A STUDY OF FARMER'S PERCEPTION AND RESPONSE TOWARDS AGRICULTURAL EXTENSION TRAINING PROGRAMMES

Project Report

by

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(H-2020-16-ABM)

submitted to

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SOLAN (NAUNI) HP -173230 INDIA

in

partial fulfilment of the requirements for the degree

of

MASTER OF BUSINESS ADMINISTRATION
(AGRIBUSINESS)

DEPARTMENT OF BUSINESS MANAGEMENT
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CERTIFICATE-I

This is to certify that the project report titled**, "A Study of Farmer's Perception and Response Towards Agricultural Extension Training Programmes"** submitted in partial fulfillment of the requirements for the award of degree of **Master of Business Administration (Agribusiness)** in the discipline of **Agribusiness Management** to Dr. Yashwant Singh Parmar University of Horticulture & Forestry, (Nauni) Solan (HP)-173230 is a bonafide research work carried out by **Ms. Jigyasa Sharma** daughter of Shri Lalit Sharma under my supervision and that no part of this project report has been submitted for any other degree or diploma.

The assistance and help received during the course of this investigation have been fully acknowledged.

Place: Nauni, Solan
Dated:

Dr Nisha Kumari
Major Advisor

CERTIFICATE-II

This is to certify that the project report titled, **"A Study of Farmer's Perception and Response Towards Agricultural Extension Training Programmes"** submitted by **Jigyasa Sharma (H-2020-16-ABM)** daughter of Shri Lalit Sharma to Dr. Yashwant Singh Parmar University of Horticulture and Forestry, (Nauni) Solan (HP) - 173230 India in partial fulfilment of the requirements for the degree of **Master of Business Administration (Agribusiness)** in the discipline of **Agribusiness Management** has been approved by the Advisory Committee after an oral examination of the student in collaboration with an External Examiner.

Dr. Nisha Kumari
Major Advisor

( )
External Examiner

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With limit less humility, I am grateful to ALMIGHTY God who is full of mercy and due to her blessing, I am able to complete my project on time and I also owe this pride to my beloved parents for their prudent persuasion, selfless sacrifice and heartfelt blessing which have meet this manuscript to be reality.

"No scientific endeavour is a result of an individual's efforts. And so comes the time to look back on the path traversed during this endeavour and to remember the faces and spirits with sense of gratitude"

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I am grateful to my parents and siblings for instilling in me the values that make me the person that I am.

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I owe entire responsibility for all the errors and omissions

Place: Nauni, Solan

Date: **(Jigyasa Sharma)**

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INTRODUCTION

Training is one of the medicines to cure the organizations of the sluggishness, which may creep in because of the organizational inertia. Training can also be defined as the organized procedure by which people learn knowledge and/or skills for a definite purpose (Beach, 1980). Training described as "A learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job (David and Stephen, 1989). Largely, personnel department has been associated with procuring and hiring the human resources. But, after the newly appointed employees join the organization, it is necessary to impart training to them in order to make them competent for the jobs that they are supposed to handle. In modern industrial environment, the need for training of employees is widely recognized to keep the employees in touch with the new technological developments. Every company must have a systematic training programme for the growth and development of its employees. It may be noted that term 'training' is used in regard to teaching of specific skills, whereas the term 'development' denotes overall development of personality of the employees. This chapter studies the various methods of training and development, which are used by various organizations, particularly those engaged in the business and industrial activities. It is important, not only from the point of view of the organization, but also for the employees. It gives them greater job security and an opportunity for career advancement. A skill acquired through training is an asset for the organization and the employee. The benefits of training stay for a very long time. Training can become obsolete only when there is a complete elimination of the desired for that skill and knowledge, which may happen because of the technological changes. In general terms, the need for training can arise because of changing technology, demanding customers, thrust on productivity, improved motivation, accuracy of output and better Management.

Farmers Training

Farmers' training refers to an intensive learning activity for a group of selected farmers, assisted by competent trainers to understand and practice the skills required in the adoption of technology at a place where appropriate facilities exist and at a time and duration considered suitable by farmers (Okwu & Ejembi, 2005).

Types of Farmer's Training:

a. **Preparatory Workshop: -** The workshop, which normally lasts one or two days, should also identify the most elements of IPM applied during training. These could be methods for normal assessment of pest organisms and other relevant procedures. Participation within the workshop should be agricultural technicians from national institutions also as from Non-Governmental organizations, extension workers, agricultural associations and enterprises.

b. **Basic Field Experiments: -** Field experiments place more control of the training process within the hands of farmers. The experiments promote a scientific approach to crop management practice problem solving, including analysis and conclusion. The experiments could also be a) crop management practice b) assessment of the crop growth.

c. **Concept specific learning activities: -** One or two hour long learning activities which teach a selected concept that enhances the subject of the training.

d. **Agro – ecosystem analysis: -** Two-hour activity that integrates observations, participant experience and deciding into one activity. During this activity, farmers have a chance to elucidate and defend their decisions.

e. **Team building and social psychology: -** Team building and social psychology activities are important features of the training process. Through team building and psychology activities, decision – making skills and value re- orientation are enhanced.

f. **Evaluation: -** Evaluation may be a a part of the training process. Pre and post – training tests could even be used as evaluation tools. The test may contain of questions intended to demonstrate the trainees.

Training programmes in agriculture is aimed at developing farmers so as to make them better entrepreneurs and decision makers (Famuyiwa, Adesoji & Lawal, 2012). Training is an integral element of any development activity. Training plays an important role in making the farmers more receptive and equips them with new technologies. Training consist, largely of well-organized opportunities for participants to accumulate necessary understanding and skill (Lynton and Pareek, 1990). In 1985 the establishment of Dr. Y.S. Parmar University of Horticulture and Forestry at Nauni, the Directorate of Extension Education also came into being. The Directorate is that the central hub for planning,

organization and monitoring of all the extension activities undertaken by the university. Besides this, four Krishi Vigyan Kendra's in Chamba, Shimla, Solan and Kinnaur districts also are under the direct administrative control of the directorate. These KVKs provide trainings and transfer of technology to the farmers.

Advantages of Training:

Training and development advantages of the staff as they could use it for their company's growth. When staff training is provided in the development path, the employees would have the interest to learn, implement the new strategies learned. There is more self-confidence for employees when staff training is offered. There is more of adjustment amongst workers and the employees are not humiliated in the presence of seniors. With self-confidence, the employees are able to put in best efforts for the future. Training improves communication between farmers. Training strengthens the decision making process and make the farmers clear about their doubts. Staff training not only trains the staff but also helps them understand about working with a team with complete efforts. Trained staffs are ones who know the techniques to handle the customer in the right manner. In this way, the business is run in a better manner where customer inquiries, sales and a lot more are handled effectively.

Disadvantages of Training:

There is surely a waste of valuable resources, as the organization needs to spend money, time, and hire other people for training. They also need to pay wages for both the trainer as well as the employees. In order to keep the staffs up to date with the latest trends and knowledgeable in their specific area, training staffs for more number of hours can make them stressed. As they are stressed, their job levels may go down too. Training programs for certain departments are too much of theory than application. These kinds of lectures make it tough for employees to learn the subject.

Thus, theoretical lectures make the whole training program boring when it's for a prolonged period. At times of training sessions which lead for long hours, employees are bored and aren't interested in their session. Data and information are thus not retained for employees who do not listen. When training programs are conducted continuously with the same data or theory, again and again, the employees lose interest. When an employee is trained and updated with all the latest knowledge and skills. They are prepared and ready to jump to another organization which offers good perks and salary. When your

responsibility of training for new employees is delegated to some other trainer or employee, then it is mandatory to think about what the employees are learning.

The trainer may not be a skilled and talented one like you; hence the employees may pick some bad habits and end up with quality less training. This would spoil the complete training. Hence having good control overtraining is necessary.

Training providing agencies/organisations

In Himachal Pradesh different agencies, following agencies are providing training to farmers:

1. **Dr. Y.S. Parmar University:** -Dr. Yashwant Singh Parmar University of Horticulture and Forestry, Solan, was established on 1st December, 1985. The objective to promote education, research and extension education in the fields of Horticulture, Forestry and allied disciplines. Different training centre are below:

- Krishi Vigyan Kendra, Chamba (H.P.)
- Krishi Vigyan Kendra, Rohru (H.P.)
- Krishi Vigyan Kendra, Kinnaur (H.P.)
- Krishi Vigyan Kendra, Kandaghat (H.P)

Main aim of above centres istostrive for the empowerment of rural communities, by providing them alternate means of income from agriculture based technologies and to improve the production, productivity and quality of the farmers' produce through scientific interventions thus leading to sustained upliftment of socio-economic status of the farmers and testing and transfer of the agricultural technologies to bridge the gap between the production and productivity and to increase self- employment opportunities amongst the farming communities.

