

On the basis of obtained mean utility score of each topic, the respondents perceived that the topic like visit of compost unit, spawn lab (2.87), followed by spawn production technology, farm design of commercial mushroom and benefits of mushroom consumption with score of 2.73 were very useful for them. Similarly, other topics such as post harvest handling (2.70), preparation of casing soil (2.53), compost preparation by short method and department schemes of horticulture and mushroom cultivation (2.40) and nutritional content (2.17) were useful for them. The overall mean utility score of 2.56 indicated that all the topics were useful to the respondents.

Table 4: Knowledge gained by the respondents

(n=30)			
S. No	Statements	TKGS	MKGS
1.	Spawn production technology	87	2.90
2.	Compost preparation by short method	70	2.33
3.	Farm design of commercial mushroom	82	2.73
4.	Visit of compost unit, spawn lab	81	2.70
5.	Dept schemes of horticulture & mushroom cultivation	68	2.27
6.	Preparation of casing soil	78	2.60
7.	Preparation of mushroom value added products and their uses	85	2.83
8.	Post harvest handling	74	2.47
9.	Nutritional content	76	2.53
10.	Benefits of mushroom consumption	81	2.70
Overall Mean Knowledge Gained Score			2.61

TKGS – Total Knowledge Gained Score MKGS – Mean Knowledge Gained Score

From the table 4, it was observed that the topics such as spawn production technology (2.90) followed by preparation of mushroom value added products and their uses (2.83), farm design of commercial mushroom (2.73), visit of compost unit, spawn lab and benefits of mushroom consumption (2.70) were found to gain more knowledge by the respondents. Other topics such as where the knowledge was merely gained are, nutritional content (2.53), post harvest handling (2.47), compost preparation by short method (2.33) and department schemes of horticulture and mushroom cultivation (2.27). On the basis of overall mean knowledge gained score of 2.61, it could be concluded that the respondent had gained medium level of knowledge through the training programme.

Table 5: Satisfaction level of respondents

(n=30)			
S. No	Level of satisfaction	Frequency	Percentage
1.	Highly Satisfied	10	33.33
2.	Satisfied	17	56.67
3.	Not Satisfied	3	10.00
Total		30	100.00

It was evident from the Table.5, majority of the respondents (56.67%) were satisfied, followed by 33.33 per cent of respondents were highly satisfied and 10.00 per cent of respondents were not satisfied with the training.

5. Conclusion

This study concluded that relevancy and coverage of the content was concerned, the more number of respondents perceived the relevancy and coverage of the content as quiet relevant and well covered respectively. The utility of course content was also be quiet useful. Majority of the respondents were satisfied with the training. The training would also provide the knowledge about the topic and helpful to learn new things which were unknown. It is quiet useful not only in updating the knowledge and skill of an individual but also enhancing his/her work efficiency.

6. References

1. Ankita Thakur. Evaluation of training programme on mushroom cultivation in Directorate of mushroom research at Chambaghat of Solan district of Himachal Pradesh. MBA Thesis. Dr. Yashwant Singh Parmar University of Horticulture and Forestry, Solan 2016.
2. Jay Sahai. Impact of nushroom production training on

income and employment generation among the trainees of Jabalpur district of Madhya Pradesh. M.Sc Thesis. Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur 2005.

3. Kumar Anil R. The impact of the training on mushroom cultivation. M.Sc Thesis. Tamil Nadu Agricultural University, Coimbatore 2002.
4. Singh Kuldeep *et al.* Evaluation of the agricultural vocational training programmes conducted by the krishi vigyan kendras, Indian Punjab Journal of Agriculture and Rural Development 2010;111(2):65-77.
5. Vidyarthi GS. Farmers training and education on through audio-visual methods. Unpub Paper 1969.