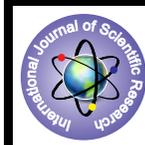


A Review on Effectiveness of Training Methods of Trainings Conducted by Different Training Institutes



Agriculture

KEYWORDS :

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Today the world is passing through the age of information explosion. The scientific and technological innovation and development are taking place at very fast rate. Promoting the technical knowledge of the human factor is not possible by itself and the extensional education is very important indeed. An innovation today may become obsolete tomorrow. In such a situation the basic and crucial requirement is training, which helps in acquiring latest level of knowledge, skills suitable for achieving high standards in performance and production. Training has been viewed as one of the most vital things now-a-days. It is more a practice than a concept. It helps in developing strengths and capabilities for better performance of job. Hence training can be defined as the "process of changing attitudes, improving knowledge and developing skills of the persons (Singh 1995). Training can be regarded as an age long concept which performs the therapeutic function of shaping knowledge, skill and attitude that are required for effective performance of duties and or assignment (Adisa and Okunade, 2005). The training of people engaged in agricultural and community development programs aim at communicating information, knowledge and skills, replacing old attitudes by new ones, exchanging opinion and experiences, removing doubts and difficulties (Raab, 1991).

Extension training in India has passed through three decades. But the decade of eighties is significant. The varieties of training programmes, new areas of training intensity and approach etc. are some of the important features of the current decade. Today we have a gigantic network of training organization spread over the length and the breath of the country. Among the different components of training selection of appropriate training method and aids is very important for its effective delivery. Obviously, in administration of the extensional activities, the training methods function and their efficiency are crucial in line with materializing the desired goals. Continuation of an educational method usage is by far dependent to the effectiveness of that method. This means that to what extent the used method has been successful in materializing the desired goals. Taking into account the effectiveness of the educational methods is important because it enables the extension workers and the programmers to select them realistically, meanwhile consciously, thereby to pave the way for desirable and rapid changes in knowledge, skill level and the insight of the addressees, which in turn results in rapid accessibility to the educational aims, cost saving, time saving and preservation of the facilities, etc.

The training method can be defined as systematic procedure or technique of teaching procedure or technique of teaching by which a particular skill or group of skills are developed in trainees in order to achieve some goal or objective. Selection of appropriate method is a very important step in the training. Even the content, materials, resources are plenty and well organized training method allows delivering the training programme in an effective way with in the limited time, resources. Selection of right channel for transfer of technology has major impact on the adoption process. In fact communication channels are the means which connect the knowledgeable individual with the others who doesn't possess the same. (Sahu, 2011).

There are various training methods such as lecture, Interactive lecturette, Demonstrations, Method/ interactive demonstration, Brain storming, Group discussion, Extension talk, Symposium, Panel discussion, Seminars, Debate, Work shop, Case

studies, role play, management games etc. Training method is selected based on the Content of the training programme, available Resources, location of the training programme, purpose of the training programme, trainee's background, length and time and trainers background. As such there are different aids are used to make it ease to understand by the trainees they are like audio aids, visual aids and audio visual aids.

Hence the present study attempts to determine the effectiveness of extension teaching methods in acquiring knowledge, skill and attitude.

Effectiveness in different media combinations was studied on the farm women and results revealed that knowledge gain was high with lecture+ flash cards followed by lecture+ chart, lecture+ flip chart and lecture+ leaflet (Manju Bala and Malaviya, 1986).

Knowledge gain was observed high among the farmers with combination method of lecture+ bulletin+ group discussion rather than the single method. The combination methods played a significant to the maximum extent due to reading, hearing and discussion. (Babu 1990).

The four training methods selected, lecture plus demonstration plus discussion (TI), lecture plus demonstration plus discussion plus supervised field practice (TII), video (TIII) and video plus supervised field practice (TIV) the knowledge retention was high among the women with the lecture plus demonstration plus discussion, skill acquisition was high with the lecture plus demonstration plus discussion plus supervised field practice and video plus supervised field practice, and change in the attitude was majorly taken place with video and video plus supervised field practice. (Raga Raju, 1992)

In disseminating technologies to the farmers language visuals + discussion has played a dominating role than non language visuals + discussion media. The same kind of fashion is also noticed in terms of knowledge retention and gain. (Nirmal and Mallik, 1988; Sagwal and Malik, 1995).