The Directorate of Extension Education, Dr YS Parmar University of Horticulture and Forestry, Nauni, Solan shares the responsibility for planning, implementation and coordination of various extension education programmes of all the departments of four constituent colleges and research stations in close collaboration with the State Departments of Agriculture, Animal Husbandry, Fisheries and other concerned departments and institutions. It conducts a large number of trainings for farmers, livestock keepers, farm ladies, rural youth, etc. at main campus and at its eight Krishi Vigyan Kendra's (Farm Science Canters) at Bajaura, Dhaulakuan, Hamirpur, Una, Mandi, Kangra, Berthin and Kukumseri.

Other training Institute/Centre:

2. <u>Chaudhary Sarwan Kumar Agricultural Vishwavidyalaya</u>, Palampur, Himachal Pradesh: -

Various trainings are conducted by the institute such as: - Refreshers training, National level seminars, Production technology trainings, Natural resource management trainings, Fodder and pasture management trainings and National level trainings.

Chapter – 2

REVIEW OF LITERATURE

A literature review is an evaluative report of information found in the literature related to selected area of study. This review describes, summarizes, evaluates and clarifies this literature. It should give a theoretical base for the research and help the author to determine the nature of the research. These are the few studies that have been conducted on farmer's perception and responses towards training programme.

Kilpatrick (1997) studied the impacts of education and training on farm management practice. The study reported that education and training enhance farmer's ability and willingness to make successful changes in their management practices. Results of the study revealed that training events are opportunities for interaction between participants with expert trainers. The study concluded that educators should design education and training programs to encourage opportunities for interaction and sharing of knowledge and skills.

Chukwuone et al. (2006) studied the perception of farmers and agricultural extension personnel for constraints and strategies towards effective cost sharing of agricultural technology. Perception of farmers was also seeked for Agricultural Development Programme. The result reveals that replies of farmers and extension staff were significantly dissimilar from each other. The study concluded that suitable distribution of information before implementation, reorganizing extension system and structured the skills of extension staff.

Ousman et al. (2007) studied the effectiveness of agricultural development training program. The main purpose of the study was to inspect the general usefulness of programme of livestock farmer's training. The study concluded that the training given to livestock farmers were not fulfilling their needs and left many aspects untouched. The author suggested that various evaluation systems should be used in extension activities for better effectiveness.

Jan et al. (2008) conducted the analysis of agricultural extension system. The study aimed to find strength and weakness of extension system on demand and supply and examine the agricultural extension system. The study shows inconsistencies between workers and beneficiaries of extension services. The study concluded that extension workers know strength and weakness of farmers but also motivate them to achieve their targets and grow their skills.

Azadi and Filson (2009) studied the agricultural extension systems. The main objective of the study was to make an organised outline for comparable studies to simplify the findings. The result reveals that changing farming to socio- cultural variations is an elementary problem of agricultural development policy. The study concluded that both extension professionals and policy makers could change extension efforts in the framework and focus on promoting them in future.

Tesfaye et.al (2009) analysed the farmers training programme of Ethiopian Institute of agricultural research. The study was conducted with an objective to analyse extent of farmers training process. The result reveals that farmers want specific trainings and the training were not evaluated. The result revealed that training is effective in respect of knowledge and attitude of trained farmers that is provided by research centres.

Meena and Singh (2010) studied the impact of training programmes imparted by Krishi Vigyan Kendra. This study was conducted at Krishi Vigyan Kendra's run by ICAR, SAUs and NGOs in Rajasthan state. Selection of farmers was based on random method or trained and untrained farmers and trainers selected from each KVKs. The study found that there was an increase in the knowledge of trained farmers as compared to untrained farmers. The knowledge of mustard technology was higher in respondents of ICAR and SAU KVKs. Whereas in case of bajra maize production technology was low in KVKs compare to respondents of NGO KVK. It may be concluded that ICAR KVK had better performance than NGO and SAU KVKs. The authors suggested that KVKs need to increase efforts for imparting training and increase adoption of improved practices.

Noor and Dola (2011) assessed the training impact on farmer's perception and performance. The findings of the study indicated the effectiveness of the training programs with variations of benefits gained by farmers. The study reported that majority of the respondent farmers agreed that program have been useful and had made them better farmers. The results concluded that the training provided not only helped them improve their individual capabilities but also boost their morale and motivation which increased the performance level.

Khan and Akram (2012) studied farmer perception of extension methods used by extension personnel for dissemination of new agricultural technology. The result of the study revealed that younger respondents were more critical about extension services as compared to old ones. Regression analysis showed that extension personnel influenced the effectiveness of extension services. The study found that majority of the sample respondents viewed extension

services ineffective, and method used for dissemination were also not effective. It was concluded that extension workers activities should be supervised periodically on regular basis so that they could perform their duties properly.

Rathod et al. (2012) studied the perceptions if the farmersfor livestock extension service delivered by dairy cooperative. The result indicated an increase in knowledge and skills of farmer in improved dairy management, heat detection and time of insemination increase in management information, improved knowledge and disease management selection of breeds, dairy products, marketing information, fodder production, improved knowledge and skill and record maintenance. The study concluded that Dairy Cooperative provided various livestock extension services and majority of farmers are satisfied with extension services.

Agbarevo and Benjamin (2013) analysed the farmer's perception for effectiveness of agricultural extension. The study was conducted with the objective of studying the effectiveness of extension services for farmers. The result reveals that farmers are aware about the extension agents. The study can be concluded that printed teaching / learning aids and audio – visual materials are very essential to conduct successful training programmes.

Haro (2013) analysed the perception of farmers on effectiveness of agricultural extension agents in knowledge transfer to maize growers. The main objective of this study was to evaluate the efficiency of agricultural extension representatives in information transmission to maize cultivators in the district**.** The study revealed that there is a strong relationship between connection and technical transmission for improving the efficiency of extension amenities by consistent information. The study concluded that the farmers had negative perception on the efficiency of agricultural extension in knowledge transmission.

Benjamin et al. (2014) studied the farmer's perception of effectiveness of agricultural extension delivery for aquaculture development. The result revealed that farmers adopt and spread innovative practices at their specific age which provide advantage to the farmers. The study concluded that there is a need of consistent contact and right material for sensible and exact perception of origination in rural areas.

Ibrahim et al. (2014) studied the perception on the effectiveness of the extension service delivered by extension personnel. The findings of the study suggest that majority of the farmers are active in the production and adoption of improved technologies. Further the findings reveal that level of education of farmer will facilitate effective communication and respond rationally to new technologies. The result also showed that radio was ranked first

followed by farm and home visit print materials and lastly office calls was ranked the least on the extension method used by personal.

Mwamakimbula (2014) assessed the factors impacting agricultural extension training programs. The main purpose of the study evaluates the perception of farmers about extension training programme. The result reveals that the government does not provide support to farmers towards extension services which result low performance of extension agents and also have negative perception between farmers and extension agents. The study concluded that farmers are not satisfied with the government supports.

Senthil Kumar et.al (2014) assessed the effectiveness of training programmes. The respondents were satisfied with training, quality of teaching and physical facilities provided during the training. Majority of respondents preferred institutional training as their training for a period of 3 -5 days due to the availability of all facilities.

Tyagi and Tyagi (2014) studied the Assessment of effectiveness of training programmes through perception of Krishi Vigyan Kendra trainees. Majority of respondents preferred institutional training as compare of non-institutional training. The result revealed that the respondents were satisfied with coverage of topics provided during the training. The KVK's require orienting their training and effective adoption of technologies and field visits is more effective to motivate the farmers for adoption of technology.

Pandey et.al (2015) assessed A Critical Analysis on training needs of farmers about Mustard Production Technology. The study concluded that most of the farmers did not have concentration in the training programme. Farmers have slight knowledge about training programmes and training institutions so it is necessary to provide information regarding training institutes and training programme.

Kazeem et.al (2017) analyzed the attitudes of farmers to extension trainings. The main purpose of the study was to inspect the connection between adoption and attitudes of farmers with the opinions to draw the consequences for adoption of agricultural technologies. The result reveals that the farmers who have adopted one or more modernization on which topics they receive training had a greater possibility to implementing more technologies. The study concluded that there is necessity for reconsideration about the agricultural and development strategies by which rural land spaces can encourage approval of agricultural technologies and enhancement of food security.

Ranjitha et.al (2018) analysed the impact study on training programme on integrated pest management. This study was conducted at Krishi Vigyan Kendra, Utukur, Kadapa, Andhra Pradesh. The main objective of the study was to assess the efficacy of farmers trainings on integrated pest management practices. The result showed that farmers were less conscious about the IPM before the training but later there is substantial increase in the information of the trainees or the farmers are more confident and optimistic after the training. The studyconcluded that there is need to increase awareness and knowledge of farmers in different techniques and implementation of strategies or structured previous knowledge of the farmers.

