



Utility and suggestions by trainees about national training courses

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ABSTRACT

The present investigation was carried out CET in Dryland Agriculture Technology, Dr. P.D.K.V., Akola (Maharashtra). Six training courses on Dryland Agriculture Technology were purposively selected for study. An experimental design of social research was used. Utility of topics covered during training session *i.e.* common 22 topics in actual field situation eliciting their responses of three point continuum Most useful, Useful and Not useful. Finding of study revealed that, the topic on soil and water conservation techniques in rainfed agriculture got highest score (65) and obtained first rank followed by crops and cropping system in dryland agriculture (64), watershed approach in dryland agriculture (63) and obtained second and third rank, respectively. Finding of study *i.e.* utility and suggestion will help the planner / organizer and the sponsorer of national training courses in organization of effective trainings for extension personnel.

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INTRODUCTION

Training is considered very important input necessary for influencing work performance of the person working in an organization. Naturally, effective training programme organized would improve behavioural attributes of staff resulting in their desirable role performance. The DOE, New Delhi organizes several training courses every year for senior and middle level extension personnel which due to their all India eligibility and national level venues designated as National Training Courses and covers ten major areas of specialization including dryland agriculture. Crores of rupees are being spent every year to build in the capacity of extension personnel through training. But, it is also true that in training management attentions have been given on few aspects of the training keeping other aspects aside. The inadequate attention reduces the effectiveness and value of training. Hence, training organized may be evaluated at different stages. Effort were made to invite feedback from the trainees about the utility of training and suggestions in the actual field situation.

the Centre of Excellence for Training in Dryland Agriculture Technology, Dr. Panjabrao Deshmukh Krishi Vidyapeeth, Akola (Maharashtra). From the list of total 29 National Training Courses on Dryland Agriculture Technology organized by the centre, six training courses of eight days duration specifically on dryland agriculture organized were purposively selected for the study with view to get correct picture of evaluation of these courses. Details of the training courses selected for study are given Table 1.

An experimental design of social research was used. For utility of training, it was decided to mail the schedule prepared for the purpose to about 50 per cent of trainees and hence 54 trainees from amongst above 108 trainees were randomly selected by equal interval appearing method of randomization. Responses of trainees was ascertained eliciting their response on three point continuum *i.e.* Most useful, Useful and Not useful by assigning numerical score 3, 2 and 1, respectively.

Key words :

National training courses,
Suggestion and utility

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METHODOLOGY

The present investigation was carried at

RESULTS AND DISCUSSION

The findings of the study as well as the relevant discussion have been presented under

Table 1: National training courses selected for study of trainees

Sr. No.	Title of National Training Courses	No. of trainees attended the course	Population for study
1.	National Training Course on Dry land Agriculture (T ₁)	25	24
2.	National Training Course on Production Technology for Field Crops (T ₂)	23	23
3.	National Training Course on Dry land Agriculture Technology (T ₃)	23	23
4.	National Training Courses on Dry land Agriculture (T ₄).	14	14
5.	National Training Course on Crop Production Technology (T ₅)	14	14
6.	National Training courses on Dry land Agriculture Technology (T ₆)	10	10
	Total	109	108

following heads:

Utility of topics by trainees:

A perusal of Table 2 revealed that the topic on soil and water conservation techniques in rainfed agriculture got highest score (65) and obtained first rank followed by crops and cropping system in dryland agriculture (64), watershed approach in dryland agriculture (63) and obtained second and third ranks, respectively. The germ plasm enhancement for drought tolerance got lowest score (41) and got last rank 22. Most of the topics covered during NTCs were perceived most useful to useful in actual

field situation, which indicated that National Training Courses attended by the trainees were useful to them while performing job in the field. The findings were supported by Anonymous (1992), Mohrir and Nandapurkar (1992) and Prasad and Mahipal (1993).

Suggestions from the trainees:

It is revealed from Table 3 that by improving practical orientation for skill development (63.89%), arranging more field visits/ demonstrations on the progressive farmers field or on the University Research Farms (32.40%), providing lecture notes/ reading material related to the theme of

Table 2: Feedback responses of trainees about the utility of topics covered in training

Sr. No.	Particulars of topics	Utility of training in actual field (levels)				
		Most useful	Useful	Least useful	Total score	Rank
1.	Soil and water conservation techniques in rainfed agriculture	16	7	0	65	1
2.	Crop and cropping system in dryland agriculture	19	3	1	64	2
3.	Watershed approach in dryland agriculture	17	6	0	63	3
4.	Dryland agriculture basic issues, problem and prospects	14	9	0	60	4
5.	Soil characterization and land use classification	12	11	0	58	6
6.	Balance and efficient use of fertilizer, manure and bio-fertilizer	12	11	0	58	6
7.	Form pond technique	13	9	1	58	6
8.	Integrated pest management	13	19	0	57	9
9.	Advances in pulses crops	11	12	0	57	9
10.	Implements in dryland agriculture	12	10	1	57	9
11.	Economics of major dryland crops.	10	13	0	56	11
12.	Advances in oilseed crops	9	13	1	54	12.5
13.	Communication strategies	8	15	0	54	12.5
14.	Climate characterization	10	9	4	52	14.5
15.	Dryland horticulture technologies and systems	8	13	2	52	14.5
16.	Sustainability in dryland agriculture	11	6	6	51	16
17.	Advances in cereals crops	7	12	4	49	17
18.	Agro-forestry, alley cropping and Silvi pastoral management	3	18	2	47	18
19.	Integrated disease management	2	19	2	46	19
20.	Integrated weed management	4	13	6	44	20
21.	Advances in cotton crop	5	10	8	43	21
22.	Germ plasm enhancement for drought tolerance	4	10	9	41	22

Table 3: Suggestions of trainees for improvement in organization of such type of National Training Course in future (N=108)

Sr. No.	Suggestions	Frequencies	Percentage
1.	By improving in practical orientation for skill development	69	63.89
2.	By arranging more field visit/ demonstrations on the farmers or research fields	35	32.40
3.	By providing lecture notes/ reading material on the theme on the day of registration or at the start of lecture	31	28.70
4.	By increasing use of latest Audio Visual Aids	23	21.29
5.	By calibrating course contents as per needs of the trainees of different States	13	12.04
6.	By improving board and lodging facilities	11	10.18
7.	By inviting eminent scientists/ subject matter specialists/ experts from reputed Institutions as speakers	10	9.26
8.	By providing recreational facilities during training period to break monotony of the training	4	3.70
9.	By improving lecture presentation by speaker with the help on LCD etc.	3	2.77
10.	By increasing duration of course providing more information of watershed activities	3	2.77

training on the day of registration and (28.70 %) increasing use of Audio Visual Aids during training by speakers (21.29 %) were the major suggestions of trainees for improvement in organization of NTCs in feature. Calibrating course contents as per needs of trainees of other States (12.04 %), improving board and lodging facilities (10.18 %), inviting specialists/ experts from reputed Institutions as speakers (9.26 %) were the other suggestions by the trainees for improvement in organization of such type of National Training Course in future. These finding are supported by Mishra (1991), Satyanarayan (1994) and Mahipal and Prasad (1997).

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