

## EVALUATION OF TRAINERS' TRAINING PROGRAMME

*S. Khandelwal<sup>1</sup>, M. P. Yadav<sup>2</sup> and Dr. H. P. Meghwal<sup>3</sup>*

**Abstract:** Evaluation of Trainers' training programme was planned by Krishi vigyan kendra, Navgaon, Alwar with a specific objective to create a trained manpower in agriculture sector. The 14 days trainees training programme of "newly recruited agricultural supervisor" sponsored by commissioner of Agriculture, Jaipur in collaboration with Krishi vigyan kendra, Navgaon, Alwar was organised from 25<sup>th</sup> Feb. to 10<sup>th</sup> March, 2013. In this study trainees' extent of fulfillment of expectations, level of confidence opinion of trainees about training programme, training effectiveness and utility of topics covered during the training programmes. The study revealed that exactly three fourth of the participants experience that their expectations were extremely met by attending the training programme. 84.10 percent of the trainees felt that the training programme highly effective whereas, 81.81 percent of the participants developed high level of confidence after training. Beside majority of the topics covered in the training programme were perceived as highly relevant and most useful by the trainees. All the participants agreed that their knowledge has increased by participation in training. Training has perfect balance between theory and field visit and time was fully and best utilized in training. Hundred percent trainees opined that attending training was good a learning experience and trainers' had rich knowledge about subject matter. Moreover, they were fully satisfied with lodging arrangements.

### Introduction

Training of extension functionaries is one of the important activities in transfer of farm technologies because it primarily addresses the capacity building issues of the extension system. The effectiveness and productivity of training programme are crucial for achieving the desired results. Training is the process of acquiring specific skills to perform a job better. It helps people to become qualified and proficient in doing some job (Dahama, 1979) usually, an organization facilitates the employees learning through training so that their modified behavior contributes to that attainment of the organization's goals and objectives. Some other defined training as the process of teaching, informing or educating people so that they may become as well qualified as possible to do their job efficiently and perform in positions of greater difficulty and Performa in position of greater difficulty and responsibility. In service training, on the other head, is offered by the organization from time to time for the development of skills and knowledge of the incumbents (Halim and Mozahar 1997). Evaluation is an in

<sup>1</sup> Associate professor (Home science Ext. Edu.), KVK, Navgaon, Alwar.

<sup>2</sup> Programme Coordinator, KVK, Navgaon, Alwar.

<sup>3</sup> Assistant Professor (Entomology), Krishi Vigyan Kendra Navgaon Alwar.

Corresponding Author E-mail: [sumanak73@gmail.com](mailto:sumanak73@gmail.com)

built mechanism in extension and training system. It serves as a tool for efficient operation of training programmes by providing feedback. It assists in taking corrective measures by the course / training coordinator for effectiveness of training programmes (Kumar *et al.* 2005). The main purpose of evaluation is to improve the quality of a training programme / project by identifying its strengths and weaknesses. Evaluation helps in answering these questions, viz., how did the trainees react? What did they achieve? Was the training programme worth the time, money and resources? Should this training programme be continued or terminated? Evaluation provides information for decisions concerning future training programmes. This information is highly useful to fine tune the training programme and is used to communicate important facts to concerned individuals / groups or agencies. Besides, evaluation results are useful for formal reporting (Singh *et al.*, 2007). Keeping the above facts in view the present study 'Evaluation of trainers training programme' was undertaken.

### **Research Methodology**

Agriculture commissioner, Govt. of Rajasthan, Jaipur, in collaboration with Krishi Vigyan Kendra, Navgaon, Alwar organized fourteen days trainees' training of newly recruited agriculture supervisors through teaching-cum-field visits w.e.f. 25<sup>th</sup> Feb to 10<sup>th</sup> March 2013 with financial assistance from Govt. of Rajasthan, Jaipur. The main objective of training was to create trained manpower in agriculture sector. All 44 trainees were selected as respondents. The trainees who participated in the training programme were newly recruited agriculture supervisors of the state department of agriculture. Keeping in view the objective of the study a well structured questionnaire was prepared. Each participant gave their feedback on separate questionnaires thereafter; data were analyzed, tabulated and interpreted in the light of the objective of the study.