Bahta et al. (2019) investigate the farmer's and public agricultural extension's perceptions and understandings of agricultural extension in Thaba Nchu. The purpose of this study is to help different role performers in South Africa better understand the thought of agricultural extension services. The result revealed that there is a general gap in the view of indicators such as extension targets and instructional methods between farmers and agricultural extension employees. Study suggested that agricultural extension should be critically addressed in combining with the development policy of ending hunger and poverty in South Africa in order to achieve sustainable agricultural development. Study can be concluded that there are inequalities in ideas of agricultural extension or should entail, extension principles, and effective or ineffective in terms of information delivery and teaching approaches. For the future recommendation AEOs be encouraged to use a variety of instructional techniques and farmers should become familiar with a variety of learning methods that can help them transfer information more effectively.

Sarnaik et al. (2020) studied the perception of farmers towards effectiveness of extension services of KVK. The purpose of the study to find out the contact farmers felt about the extension services provided by the Krishi Vigyan Kendra (KVK) in the Maharashtra state's Amravati division. . Findings suggested that involvement in a variety of occupations, with semi-medium land holdings, moderate farming experience, and extension contacts with adequate scientific orientation and innovativeness. The results revealed that the majority of the contact farmers were in their middle years of life, with a college or university education. The study concluded that the majority of the respondents thought Krishi Vigyan Kendra's extension services were useful for the farming community to be aware of industrial knowledge in agriculture and allied sectors, whereas some respondents thought Krishi Vigyan Kendra's extension activities were less useful for them.

Somanje et al. (2021) studied the evaluation farm perception towards the effectiveness of agricultural extension services in Ghana and Zambia. The main objective of the study to present the current state and role of agricultural extension services for farmers as well as proposed solutions for maximising their efficacy. The results revealed that the demand for services and productivity, and the degree of technology are key elements affecting the relationship between agricultural extension agents and farmers. The study concluded that understanding the essential factors can provide viable answers to national agricultural research institutes, private research entities, and politicians to scale-up the effectiveness of agricultural extension services, especially in Ghana and Zambia.

On the basis of above reviews, it is found that majority of researchers had found same contraints like lack of knowledge, lack of training **(Kilpatrick.et al. 1997, Ousman et al. 2007, Tesfaye et al. 2009)**, the training and education should be provided to the farmers as stated by **(Kilpatrick et al. 1997, Meena and Singh 2010, Agrarevo and Benjamin 2013**). There is need to increase awareness and knowledge of farmers in different techniques and implementation of strategies or structured previous knowledge of the farmers stated by **(Ranjitha et al. 2018).**

Chapter – 3

RESEARCH METHODOLOGY

Research is an investigation conducted systematically to fulfil the purpose of solving problem. Research methodologies are tools, methods and logics used to discover new facts with the help of older ones. The research process starts with defining the problem, analysing need of it, identifying the major objectives, choosing the method, collecting primary or secondary data and finally interpretation of the data in the form of report.

Objective: Present study is conducted by following objectives

1) To assess the feedback on training conducted.

2) To study the perception of farmers towards the training program.

Needs:

The need for training of employees is widely recognized to keep the employees in touch with the new technological developments.

Population:

The farmer's who have attained training at Directorate of Extension Education UHF Nauni, Solan, Himachal Pradesh comprised of population for the present study.

Sampling Technique:

Sampling is defined as the segment of population that is representative of whole population. Respondents for the study were selected using convenient sampling technique.

Sample Size:

The total of 101 farmers comprised of sample size for the purpose study.

Data Collection:

Data collection is the process of gathering and measuring data, information or any variables of interest in a standardized and establish manner that enables the collector to answer and evaluate outcomes of the particular collection. Both primary and secondary have been collected for the present study.

Instrument

Primary data for the study was collected through personal interview method using structured questionnaire and by interacting with the farmers. The questionnaire was divided into two parts. Part 'A' was designed to seek information on the demographic variables such as name, gender. age income etc. Part 'B' consisted of general views and statements based on likert scale to evaluate the farmer's attitude, awareness, problems, challenges, farmer's opinion, farmer's expected satisfaction level etc.

Applied Analytical tools and techniques:

Analytical tool is the tool with which we do some analysis. Simple mathematical tools have been used for satisfying the objectives and the analysis simple and easy to understand.

Mathematical Tools

A mathematical instrument is a tool or device used in the study or practice of mathematics. Mathematical instruments are used for measuring percent.

Percentage Analysis

Percentage method refers to special kind of ratio which is used in making comparison between two or more series of data. The formula refers for percentage method is:

$$\mathbf{P = X/Y*100}$$

Where

X = Number of Respondents falling in specific category to be measured

Y= Total Number of Respondents

Mean

The arithmetic mean has been applied to study the opinion of sample respondents on 5-point Likert scale for different statements. The arithmetic mean has been calculated by assigning numerical value to the qualitative responses collected as: (1) for strongly agree, (2) for strongly disagree, (3) for neutral, (4) for agree, (5) for disagree.

$$\mathbf{X=\sum X/N}$$

Where

X=Arithmetic Mean

$\sum X$=Sum of the value of observations on the variables

N=Number of observations.

Standard Deviation (SD) :-

The standard deviation concept was introduced by Karl Pearson in 1823. The standard deviation measures the absolute dispersion (or variability of distribution; the greater the amount of dispersion or variability) , the greater the standard deviation, the greater will be the magnitude of the deviation of the values from their mean. A small standard deviation means a high degree of uniformity of the observation as well as homogeneity of the series : a large standard deviation means just the opposite. The formula used for standard deviation is :

$$\textbf{(S.D)} = \left(\frac{\sqrt{\sum x^2}}{N}\right)$$

Where

x =(X-X)

N=Number of observations

Statistical method: -

Statistical methods involved in carrying out a study include planning,designing, collecting data, analysis, drawing meaningful interpretation and reporting of the research findings.The statistical analysis was carried out for each observed character using MS -Excel and SPSS. The following statistical analysis was used to analyses the data.

Total Weighted Score Method TWS (LIKERT SCALE)

A Likert Scale is a type of rating scale used to measure attitudes or opinions. With this scale respondents are asked to rate items on a level of agreement. Likert scale is a summated scale based on the item analysis approach. In this each statement is evaluated on its ability to discriminate between respondents with high and low scores. This method is also known as Total Weighted Score method.

Diagrammatic Representation: A diagram is a pictorial representation of data and is frequently used by researcher to present his / her results in an attractive manner. There is a large variety of diagrams that are used, however that most commonly used diagrams are the bar graphs, pie diagram and pictorial or cartograms.

Bar Diagram: The bar diagram uses bars whose length is used to represent data. The width of each bar is supposed to be uniform. The bars can be represented vertically or horizontally. A good bar diagram is accomplished by the figures against each bar in order to make it clearer and more representable. A bar diagram can have a single bar or multiple bars.

Pie Diagram: The pie diagrams are frequently used in situation where a percentage between breakdowns is to be represented. It is based on percentage figures and not on absolute figures. Thus, pie diagram is a circular diagram divided into sectors where each pie represents a piece of whole number.

Chapter-4

RESULTS AND DISCUSSION

PART A: Profile of respondent

This section of the chapter deals with the general information about the respondent classified in terms of Gender, Age, Education, Family income, land holding etc.

