



## A study on communicational and instructional methods used by the trainers

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### ABSTRACT

The study was conducted in Akola district of Maharashtra. It was observed that most of trainers used only lecture method for imparting instructions during the training programmes. Majority of trainee farmers opined that the subject covered during the training programme was useful for them. For the purpose of training only leaflets/folders and lecture notes were used as the means of the teaching aids. Discussion method was found useful and the same was used by the trainers for evaluation. Only observation method was found useful for assessing the training needs of the farmers by the trainers.

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### INTRODUCTION

Agricultural research and education have become much advanced to a considerable extent. However, the extension machinery is still not able to cope up with this scientific advancement. A big gap still exists between the productive technologies available and its transfer to the farmer at appropriate time. This gap needs to be reduced in future at the earliest possible. Various extension functionaries are working for the welfare of the farmers and doing the work of transfer of technology to them. The transfer of technology to the farmers is of utmost importance in proper way and at appropriate time. The State Department of Agriculture is one of the important extension functionaries involved in transfer of technologies to the farmers. It conducts various training programmes for the extension functionaries and the farmers. It was therefore felt necessary to identify the different communicational and instructional methods used by the trainers. The present study was therefore undertaken with the specific objective of the different instructional methods used in training programmes.

### METHODOLOGY

The study was conducted in Akola district

(Dr. PDKV Jurisdiction) of Maharashtra. All the sub-divisions in one window system in the selected district were covered in order to evaluate the training programmes. Fifty per cent of the trainer supervisors and above level staff involved in organization of training programmes were selected randomly. Thus, the sample constituted of 30 trainer supervisor and above level staff. The Maharashtra State Department of Agriculture had organized the training programmes on different topics during April 2005- March 2006. Out of these, two training programmes one on IPM in cotton and another on organic farming were selected for the present study. Similarly, two batches of the trainee farmers were also selected for this study for evaluating the training effectiveness. Thus in all, 120 trainee farmers were the sample respondents for the present study. The data were collected by personally interviewing the respondents with the help of specially designed interview schedule.

### OBSERVATION AND ANALYSIS

The findings of the present study as well as relevant discussions have been summarized under following heads:

### Key words :

Trainers,  
Trainees, Training  
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### Method used by the trainers for assessing training needs:

From Table 1 it is found that most of the trainers used the observation method (83.33 per cent) for assessing the training need of trainee farmers followed by informal talks (76.67 per cent) with the farmers and only six trainers (20 per cent) reported the farmers complaints regarding organization of training programme.

**Table 1 : Method used by the trainers for assessing training need**

Sr. No.	Training need assessment	Respondents (n = 30)	
		Frequencies	Percentage
1.	Observation	25	83.33
2.	Informal talks	23	76.67
3.	Complaints	06	20.00

### Method used by trainers for development of course curriculum:

For the development of the course curriculum, hundred per cent of the trainer reviewed the literature, 93.33 per cent of trainers were developed the course curriculum on the basis of objectives of training and in consultation with experts (Table 2).

**Table 2 : Methods used by trainers for development of course curriculum**

Sr. No.	Method used	Respondents (n = 30)	
		Frequencies	Percentage
1.	In consultation with experts	28	93.33
2.	In consultation with fellows	12	40.00
3.	In consultation with higher authority	25	83.33
4.	Reviewing the literature	30	100.00
5.	Contents of earlier trainings	23	76.67
6.	Based on training needs of trainees	18	60.00
7.	Based on own experience	05	16.67
8.	Based on discussion with trainees	00	00.00
9.	Objectives of training	28	93.33

### Methods used by the trainers for imparting instructions in training:

It is clear from Table 3 that cent per cent trainers used lecture method (100.00 per cent) for imparting the instruction during the training programmes followed by the field trips or tour (70.00 per cent), demonstration method (43.33 per cent), group discussion and experience of progressive farmers (16.67 per cent) and involvement of local leader (13.33 per cent).

**Table 3 : Methods used by the trainers for imparting instructions in the trainin**

Sr. No.	Methods	Respondents (n = 30)	
		Frequencies	Percentage
1.	Lecture method	30	100.00
2.	Group discussion	05	16.67
3.	Demonstration method	13	43.33
4.	Involvement of local leaders	04	13.33
5.	Field trips/ Tours	21	70.00
6.	Experience of progressive farmers	05	16.67

### Teaching aids used by trainers in the training programme:

In the training programme, 86.67 per cent trainers used the leaflet or folder and lecture notes or reading material as the most important teaching aids. Then, 56.67 per cent of the trainers used specimens, use of photographs by 43.33 per cent, television (40.00 per cent) and others aids were very less used by trainers during training programme (Table 4).

**Table 4 : Teaching aids used by trainers in the training programme**

Sr. No.	Methods	Respondents n = 30	
		Frequencies	Percentage
1.	Leaflets/folders	26	86.67
2.	PosterZZ	06	20.00
3.	CD/LCD/Computer	08	26.67
4.	Specimen	17	56.67
5.	Models	06	20.00
6.	Television	12	40.00
7.	Photographs	13	43.33
8.	Lecture notes/Reading material	26	86.67

### Methods used for evaluation of training programme by the trainers:

Out of seven methods, mostly the discussion method was followed by 76.67 per cent, questionnaire method (40.00 per cent), observation method (20.00 per cent) for evaluation of the training programme by the trainers. Rest of the methods were found to be very less (Table 5).

**Table 5 : Methods used for evaluation of training programme by the trainers**

Sr. No.	Methods of evaluation	Respondents (n = 30)	
		Frequencies	Percentage
1.	Pretest-post test method	00	00.00
2.	Questionnaire method	12	40.00
3.	Case study method	00	00.00
4.	Discussion method	23	76.67
5.	Critical incident techniques	00	00.00
6.	Use of check list	00	00.00
7.	Observation method	06	20.00

**Post training phase:**

From Table 6, it was observed that cent per cent of trainers had settled the account of the training programmes.

Sr. No.	Methods	Respondents (n = 30)	
		Frequencies	Percentage
1.	Post publicity	12	40.00
2.	Documentation and reporting	26	86.67
3.	Follow up	10	33.33
4.	Settlement of account	30	100.00

**Conclusion:**

From this study it is concluded that while organizing the training programmes for farmers and extension workers due consideration be given to training need assessment, effective planning and designing and monitoring and evaluation of the training programmes to make it more effective.

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