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Training needs of farm women in agriculture farming

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Abstract

A study was conducted in Mainpuri district with the objective training needs of farm women in agriculture farming who had under taken training arrangement by KVK, Mainpuri. Selection of district, block, panchayat, village and respondents has been done by purposive and random sampling procedure. This research conducted in 2021-2022. The selected sample size was 120. Data was collected from each individual respondent through pretested interview schedule and use suitable statistical tools like Frequency, Rank order, Percentage and Mean average score, Percentage increase etc. The study reveals preferences for hands-on learning methods and a desire for training in familiar village settings. The results highlight the necessity of flexible, context-specific programs aligned with the agricultural calendar. The study emphasizes the importance of tailoring training to diverse age groups and addressing the specific interests of participants, ultimately contributing to the empowerment of farm women and the resilience of farming communities.

Keywords: Farm women, agriculture training, training needs, sustainable farming

Introduction

Agriculture, as the backbone of many economies, relies not only on the toil of the land but also on the expertise of those who cultivate it. In this vast domain, the role of women in farming is both significant and multifaceted. However, the traditional narrative often overlooks the invaluable contributions of farm women, whose responsibilities extend far beyond the fields to include household management, livestock care, and community development. Recognizing the pivotal role that women play in agriculture, it becomes imperative to address and fulfill their specific training needs. This discourse explores the diverse and essential training requirements of farm women, aiming not only to enhance their agricultural skills but also to empower them as catalysts for sustainable and resilient farming communities. As we delve into the intricacies of these training needs, we uncover pathways to amplify the impact of agriculture, enriching the lives of farm women and fostering the growth of agricultural landscapes worldwide. (Durgga & Subhadra, 2009) ^[1] assessed that training needs for dairy-farming women. Housing was identified as the primary training requirement among the five major farm operations. For knowledge, focus areas included cattle shed design, breed selection, balanced feed preparation, vaccination, and banking/insurance. Skill needs highlighted construction of low-cost cattle sheds breed selection, balanced feed preparation, disease symptoms recognition, and banking/insurance. (Asif *et al.*, 2015) ^[2] the relationship between the program's usefulness and 11 selected characteristics of participating women, including age, education, family size, training experience, and others. Data collected from 106 rural farm women revealed that the mean usefulness score was 38.45, with 45.28% of women experiencing a medium level of usefulness. (Venkatesan and Vijayalakshmi, 2015) ^[3] investigated the training needs of farm women in various agricultural activities, focusing on homestead vegetable production, nursery establishment, livestock and poultry rearing, and food processing. Findings indicated that a significant percentage of women had medium to high training needs in these areas. Factors such as farmers' education, farm size, annual income, organizational participation, and agricultural knowledge showed negative correlations, while fatalism had a positive association with training needs. (Mustafa *et al.*, 2005) ^[4] find that a preference for female extension workers over scientists for training, with a strong preference for training conducted in their own villages. The respondents favored a combination of lecture, group discussion, and method demonstration for training delivery. The study highlighted specific areas of interest for training, including the management of sick animals, preparation of balanced animal rations, addressing repeat breeding issues, and ensuring the production of clean milk.

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Methodology

The study took place at the Mainpuri Krishi Vigyan Kendra (KVK) in Uttar Pradesh. It utilized an Ex-post-Facto research design and multistage sampling techniques. Three blocks, namely Ghiror, Barnahal, and Bewar, were randomly selected from Mainpuri district's nine blocks. Villages within these blocks, with a focus on Ghiror, Barnahal, and Bewar, were purposefully chosen due to having the highest number of women beneficiaries. The KVK village was intentionally selected for its significant involvement of women in the chosen villages. A pilot study was conducted, and a schedule in the local language was developed for data collection based on research objectives, employing a pre-tested interview schedule. The study included 120 participants, and data analysis was carried out using a frequency, percentage and rank.

Results and Discussion

The results in table 1. reveal varying preferences among participants for different training methods. The high interest in combining training with practical demonstrations suggests a preference for hands-on learning approaches. The utilization of radio and television broadcasts appears less favored, indicating a potential need for more interactive and participatory methods. Understanding these preferences is crucial for designing effective and engaging training programs tailored to the needs and interests of the participants. Additionally, the study emphasizes the importance of incorporating diverse methods to accommodate the varied learning styles and preferences within the target audience.