Table 4.1 Gender wise classification of the respondents

GENDER	FREQUENCY	PERCENTAGE
Male	74	73.26
Female	27	26.74
Total	101	100

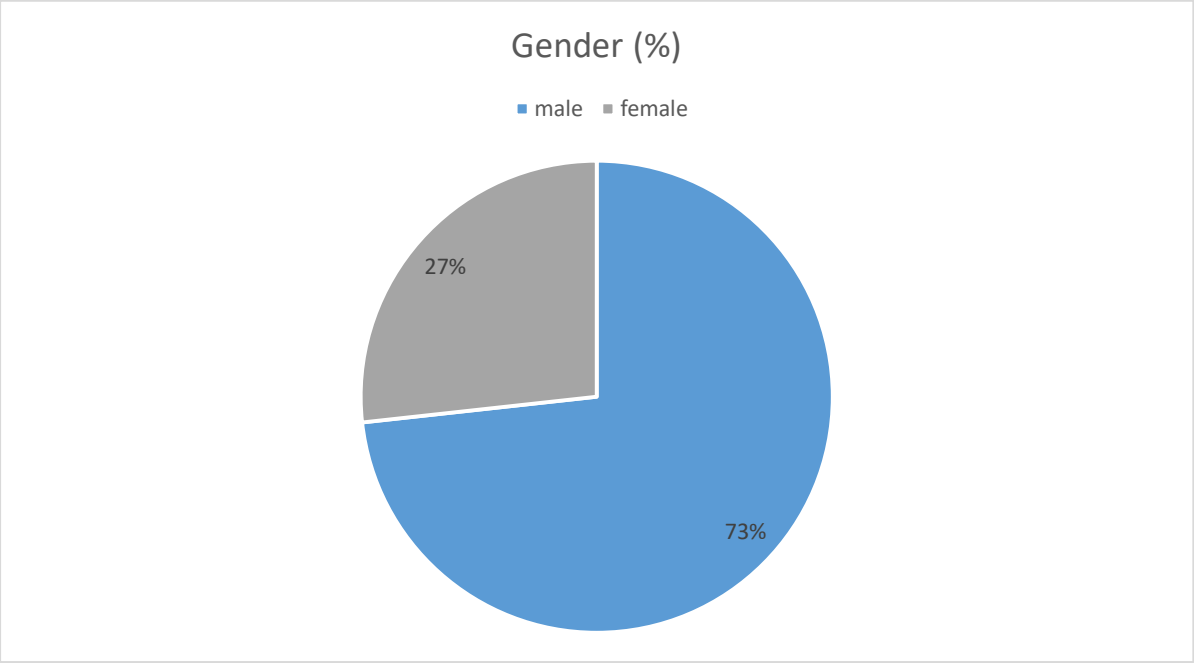

FIGURE 4.1

Table and figure 4.1 depict the gender wise classification of the respondents. Analysis of the data reveals that of the total respondents 73.26 per cent were males and 26.74 per cent were females. Majority of the respondents were males.

Table 4.2 Age wise classification of the respondents

AGE	FREQUENCY	PERCENTAGE
less than 18	1	0.99
19-30	38	37.62
31-50	57	56.44
above 50	5	4.95
Total	101	100

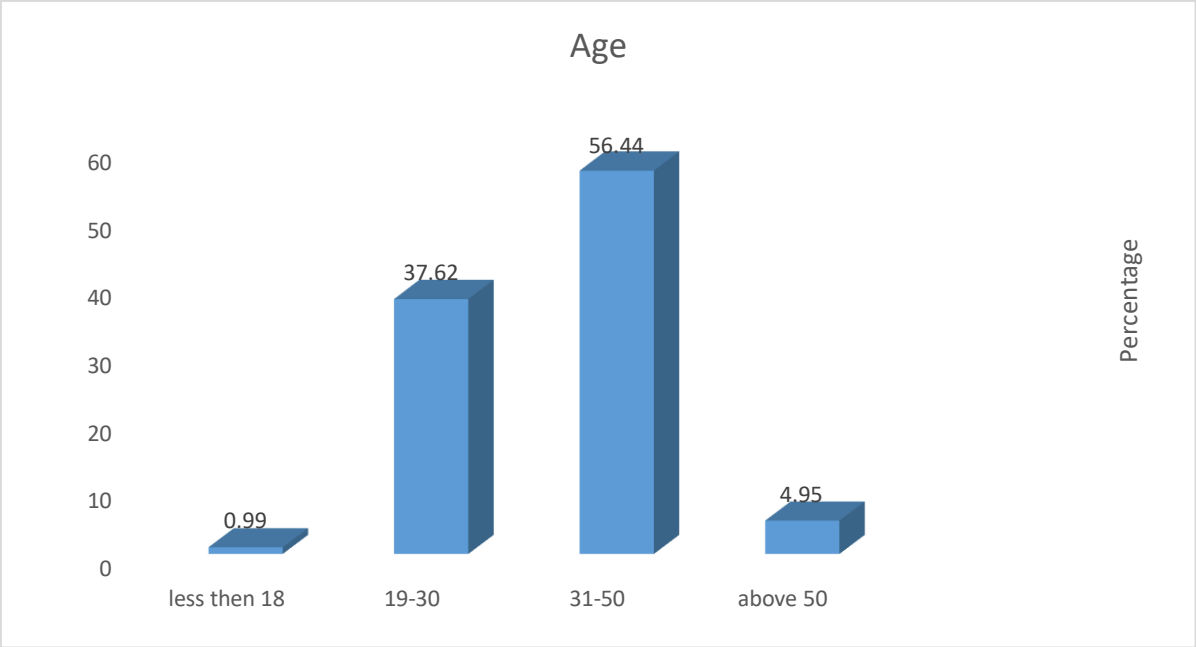

FIGURE 4.2

Table and figure 4.2 shows the age wise classification of the respondents. The analysis of the data shows that 0.99 per cent of the respondents are below the age of 18, 37.62 per cent of the respondent's age lies between 19-30 years, 56.44 per cent of the respondent's age lies between 31 years to 50 years and 4.95 per cent respondents are 50 years and above.

Table 4.3 Annual family income of respondents

FAMILY INCOME	FREQUENCY	PERCENTAGE
less than 1 lakh	65	64.94
1-2 lakh	17	16.36
2-3 lakh	9	8.9
4-5 lakh	5	4.9
more than 5 lakh	5	4.9
total	101	100

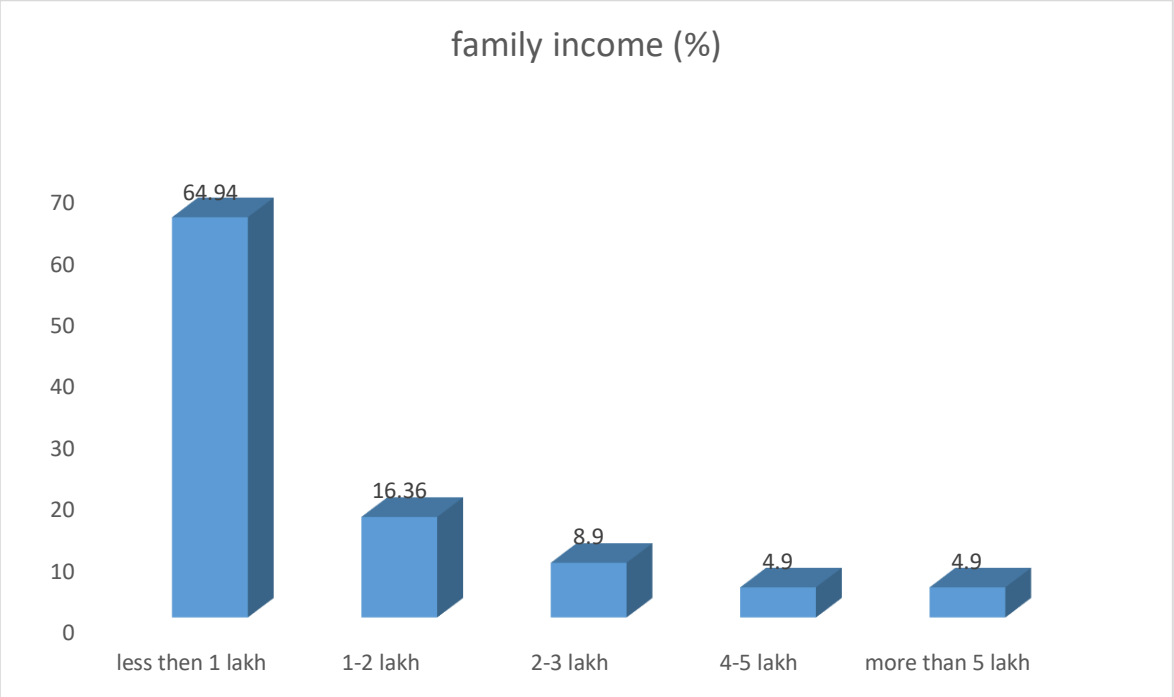

FIGURE 4.3

Table and figure 4.3 shows the family income of the respondents. Analysis of the data shows that the 64.94 per cent respondents family income is less than 1 lakh, 16.36 per cent respondents family income lies between 1-2 lakh, 8.9 per cent family income lies between 2 - 3 Lakh, 4.9 per cent respondent's family income lies between 4-5 lakh and 4.9 per cent respondent's family income are more than 5 lakhs.