### **Result and Discussion**

#### *Fulfillment of expectations*

Expectations here refer to the desire of the trainees to acquire new knowledge and skills about the training programme. Trainees were asked to elicit their responses on a five point continuum viz. Extremely met, fairly met, satisfactorily met, met to some extent, not met with scores 5,4,3,2 and 1 respectively.

The data present in table 1 reveal that nearly three-fourth of the respondents (75%) felt that their expectations were extremely met by attending the training programme. (15.91 percent) of the respondents were felt that their expectations were fairly met. However, only 4 (9.09 percent) respondents perceived that their expectations were satisfactorily met. It is interesting to note that none of the trainees felt that their expectations were met to some extent and not by attending training. Similar findings were reported by Koshti and Vijayagavan (2007).

**Table 1**  
**Distribution of respondents according to their extent of Fulfillment of expectations (n =44)**

| S.No. | Extent of Fulfillment of respondents expectations | Frequency | Percentage |
|-------|---|-----------|------------|
| 1.    | Extremely met                                     | 33        | 75.0       |
| 2.    | Fairly met  | 7         | 15.91      |
| 3.    | Satisfactorily met                                | 4         | 9.09       |
| 4.    | Met to some extent                                | -         | -          |
| 5.    | Not met   | -         | -          |

### *Level of Confidence*

Confidence provides impetus for achieving objectives. Also, confidence is the resultant of gain in knowledge i.e confidence comes with knowledge they were asked to state whether they developed confidence after training or not. For knowing the confidence level of trainees, their responses were recorded on four point continuum viz. high confidence, medium confidence and no confidence with score 4, 3, 2 and 1 respectively. The data incorporated in table 2 reveal that majority of trainees (81.81 percent) expressed that they have developed high level of confidence by attending training. However only 15.91 percent of them felt that they have developed medium level of confidence. it is interesting to note that only 2.28 percent and none of respondent express low confidence and no confidence respectively

**Table 2**  
**Distribution of respondents according to their level of confidence**

| S.No. | Extent of Fulfillment of respondents expectations | Frequency | Percentage |
|-------|---|-----------|------------|
| 1.    | High confidence                                   | 36        | 81.81      |
| 2.    | Medium confidence                                 | 7         | 15.91      |
| 3.    | Low confidence                                    | 1         | 2.28       |
| 4.    | No confidence                                     | -         | -          |

The high confidence level of the trainees was due to fact that the training programme was well planned and organized effectively. Training had a perfect balance of teaching, and field visits. The field visits provided a firsthand experience to the trainees. All these factors enhanced learning of trainees and, therefore, raised confidence level. Similar finding were reported by Koshti and Vijayaragavan(2007).

### *Training effectiveness*

Training effectiveness refers to the impact of training programme. In other words, training effectiveness means gain in knowledge, increase in confidence level, increase in self innovation, gain in understanding and development of positive attitude and skills. For measuring training effectiveness the trainees were asked to give their responses on four point continuum viz. highly effective, Effective, Less effective, Not effective with score 4, 3, 2 and 1 respectively.

**Table 3**  
**Distribution of respondents according to their level of training effectiveness. (n=44)**

| S.No. | Extent of Fulfillment of respondents expectations | Frequency | Percentage |
|-------|---|-----------|------------|
| 1.    | Highly effective                                  | 37        | 84.10      |
| 2.    | Effective   | 7         | 15.91      |
| 3.    | Less effective                                    | -         | -          |
| 4.    | Not effective                                     | -         | -          |

It is evident from table 3 that majority (84.10 percent) of trainees perceived that training programme was highly effective. However, only 15.91 percent respondents felt that training was effective. Interestingly enough, none of the trainees expressed that training was less effective and not effective. This might be due to increase in their level of confidence as evident from table 3. Similar finding were reported by Koshti and Vijayaragavan (2007).

#### *Utility of topics covered*

For knowing utility of topics covered in training the trainees were asked to elicit their response on three point continuum viz Most useful, Useful, Least useful with score 3, 2, and 1 respectively. Data with regard to utility of topics covered in training as perceived trainees have been given in Table 4.