Table 1: Training Provided by KVK with the help of some methods:
(n=120)

S. No.	Training Methods	Interested (Frequency)	Not interested (Frequency)
1.	Showcasing through exhibitions	69	51
2.	Combining training with practical demonstrations	93	27
3.	Conducting practical demonstrations	54	66
4.	Utilizing radio and television broadcasts	47	73
5.	Participating in agriculture/farm fairs	71	49
6.	Providing instructional training	62	58
7.	Utilizing film presentations and publications	44	76
8.	Using multimedia resources	38	82

Table 2: Training and perceived training strategies by respondents:
(n=120)

S. No.	Training strategies	Frequency	Percentage	Rank
1.	Age group			
	Young (Up to 30 Years)	52	43.33	I
	Middle aged (31 to 50 Years)	43	35.83	II
	Old (Above 50 Years)	25	20.83	III
2.	Location of Training			
	In the village	93	77.5	I
	Outside the village	19	15.83	II
	In the university	8	6.66	III
3.	Training Duration			
	Less than 2 days	19	15.83	IV
	2 to 5 days	33	27.5	II
	5 to 7 days	27	22.5	III
	More than 7 days	41	34.16	I
4.	Training time			
	Morning	87	72.5	I
	Evening	33	27.5	II
5.	Training season			
	Kharif	37	30.83	II
	Rabi	52	43.33	I
	Zaid	31	25.83	III

Table 3: Training provided by the KVK according to training need:
(n=120)

S.no.	Training field	Frequency	Percentage	Rank
1.	Horticulture	18	15	III
2.	Crop Production	21	17.5	II
3.	Fish Farming	11	9.16	VII
4.	Farm Mechanization	14	11.66	V
5.	Animal Science	16	13.33	IV
6.	Poultry Farming	13	10.83	VI
7.	Plant Protection	27	22.5	I

In the table 2 discussed that the majority of participants fall within the young age group, indicating a potential focus on a

demographic that may be more receptive to new training methods and technologies, Similar findings have been reported by Patel and Thakkar (1991) ^[5]. This insight is essential for tailoring training content to the specific needs and preferences of different age groups. And the overwhelming preference for training in the village highlights the importance of conducting programs in familiar surroundings similar findings have been reported by Satyanarayan and Bhaskaran (1971) ^[6] and Shreeshailaja and Veerbhadraiah (1993) ^[7]. This aligns with the need for context-specific training that addresses the practical aspects of participants' agricultural activities within their local settings. The varied preferences for training duration suggest the need

for flexible programs. Longer durations may be favored by those seeking in-depth knowledge, while shorter sessions may cater to participants with time constraints. A balanced approach is crucial to meet diverse needs. The strong preference for morning sessions indicates the suitability of this time for effective learning. However, offering flexibility in training schedules, such as evening sessions, may accommodate participants with different daily commitments. The preference for training during the Rabi season suggests aligning training programs with the agricultural calendar. This ensures relevance and applicability to the specific crops and practices undertaken during that season.

In the table 3 the interest in horticulture training, though ranking third, suggests a significant proportion of participants have an inclination toward learning about fruit and vegetable cultivation. This highlights the importance of incorporating horticulture-specific modules into training programs. Crop production emerges as a popular training field, indicating a substantial interest in enhancing knowledge and skills related to cultivating various crops. This aligns with the fundamental aspect of agriculture and underscores the relevance of providing comprehensive training in crop production practices. While fish farming ranks lower in participant interest, it still signifies a segment of the population with an interest in aquaculture. Tailoring training programs to address specific challenges and opportunities in fish farming can enhance engagement. The interest in farm mechanization suggests recognition of the role of technology in agriculture. Training modules on modern agricultural machinery and practices can empower participants to optimize their farming operations. Animal science training attracts a notable proportion of participants, indicating an interest in livestock management. Integrating modules on animal husbandry and health can contribute to a holistic training approach. Poultry farming, although ranking lower, still represents a segment with a specific interest. Training content addressing poultry management practices can cater to this subset of participants. Plant protection emerges as the most sought-after training field, indicating a strong interest in learning about pest and disease management. This underscores the significance of including robust modules on plant protection practices in training programs.

Conclusion

In conclusion, the study underscores the diverse and crucial training needs of farm women in agriculture, recognizing their multifaceted roles beyond traditional farming activities. The findings highlight the significance of tailoring training programs to specific age groups, addressing preferences for training locations, durations, and timings, and aligning training content with seasonal agricultural activities. The emphasis on hands-on learning approaches and the incorporation of diverse training methods further enhance the potential impact of agricultural training. Overall, understanding and meeting the distinct needs of farm women can contribute to the empowerment of these vital demographic, fostering sustainable and resilient farming communities.

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