Table 4.4 Educational status wise distribution of respondents

EDUCATIONAL STATUS	FREQUENCY	PERCENTAGE
Illiterate	50	49.51
Primary	31	30.7
Middle	14	13.89
Secondary	6	5.9
Graduate	0	0
Above Graduate	0	0
Total	101	100

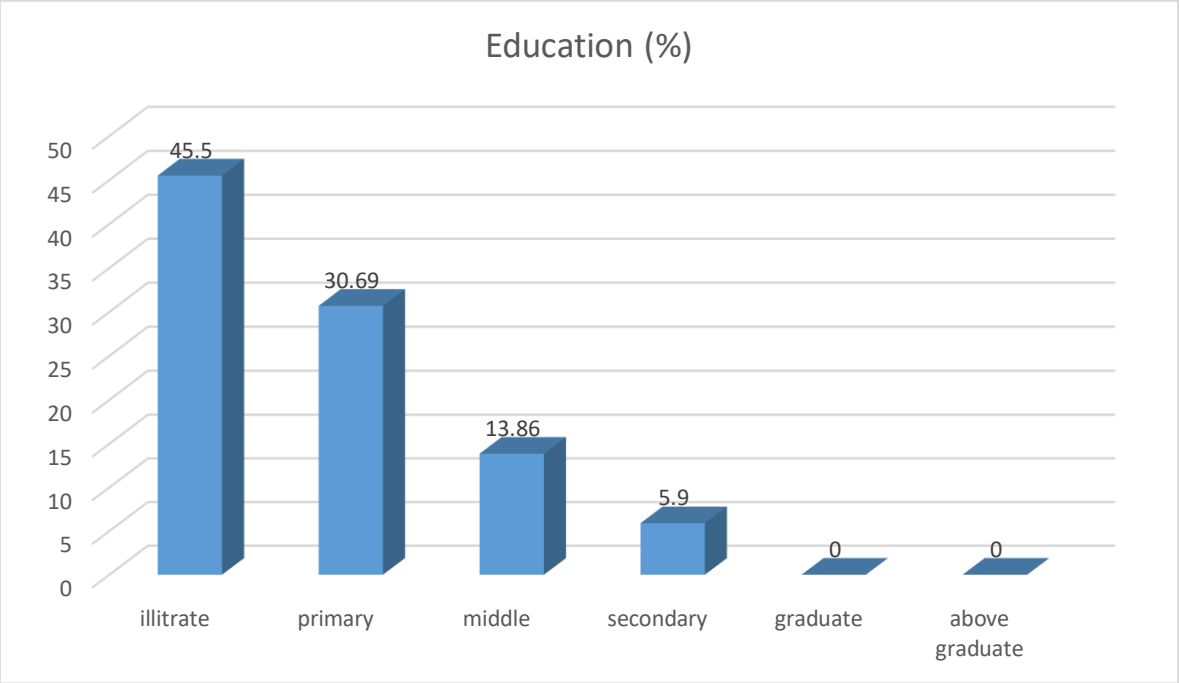

FIGURE 4.4

Table and figure 4.4 percent reveal that 49.51 per cent of the respondents were Illiterate, 30.7 per cent of the respondent were primary, 13.86 per cent of the respondents were middle, 5.9 per cent of the respondent were secondary, 27.48 per cent were intermediate, 0per cent respondents were graduate and 0 per cent of respondents were postgraduate or above.

Table 4.5 Occupational status of the respondents

OCCUOATIONAL STATUS	FREQUENCY	PERCENTAGE
Private job	16	15.84
Business	14	13.87
Government job	1	0.99
Only agriculture	70	69.3
Total	101	100

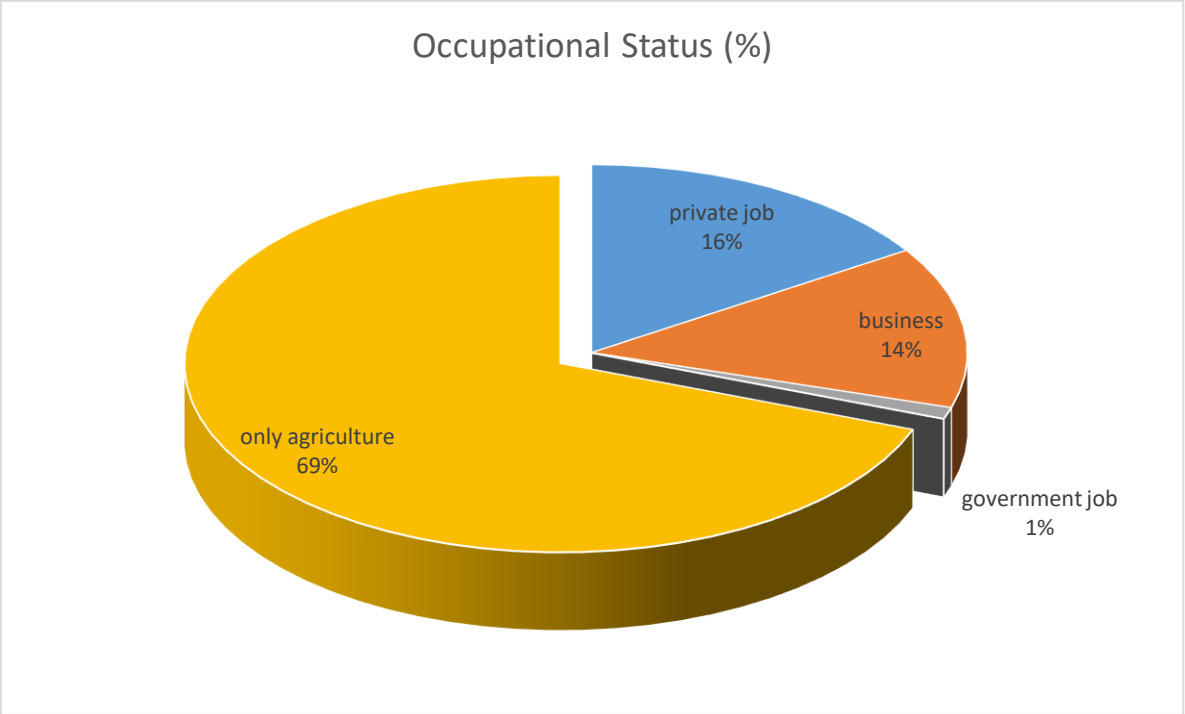

FIGURE 4.5

The figure and table 4.5 show that 16 per cent of the respondents were from private sector, 14 per cent respondents were business sector, 1 per cent of the respondents were in government sector and 69 per cent of the respondents were from agriculture occupations.

Table 4.6 Land holding status of respondents

LAND HOLDING	FREQUENCY	PERCENTAGE
less than 5	45	44.59
6 to 10	46	45.61
11 to 30	7	6.9
more than 30	3	2.9
Total	101	100

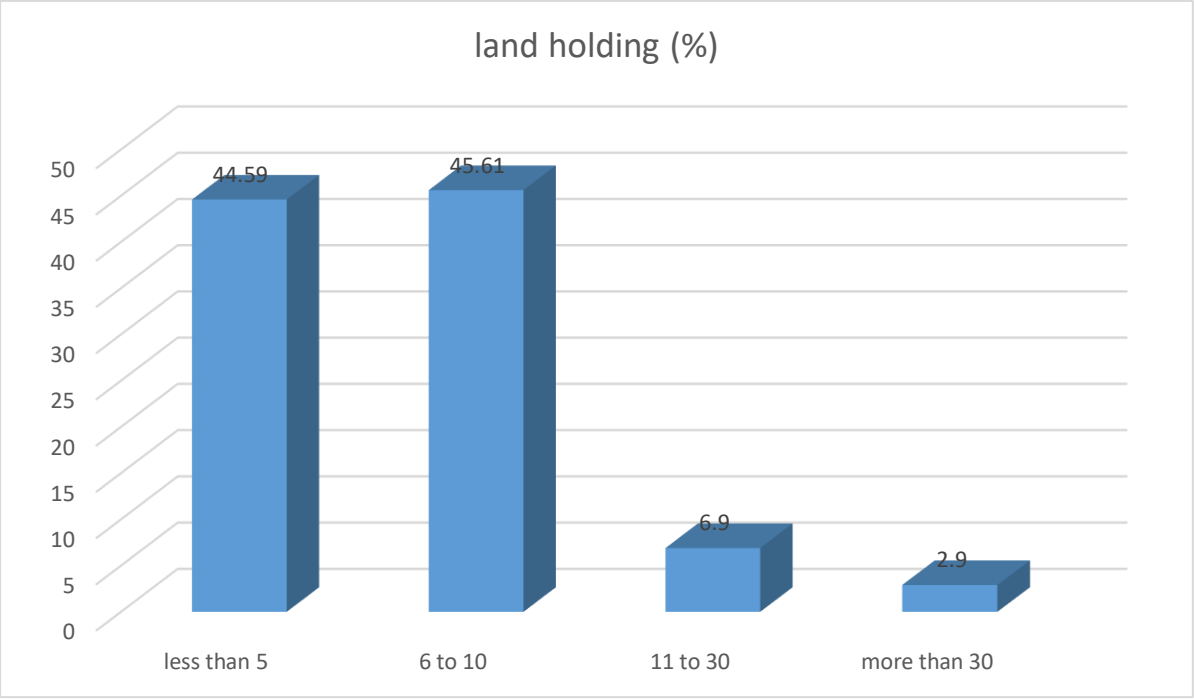

FIGURE 4.6

The table and figure 4.6 reveal that 44.59 percent respondents have less than 5-acre land, 45.61 per cent respondents have 6-10acre land, 6.9 per cent respondents have 11-30acre land, 2.9 per cent respondents have more than 30 acre land.

