

OPINION OF THE AGRICULTURAL SUPERVISORS TOWARDS TRAINING PROGRAMMES

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ABSTRACT

With the specific objective to determine the adequacy of various components of trainings programs in Jaipur district of Rajasthan, the present investigation was carried out. Thirty per cent of the agricultural supervisors from 13 panchayat samities of Jaipur district constituted the sample for the investigation. As per opinion of the agricultural supervisors, it was evident that "subject matter of the training programme was in line with the training programmes" language was understandable by the trainees", "only relevant topics were discussed with the trainees during trainings", "weightage on practicals and theory was given looking to the types of the trainees", "timely information was sent to the trainees about the training programmes" and "information about latest developments was incorporated in the trainings". These components were considered important and ranked in order of 1,2,3,4 and 5 respectively.

INTRODUCTION

Extension training is one of the central concerns of agricultural extension. It has two phases; training to agricultural supervisors and training to farmers. The first phase is predicated that the farmers can not be trained without prior training of the agricultural supervisors. Training has gained wide acceptability for upgrading the professional competence of different levels of agricultural extension personnel. The training scheme as a whole seems to be the gigantic one. The prime objective of training programmes is to particularly develop skill and related knowledge of the agricultural supervisors in a shortest possible period, enabling themselves to utilize the technologies effectively and efficiently for quick transfer of agricultural technologies.

The training of agricultural supervisors is not a static but continuous endeavour. The Govt. of Rajasthan has diverted a huge budgetary expenditure and other resources for organizing need based training programmes for the agricultural supervisors and farmers. Hence, it should be a regular feature of a training programmes to evaluate it critically and suggest the corrective measures for

improvement. There are various components of training programmes viz, subject matter, physical facilities, language, teaching methods, logistics and so on. The effective procedure and methodology for conduct of successful training greatly depends on the feedback of the trainees with regards to different components of the training programmes. This could be done through scientific evaluation of the trainings organized. Time-to-time various and number of trainings for agricultural supervisors were being organized in Jaipur district of Rajasthan. The present study, with this background was undertaken in Jaipur district with the specific objective to "determine the opinion of agricultural supervisors towards various components of training programmes". The outcomes of this present investigation would bring about desirable due changes in the future training programs for agricultural supervisors.

RESEARCH METHODOLOGY

The study was conducted in Jaipur district of Rajasthan. For the selection of trainees (VEWs / Agricultural Supervisors) a list of total agricultural supervisors in Jaipur district was prepared with the

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help of the officials of Department of Agriculture Jaipur, Government of Rajasthan, The Jaipur. Jaipur district comprised 13 panchayat samities. The number of agricultural supervisors varied from panchayat samiti to panchayat samiti. Hence, 30 per cent of agricultural supervisors from each panchayat samiti were selected through systematic random sampling method in such a way that a total of 67 agricultural supervisors would constitute the size of sample.

RESULTS AND DISCUSSION

The opinion of agricultural supervisors regarding various components of training programmes was recorded (Table 1) on a five point continuum ranging from strongly agree, to strongly disagree. Nineteen components of training course were listed converting them in to the form of statements. of these, 18 were positive and one statement was negative. Weightage of 5,4,3,2 and 1 respectively were accorded to positive statements with reverse scoring of negative statement.

Table 1 shows that the opinion of the agricultural supervisors about the training programmes was considered as strongly agree, agree, undecided, disagree and strongly disagree. The five points expressed the degrees of relevance of the components of training programmes. Nineteen (19) important components pertaining to in-service training were finally subjected to be administered to agricultural supervisors to assess the degrees of agreement or disagreement about the components of in-service training programmes. On examination of mean score, it' is seen that the agricultural supervisors had given the extreme choice (1) in terms of their opinion towards subject matter which was in line with the objectives of the training programmes of agricultural supervisors (4.93). It means there was no problem to the agricultural supervisors about subject matter as it was in line with the objectives of training programmes.

