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**Effectiveness of the portray vegetable nursery
training conducted by Krishi Vigyan Kendra,
Pudukkoati, Tamil Nadu**

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Abstract

Training is an organized activity aimed at imparting information and/or knowledge or skill there by improves the trainee performance. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. Evaluation is an essential part of any training programme and it helps to ensure that the objectives are met and also to identify the impediments so as to initiate remedial action. The present study was aimed at measuring evaluation of the training programme 'Portray Vegetable nursery techniques' conducted at KVK, Vamban, Pudukkoati district, Tamil Nadu. It is revealed that vast majority of the participants are highly satisfied with respect to the usefulness, technical hand quality, trainers subject knowledge as well as handling of questions and discussion.

Keywords: Krishi Vigyan Kendra, training, effectiveness and pro tray nursery

Introduction

Indian agriculture has come a long way from subsistence farming to commercial agriculture and in transferring itself to exploit opportunities opened up in world markets. In the new millennium, the most remarkable transition in agriculture is resource and science based technology transfer system. The extension orientation until mid60's was mainly attributed to the overall importance given in the Community Development, National Extension Services and Intensive Agricultural District Programme. Until 1960's Agricultural Extension was purely a function performed under the guidance of the State Departments of Agriculture, the main extension agencies of the country. The Indian Council of Agricultural Research (ICAR) became involved in extension activities in 1966 with National Demonstration Programme. The State Agricultural Universities (SAUs) had initiated training programme for the Officials and Farmers with demonstrations and exhibitions which were strengthened with the establishment of Directorate of Extension Education in each of them. The ICAR's involvements increased considerably with the initiation and spread of Krishi Vigyan Kendra's. (Farm Sciences Centers) and the programmes then in operation, namely Lab to Land and operational Research were merged with them. The Directorate of Extension Education was started in 1972 immediately after the establishment of TNAU during 1971 and play a vital role in transfer of technologies. The establishment of the Pondicherry KVK (1974) was the first in the country. The Training and Visit system (T&V) was introduced and the Directorate of Extension Education played key role in providing systematic training tot eh T&V functionaries of the state. The Directorate of Extension Education of the Tamil Nadu Agricultural University is

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Primarily responsible for expeditious transfer of the latest technologies emanating from various research programmes of the Tamil Nadu Agricultural University to the farming community and extension personnel through the Transfer of Technology Centers (TOT) such as Krishi Vigyan Kendras, Plant Clinic Centers, Agricultural Information Technology Centre (ATIC), Communication Centre, Training Division and Video Production Centre.

Krishi Vigyan Kendra Vamban

Krishi Vigyan Kendra Vamban is situated in Vamban, Pudukkoti district of Tamil Nadu. The Centre facilitate the process of dissemination of technology through Monthly Zonal Workshops, training programmes, skill demonstrations, kisan meals, village meetings, seminars, campaigns, front line demonstrations and model village adoption etc. The major activities of KVK Vamban are (1) Conducting on campus and off-campus training programmes on agriculture and allied subjects for the benefit of farmers, farm women and unemployed youth, (2) Conducting Front Line Demonstrations (FLDs) and On Farm Trials (OFTs) on cereals, pulses, oilseeds and horticultural crops, (3) Conducting training for the extension functionaries of the development department, (4) Formation of Farmers Discussion Groups (FDGs) and transfer of technologies through them, (5) Organizing farmers day, field days, seminars, exhibitions and campaigns, (6) Village adoption and developing model village, (7) Conducting Monthly Zonal Workshop with officials and extension functionaries and developing monthly plan for agricultural development in the district concern, (8) Rendering farm advisory services and (9) Dissemination of technologies through mass media. Dubey & Srivastava (2007) ^[4] indicated that KVK training have major impact on farmers to adoption of newer technologies and knowledge than those farmers who have not undergone any training. Though trainings are the year around activity of KVKs, it is imperative to evaluate the training process.

Training evaluation

Training evaluation refers to activities aimed at determining whether the actual outcomes are aligned with the expected outcomes. It also measures the effectiveness of training programme completed against the objectives for which such courses were organized. It is the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational objectives. Training evaluation ensures that whether training has had the desired effect and checks whether trainee are able to implement their learning in their respective workplaces, or to the regular work routines.

Materials and Methods

The Pro tray technique of nursery production training programme organized at KVK Vamban was purposefully selected. Total numbers of participants were seventy one including forty six farmwomen. The effectiveness of the training with respect to course content, timings, hands on trainings, trainers subject knowledge, communication and presentation techniques, technical hand out quality, discussion, usefulness of the trainings, applicability, outdoor field activity were studied by administering a well structured interview schedule at the end of the training programme. The results were arranged in the scale of highly satisfied to highly dissatisfied. A statistical tool like percentage analysis was used for analyzing the data.