Table 4.7 Experience status of respondent's reference to farming

EXPERIENCE STATUS	FREQUENCY	PERCENTAGE
less than 5 year	65	64.45
5 to 10	17	16.85
10 to 15	9	8.9
15 to 20	5	4.9
more than 20	5	4.9
total	101	100

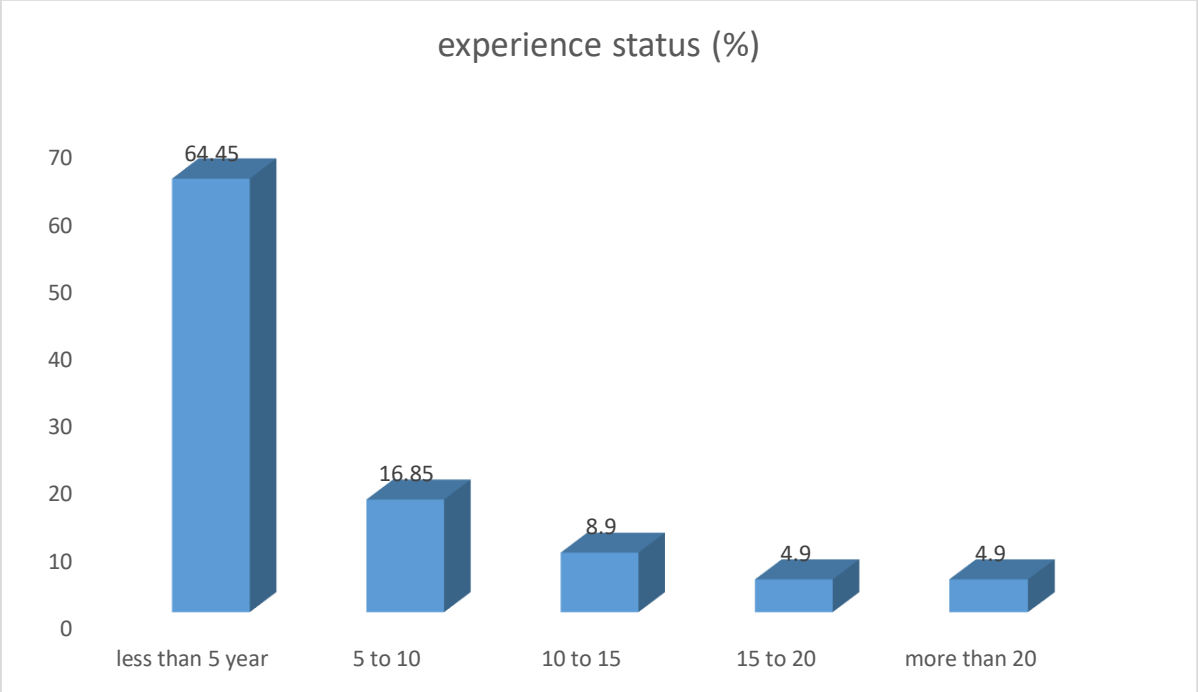

FIGURE 4.7

The table and figure 4.7 reveal that 64.45 per cent farmers have experience less than 5 years, 16.85 per cent farmers have 5-10 years of experience, 8.9 per cent farmers have 10- 15 years of experience, 4.9 per cent farmers have 15-20 years of experience and 4.9 per cent farmers have more than 20 years of experience.

Table 4.8 Family member's involvement in farming of respondents

FAMILY MEMBER	FREQUENCY	PERCENTAGE
less than 2	13	12.87
2 to 4	68	67.34
4 to 6	12	11.89
more than 6	8	7.9
Total	101	100

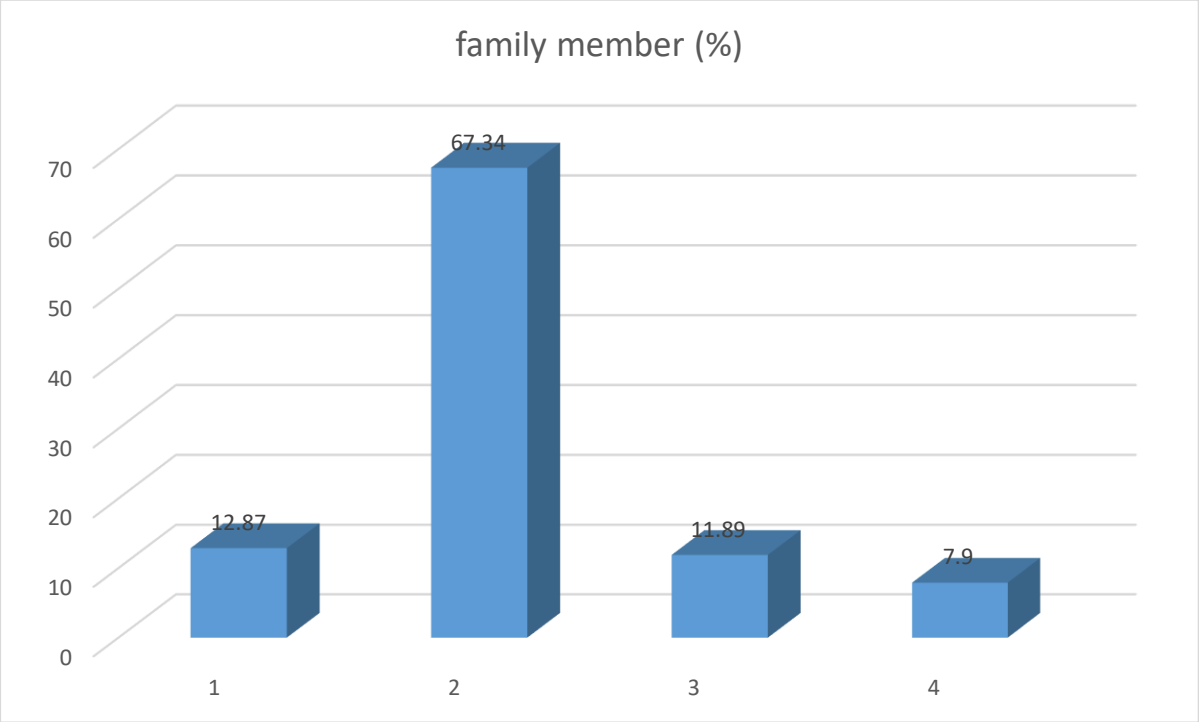

FIGURE 4.8

The table and figure 4.8 depict that the 12.87 per cent respondents have less than 2 family members, 67.34 per cent respondents have 2-4 family members, 11.89 per cent have 4-6 family members and 7.9 per cent respondents have more than 6 family members.

Table 4.9: Importance of farmer training

TRAINING PROGRAM IS BENEFICIAL	FREQUENCY	PERCENTAGE
yes	97	96.2
no	2	1.9
can't say	2	1.9
total	101	100