The next items according to the mean score were language was understandable by the trainees (4.85), only relevant topics were discussed with the trainees during in the training programmes (4.65), weightage on theory and practicals was given

looking to the types of trainees and timely information was sent to the trainees about training programmes (4.61), information about latest developments in agriculture was incorporated in the trainings (4.58), duration of training programmes was quite sufficient looking to the course content (4.56), ample opportunities were given to the trainees to clear their doubts, if any (4.53), most convenient time was selected for training programmes and adequate physical facilities were made available to the trainees while they were attending the lectures (4.52), most appropriate number of trainees were invited for training (4.52), course content was mostly in accordance with the needs, interests and values of the trainees and guest lecture were invited to the trainings time to time (4.50). These were followed by instructors were very much interested in teaching the trainees (4.49) and lecture schedule was kept according to the convenience of the trainees (4.49), appropriate teaching methods were used by the instructors during training programmes (4.47), facilities of boarding and lodging (4.29), the groups of trainers was homogenous (4.17) and the trainees were not interested in learning (3.95), also were found satisfactory.

Critical appraisal of Table 1 clearly indicates that most of the agricultural supervisors agreed with the components like subject matter was in line with the objectives of the training programmes, language was understandable by the trainees, only relevant topics were discussed with trainees during the training programmes, weightage on theory and practicals was given looking to the types of trainees and timely information was sent to the trainees about training programmes. Most of the respondents expressed that information about latest developments in agricultural was incorporated in the training programme, duration of training programmes was quite sufficient looking to the course content. Most of the respondents also expressed that ample opportunities were created by the trainers to clear the doubts of trainees, if any. However, the respondents agreed that the groups of trainees were homogenous and most of the respondents were having negative opinion about lecture schedule was kept according to the convenience of the trainees and most of them

Table 1. Opinion of the agriculture supervisors regarding various components of the training programmes

		n = 67						
S. No.	Subject / item of training needs	SA (5)	A (4)	UD (3)	DA (2)	SDA (1)	Mean score	Rank
1.	Subject matter was in line with the objectives of the training programmes (+)	62	5	-	-	-	4.92	I
2.	Language was understandable by the trainees(+)	57	10	-	-	-	4.85	II
3.	Course contents were with mostly in accordance to the needs, interests and values of the trainees.(+)	34	33	-	-	-	4.50	IX
4.	Only relevant topics were discussed with the trainees in the training programmes.(+)	45	21	1	-	-	4.65	III
5.	Weightage on theory and practicals was given looking to the types of trainees(+)	42	24	1	-	-	4.61	IV
6.	Timely information was sent to the trainees about training programmes(+)	41	26	-	-	-	4.61	IV
7.	Duration of training programme was quite sufficient looking to the course content(+)	43	19	5	-	-	4.56	VI
8.	Most convenient time was selected for training programmes (+)	39	24	4	-	-	4.52	VIII
9.	Adequate physical facilities were made available to the trainees while they were attending the lectures(+).	41	20	6	-	-	4.52	VIII
10.	Instructors were up-to-date very much interested in teaching trainees(+)	38	24	5	-	-	4.49	X
11.	Ample opportunities were given to the trainees to clear their doubts , if any.(+)	42	19	6	-	-	4.53	VII
12.	Most appropriate number of trainees were invited for trainings(+)	41	20	6	-	-	4.52	VIII
13.	The groups of trainees were homogenous(+)	28	23	12	4	-	4.17	XIII
14.	Trainees were not interested in learning(-)	30	9	13	15	-	3.95	XIV
15.	Lecture schedule was kept according to the convenience of the trainees(+)	38	25	3	1	-	4.49	X
16.	Adequate facilities of boarding and lodging were provided to the trainees(+)	29	30	7	1	-	4.29	XII
17.	Time to time, guest lectures were invited in the training(+)	35	31	1	-	-	4.50	IX
18.	Information about latest developments in agriculture was incorporated in the training(+)	40	26	1	-	-	4.58	V
19.	Appropriate teaching methods were used by the instructors during training programmes(+)	33	33	1	-	-	4.47	XI

expressed that adequate facilities of boarding and lodging were provided to the trainees, and most of the respondents also agreed that most appropriate number of trainees were invited for trainings.

The findings with respect to opinion of agricultural supervisors regarding various components of training programmes are in line with the findings reported by Sharma (1999), but the component sample facilities of boarding and lodging was in contradiction.

CONCLUSION

Based on the findings, it is concluded that the language was understandable by the trainees, only

relevant topics were discussed with the trainees in the training programmes, weightage to theory and practical was given looking to the types of trainees and timely information was sent to the trainee about training programmes, information about latest developments in agriculture was incorporated in the trainings, duration of training programmes was quite sufficient looking into the course content, ample physical facilities were made available to the trainees while they were attending of the lectures, guest lectures were arranged time to time, course content was mostly in accordance with the needs of the participants and appropriate teaching methods were used by the instructors during training programme.

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