The data presented in Table 4 divulge that out of 18 major topics covered in training programme, Role and responsibility of agriculture supervisors was perceived as most useful by all the respondents might be due to the reason that all the supervisors participated in the training were newly recruited. Further all the other topics were perceived as most useful by majority of the respondents (63.64 to 95.47percent) . About five to 25 percent respondents perceived all the topics as useful. Only few topics i.e. Types of soil, utility of soil testing and soil sampling, Rain water harvesting, Improved practices of rabi and kharif crops, Seed production and seed certification, Weed management in rabi and kharif crops, Irrigation management in crops and importance of minor irrigation in crop production, Importance of crop insurance and its need in agriculture, Processing of Fruit and vegetable, Deficiency symptoms of nutrients in major crops and nutrient management in crops were perceived as least useful by very few respondents (2.28 to 18.19 percent).

#### *Opinion of trainees on different aspects of training*

A perusal of data given in table -5, vividly corroborate that all participant (100 percent) agreed that their knowledge has increased by participation in training. They expressed that there was a perfect balance between theory and field visits and the time was fully and best utilized. All the participants agreed that attending training was a good learning experience for them and trainees had rich knowledge of subject matter. Besides, they were satisfied by tea, lunch and sitting arrangement. Majority of the participants have agreed that there was an excellent learning environment during training (88.63percent).

**Table 4**  
**Distribution of respondents according to the utility of the topics covered in training programme as perceived by them. (n=44)**

| S.No. | Particulars of usefulness of course contents of training  | Most useful |       | Useful |       | Least useful |       |
|-------|---|-------------|-------|--------|-------|--------------|-------|
|       |   | F           | %     | F      | %     | F            | %     |
| 1.    | Role and responsibility of agriculture supervisors  | 44          | 100.0 | -      | -     | -            | -     |
| 2.    | Types of soil, utility of soil testing and soil sampling  | 35          | 79.53 | 8      | 18.19 | 1            | 2.28  |
| 3.    | Deficiency symptoms of nutrients in major crops and nutrient management in crops.   | 30          | 68.17 | 6      | 13.64 | 8            | 18.19 |
| 4.    | Personality development and effective transfer of agriculture technologies  | 33          | 75.0  | 7      | 15.9  | 4            | 9.10  |
| 5.    | Improved practices of rabi and kharif crops   | 34          | 77.28 | 8      | 18.19 | 2            | 4.53  |
| 6.    | Fertilizer management in rabi and kharif crops  | 30          | 68.17 | 10     | 22.73 | 4            | 9.10  |
| 7.    | Weed management in rabi and kharif crops  | 32          | 72.72 | 9      | 20.45 | 3            | 6.83  |
| 8.    | Irrigation management in crops and importance of minor irrigation in crop production.   | 31          | 70.45 | 10     | 22.72 | 3            | 6.83  |
| 9.    | IPM in rabi and kharif crops  | 40          | 90.90 | 4      | 9.10  | -            | -     |
| 10.   | Crop loan, different schemes of cooperative departments, NABARD, Rural development, panchayti raj, marketing board, Agriculture and Horticulture department | 38          | 86.36 | 6      | 13.64 | -            | -     |
| 11.   | Importance of crop insurance and its need in agriculture  | 35          | 79.53 | 5      | 11.37 | 4            | 9.10  |
| 12.   | Fruit and vegetable production technology   | 33          | 75.00 | 11     | 25.00 | -            | -     |
| 13.   | Safe grain storage techniques   | 38          | 86.36 | 6      | 13.64 | -            | -     |
| 14.   | Importance of organic farming   | 40          | 90.90 | 4      | 9.10  | -            | -     |
| 15.   | Improved dairy practices  | 42          | 95.47 | 2      | 4.53  | -            | -     |
| 16.   | Seed production and seed certification  | 36          | 81.82 | 5      | 11.37 | 3            | 6.81  |
| 17.   | Rain water harvesting   | 34          | 77.28 | 8      | 18.19 | 2            | 4.53  |
| 18.   | Processing of Fruit and vegetable   | 28          | 63.64 | 10     | 22.72 | 6            | 13.64 |

About ninety one percent of the participants have agreed that Training has changed my attitude toward my job and would like to participants in another training organized in similar way. More than three fourth of the trainees expressed that they have developed new skills by participants in training, and were satisfied by duration of training. And various Audio Visual aids used by the trainees enhanced their learning. Similar finding were reported by Kumar *et al.* (2005).