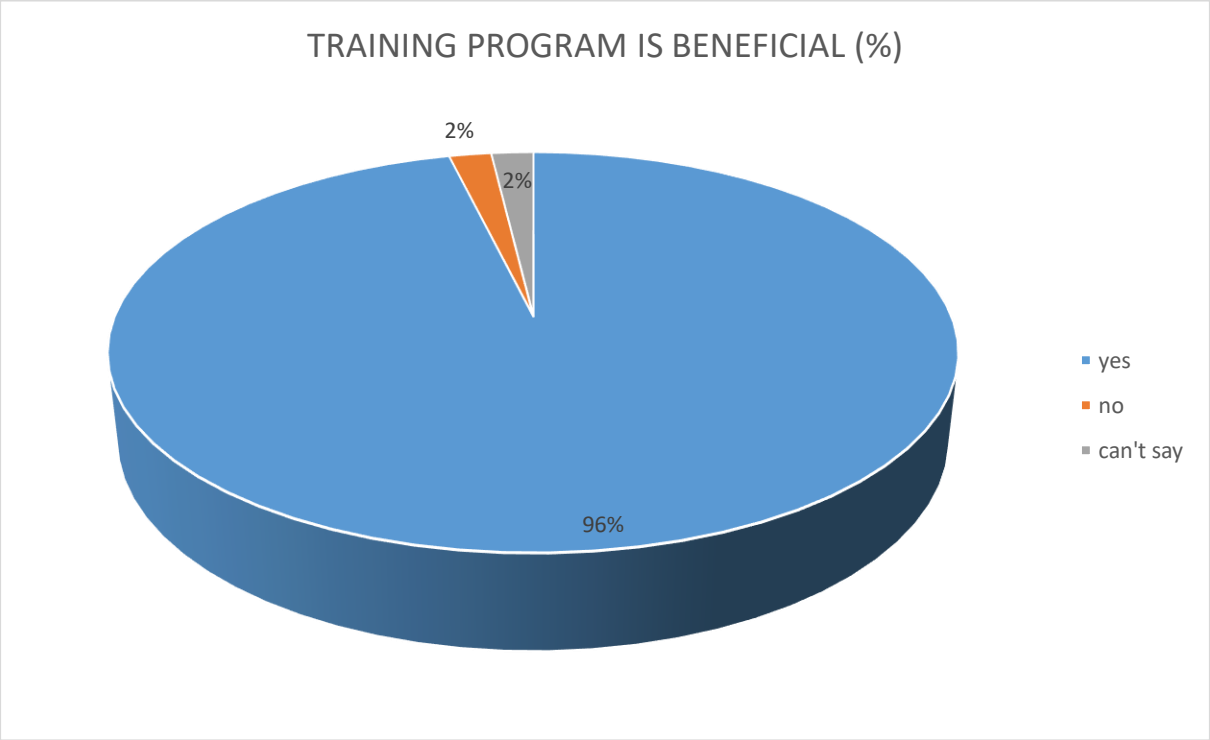

FIGURE 4.9

The table and figure 4.9 reveal that 96 per cent respondents viewed training programmes as beneficial implying the importance of trainings for the farmers.

Table 4.10: Number of training programmes attended by respondents

TARINING PROGRAMMES ATTENDED BY FARMERS	FREQUENCY	PERCENTAGE
2	65	64.35
2 to 3	34	33.67
3 to 4	2	1.98
4 to 5	0	0
more than 5	0	0
total	101	100

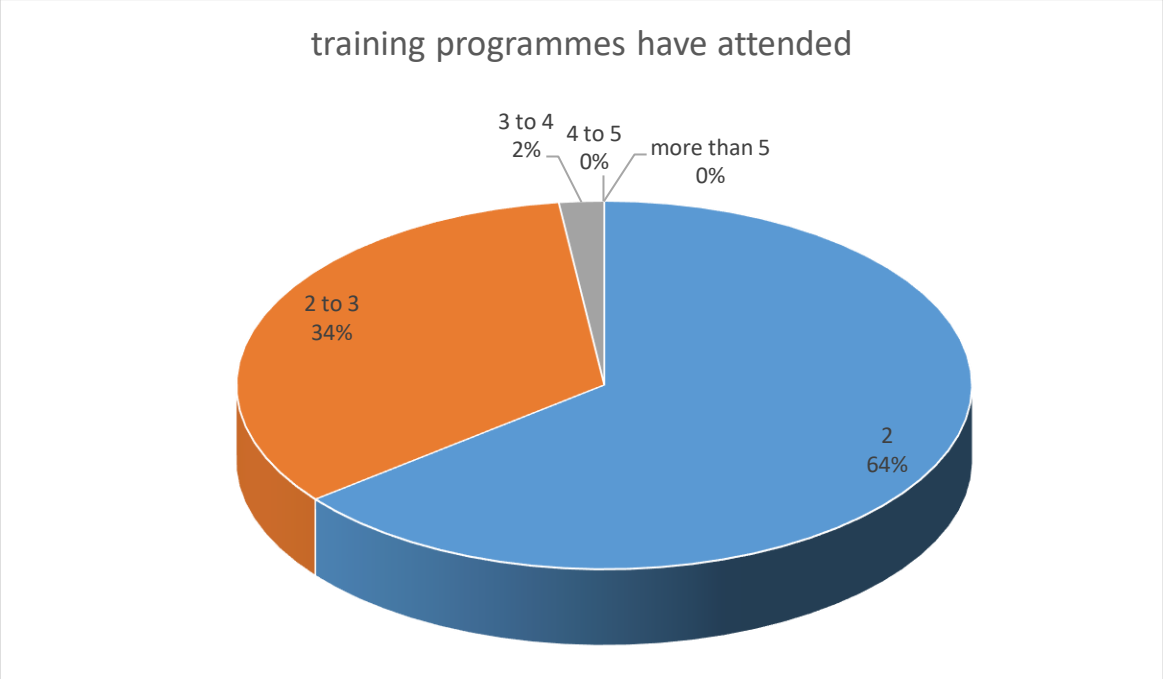

FIGURE 4.10

The figure and table 4.10 shows that the 64 per cent respondents have attended 2 training programmes, 34 per cent attended 2-3 training programmes, 2 per cent respondents attended 3-4 training programmes, 0 per cent respondents have attended 4-5 training programmes and 0 percent respondent have attebded more than 5 trainings.

Table 4.11 Training expectations of respondents

UNDERSTAND BY TRAINING	FREQUENCY	PERCENTAGE
learning about their interest	16	15.9
knowledge about new technology	4	3.9
getting practical knowledge	9	8.9
all of the above	72	71.3
Total	101	100

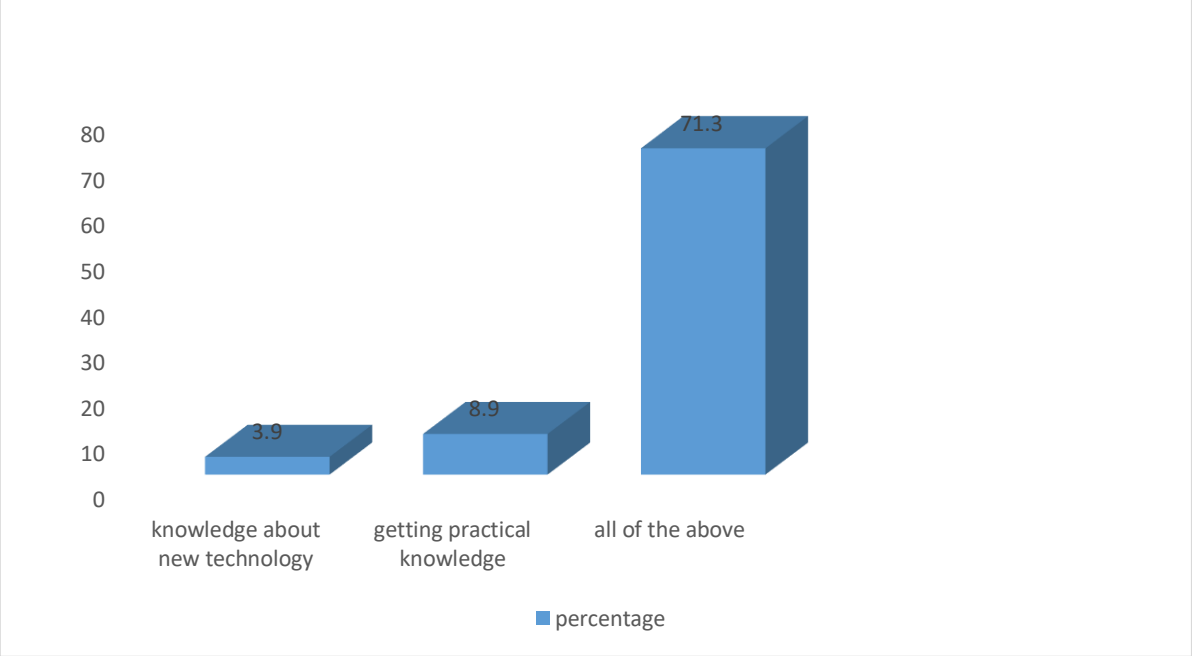

FIGURE 4.11

The table 4.11 shows that a significant majority (71.3 per cent) of the respondents expected training programmes to contribute in their learning, knowledge about new technology and practical knowlwdge.