Baghyalakshmi (1998) in study of effectiveness of extension methods in knowledge gain, retention and adoption results reported that among extension talk, extension talk+ group discussion, extension talk+ group discussion+ method demonstration, extension talk+ group discussion+ method demonstration+ video, combinations of the four methods were found to more effective in terms of knowledge gain, retention and symbolic adoption followed by three methods, two methods and single methods

The knowledge gain was high among the women when the message is transferred through media mix (lecture+ chart+ demonstration) and least gain was observed from the lecture method. (Dangi and Intodia, 2000)

Rural women of small and marginal families of Andhra Pradesh preferred demonstration as a training method. They perceived most of the senses can be involved in the training programme through demonstration than any other methods of training. (Sailaja, A.; Reddy, M. N. 2002)

Beshnoi and Ahmed (2006) in their study on imparting nutri-

tion education through media mix, they reported that media mix (or) combination of different media is playing effective role in transmitting the information rather than using single media. Power point + booklet has shown a significant impact on the knowledge levels on nutrition on balanced diet than other media like power point, booklet, puppet show, mobile messages. Apart to this power point + booklet found to be more effective than puppet show+ mobile messages in the media mix.

Patil et al., 2009. in the study on communication methods for the transfer of IPM technology they stated that home visits (83.13%) and personal contact with the farmer (75.09%) were found to be effective in dissemination the technology at individual contact method, where as result demonstration(85.40%), method demonstration (61.34%), farmer tours(62.65%) in group contact methods and organization of exhibitions(70.88%), TV(63.06%) news paper (62.65%), success stories (51.81%) and posters (51.48%) were the mass media methods using for the dissemination of IPM technology among different communication methods

A study conducted on health workers of Pakistan results revealed that participants of the training programme conducted face to face have high knowledge retention levels when compared to participants the training conducted through video teleconference. (Dodani et al. ; 2009)

A study conducted on the instructors/ trainers of different extension institutes, Trainers perceived that Lecture with discussion and teaching aids and lecture with teaching aids were perceived by the trainers as the most effective methods. Computer aided instruction was perceived to be the most effective aid in delivering a training programme in an efficient way. (Reddy & Swamy; 2009)

Sahu et al. 2010 worked on the impact of communication methods on the knowledge and adoption of vermicompost technology they found highest rate of adoption was achieved when it has disseminated through training+ demonstration+ literature

(70%) followed by training+ demonstration(65%), demonstration(40%), training (30%) and literature(5%) even the knowledge gain scenario was found in the same pattern.

Sugarcane farmer of Tamilnadu district perceived that among three methods of training lecture, multimedia, and lecture+ multimedia. The combination method found to be interesting to the trainees when compared to the individual methods. When given through lecture alone was perceived as boring and monotonous with limited attention span. Whereas knowledge gain was high with the combination mode of lecture and multimedia. (Shanthy & Thiagarajan; 2011)

Shobhana Gupta (2012) in study of effectiveness of extension methods in providing training to farm women found that, farm and home visits with highest mean score followed by the radio programmes (2.10) , video tape (2.05), audio cassette (2.05), slides (1.95), leaflets (1.85), result demonstration (1.80), method demonstration(1.78) in acquiring knowledge by the farm women where as method demonstration (2.48), result demonstration(2.35), video tape(2.13) and slides(2.10) are effective in acquiring skills by the farm women. Exhibitions ranked highest (2.45) in changing attitude of the farm women followed by the field day(2.32), agricultural show (2.25), result demonstration(2.11) and method demonstration(2.05)

Rakesh sharma et al. (2012) in the study on various training methods used by the training institutions stated that majority of the institutions were using lecture, extension talk, group discussion, skill teaching, as their training methods, while methods like case study, work shop and demonstrations were rarely used in the training institutes.

Conclusion:

From the above studies it can be conclude that the training institutes should be cautious in selecting the training method with regard to the trainees, content, location, need, purpose of the training programme.

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