Results and discussion

Profile characteristics of the respondents

The profile study revealed that majority of the respondents (65%) were women and vast majority were middle aged (80%) with farming experience 10 to 30 years. The profile characteristics of the respondents are presented in Table 1.

Table 1: Profile characteristics of the respondents

Sl. No.	Profile characteristics	No	Per cent
1	Age		
	Young	7	10
	Middle	57	80
	Old	7	10
2	Farming experience		
	10 yrs	35	49
	20 – 30 yrs	30	42
	> 30 yrs	6	8
3	Farm size		
	Marginal	15	21
	Small farmer	40	56
	Medium farmer	13	18
	Big farmer	3	4
4	Annual Income		
	< 1lakh	42	59
	1-2 lakhs	12	17
	> 2 lakhs	17	24
5	Sex		
	Male	25	35
	Female	46	65

Effectiveness of the training

From table 2, it is revealed that vast majority of the participants are highly satisfied with respect to the usefulness (97%), technical hand quality (96%), Trainers subject knowledge (92%) as well as handling of questions and discussion (93%). A majority of the respondents 83 per cent are highly satisfied with course content. About 85 per cent were highly satisfied with communication and presentation techniques where as majority (85 %) of the respondents were highly satisfied with applicability of the training. More than half of the respondents (55%) felt satisfied in the timings of the training. Since the farmers and farm women were pre occupied with farm and home works, it might be difficult to attend the training programme with stipulated timings. About 37 per cent felt satisfied on field activity. The reason might be participants would be interested in exposure visit of successful farmers or entrepreneurs in nearby areas instead of KVK farm / shade net house visits

Table 2: Effectiveness of the training (in %) (n=71)

Parameters	Highly satisfied	Satis-fied	Dissati-sfied	Highly dissatisfied
Course content	83	17	0	0
Timings	45	55	0	0
hands on training	62	38	0	0
Trainers subject knowledge	92	8	0	0
Communication and presentation	85	15	0	0
Technical hand out quality	96	4	0	0
Handling of questions and discussion	93	7	0	0
Usefulness of the training	97	3	0	0
Applicability of the training	85	15	0	0
Outdoor field activity	63	37	0	0

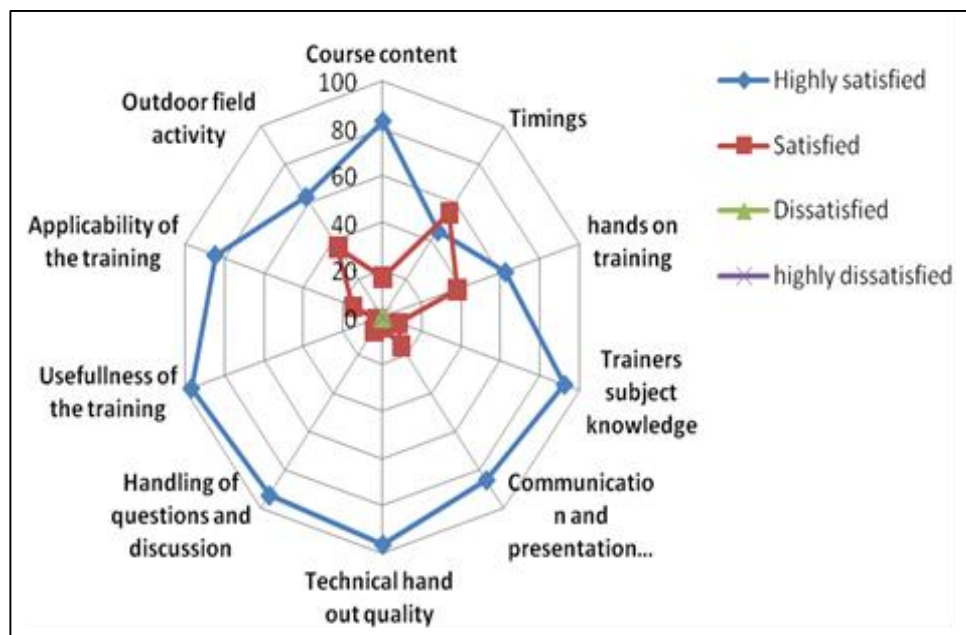


Fig: Effectiveness of the training (in %) (n=71)

Conclusion

The agricultural innovations and diffusion of new farm technologies are essential for food and nutritional security. In view of the changing scenario of agriculture, KVKs are playing a crucial role in technology transfer from lab to land. It is inferred from past studies that KVK's training programme has contributed immensely in increasing productivity of farm enterprise (Ahmad *et al.*, 2012)^[1]. Thus it is concluded that institutions like KVK could bring desirable change in skill and attitude of the trainee. At the same time, periodical measures should be carried out by means of collection of feedback, impact study in order to invigorate the training process. Thus the evaluation will guide us in measuring the effectiveness of the current training as well as in planning of proper utilization of manpower, time and finance allotted for the trainings in future.

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