**Table 5**  
**Opinion of trainees on different aspects of training**

(n=44)

| S. no. | Opinion  | Agree |       | Undecided |       | Disagree |       |
|--------|--|-------|-------|-----------|-------|----------|-------|
|        |  | F     | %     | F         | %     | F        | %     |
| 1.     | Knowledge has increased by participation in training                     | 44    | 100   | -         | -     | -        | -     |
| 2.     | Training has changed my attitude toward my job                           | 40    | 90.90 | 4         | 9.10  | -        | -     |
| 3.     | Development of new skills by participation in training                   | 35    | 79.53 | 9         | 20.47 | -        | -     |
| 5.     | Various A.V. aids used by the trainees has enhanced learning             | 18    | 40.90 | 22        | 50.00 | 4        | 9.10  |
| 6.     | Full and best utilization of time  | 44    | 100   | -         | -     | -        | -     |
| 7.     | Discussion after every training session was interesting and fruitful     | 38    | 86.36 | 6         | 13.64 | -        | -     |
| 8.     | Perfect balance between theory and practical                             | 44    | 100   | -         | -     | -        | -     |
| 9.     | Duration of training was satisfactory                                    | 20    | 45.46 | 10        | 22.72 | 14       | 38.82 |
| 10.    | Excellent learning environment   | 39    | 88.63 | 5         | 11.37 | -        | -     |
| 11.    | Trainers had rich knowledge of subject matter                            | 44    | 100   | -         | -     | -        | -     |
| 12.    | Tea was satisfactory   | 44    | 100   | -         | -     | -        | -     |
| 13.    | Lunch was satisfactory   | 44    | 100   | -         | -     | -        | -     |
| 14.    | Sitting arrangement was satisfactory                                     | 44    | 100   | -         | -     | -        | -     |
| 15.    | It was a good learning experience  | 44    | 100   | -         | -     | -        | -     |
| 16.    | I would like to participate in another training organized in similar way | 40    | 90.90 | 4         | 9.10  | -        | -     |

### Conclusion

The participants expressed that the training programme was a good learning experience. Exactly 75 percent of the trainees felt that their expectations were extremely met by attending the training programme. Majority (84.10 percent) of the participants perceived that training programme was highly effective. After training 81.81 percent of trainees expressed that they have developed high level of confidence. All the topics covered under training programme were perceived as most useful by the majority of trainees. The field visits have larger impact on the participants to improve their knowledge on various aspects. The training has achieved a very high level benefit in terms of human resource developed and improving linkages between KVK and State Department of Agriculture Production. In general, the trainees' provided feedback that the training programme was well planned with expert faculty members and organized effectively, satisfying the need and requirement of the participants.

**References**

- Dahama, O.P. (1979). Extension and rural welfare. *Ram Prasad and sons Publishers, NewDelhi.*
- Halim, A. and Mozahar, A. (1997). Training and professional development in B.E. Swanson, R.P.Bentz and A.J. Sofranko (1997) *Improving Agricultural Extension- a reference manual.* Rome : FAO.
- Koshti, N.R. and Vijayaragavan, K. (2007). Evaluation of training programme on mushroom cultivation. *Ind. J. Ext. Edu.* 43 (1&2): 31-36.
- Kumar, N., Rautaray, S.K., Gupta, M. and Singh, A.K. (2005). Impact of summer school on mechanization of rice production system. *Ind.J. Ext. Edu.* 41 (1&2): 54-57.
- Singh, B., Murari, S. Vijayaragavan, K., Padaria, R.N.and Wason, M.(2007). Impact of evaluation building programme of IARI. *Ind. J.Ext. Edu.* 43 (1 & 2): 1-5.







This document was created with the Win2PDF "print to PDF" printer available at <http://www.win2pdf.com>

This version of Win2PDF 10 is for evaluation and non-commercial use only.

This page will not be added after purchasing Win2PDF.

<http://www.win2pdf.com/purchase/>