Table 4.12: Training method preferred

TYPES OF TRAINING	FREQUENCY	PERCENTAGE
workshop	8	15.9
field experiments (practical work)	91	3.9
Camping	1	8.9
Online training	1	71.3
Total	101	100

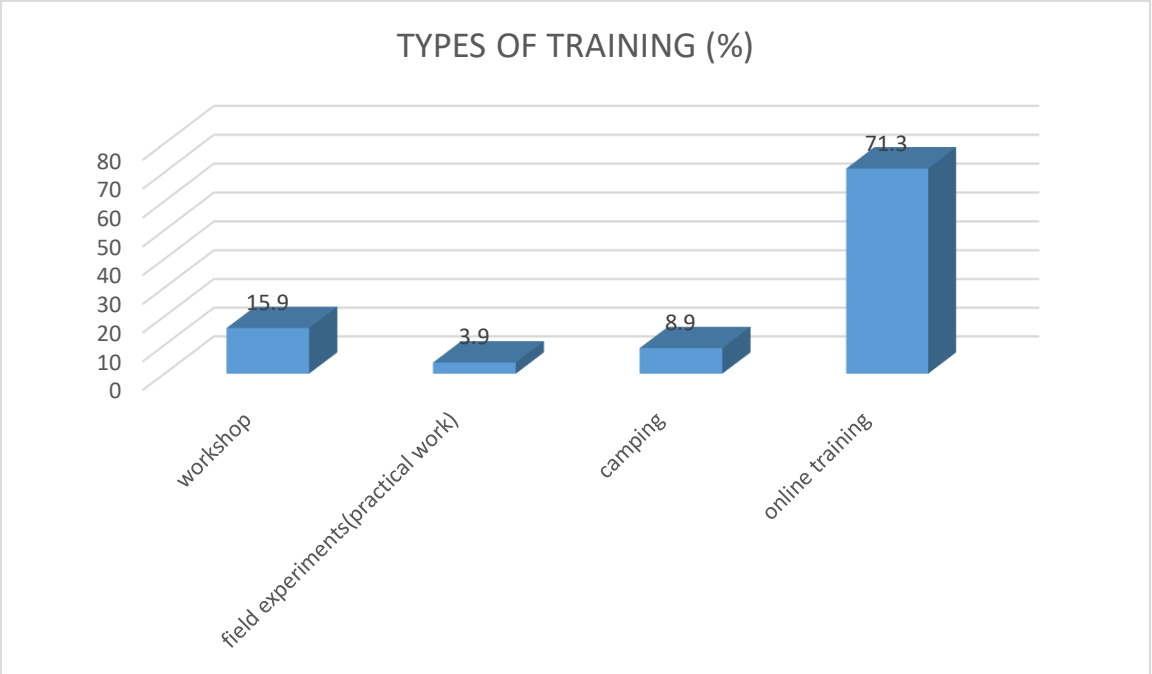

FIGURE 4.12

The table 4.12 reveals that 15.9 per cent respondents preferred workshop followed by 3.9 per cent who preferred field experiments. 8.9 percent respondents preferred camping and 71.3 percent respondent preferred online training.

Table 4.13: Improved efficiency due to training programmes

IMPROVED EFFICIENCY	FREQUENCY	PERCENTAGE
yes	97	96.03
no	3	2.98
never	1	0.99
can't say	0	0
Total	101	100

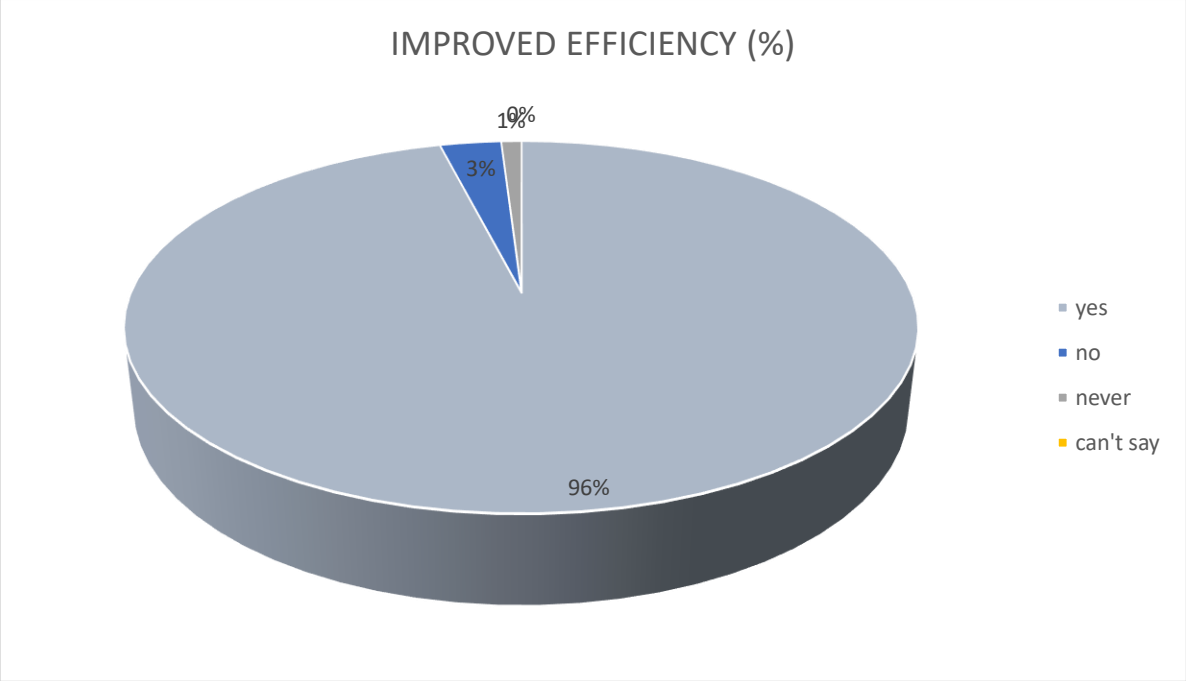

FIGURE 4.13

Table 4.13 depicts that a large majority of the respondents (96 per cent) admitted that the training programmes have improved their work efficiency.

Table 4.14: Regular updates regarding training programme

REGULAR UPDATES	FREQUENCY	PERCENTAGE
yes	79	78.21
no	22	21.79
Total	101	100

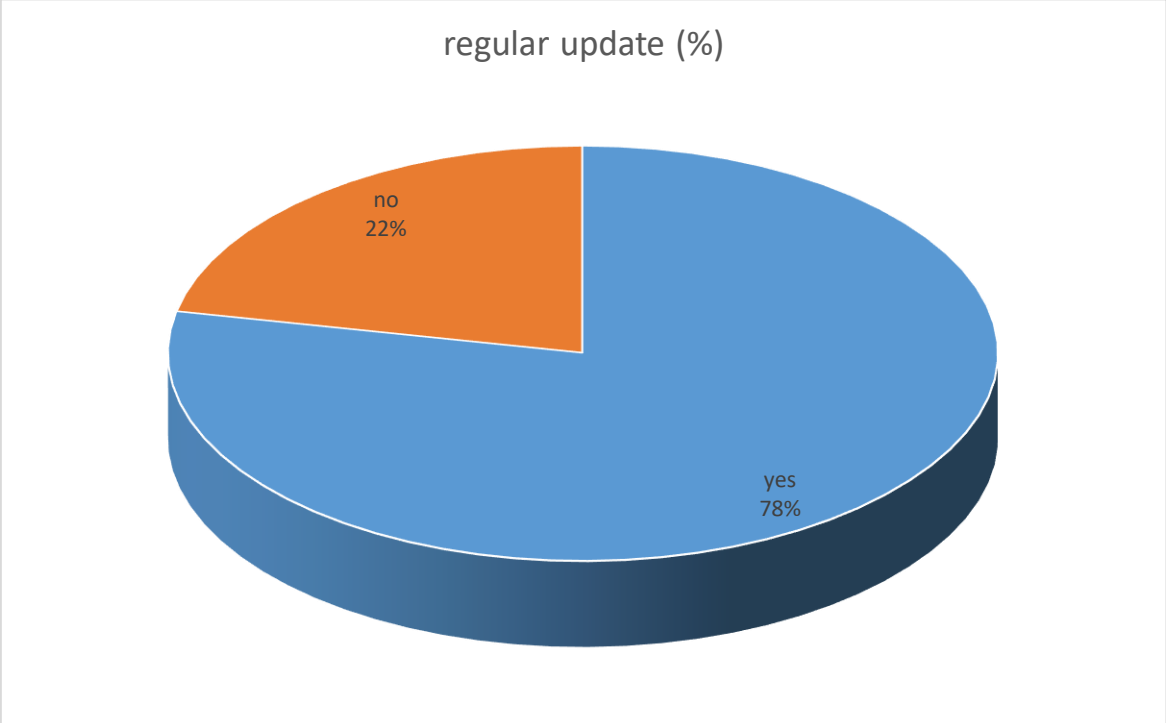

FIGURE 4.14

Table 4.14 depicts that 78 per cent respondents have agreed that they receive regular updates regarding trainings whereas 22 per cent have disagreed for the same.

Table 4.15 Nature of training programme

NATURE OF TRAINING	FREQUENCY	PERCENTAGE
Mostly related to work	83	82.17
General	18	17.83
Not related to work	0	0
Useless or of no use	0	0
total	101	100

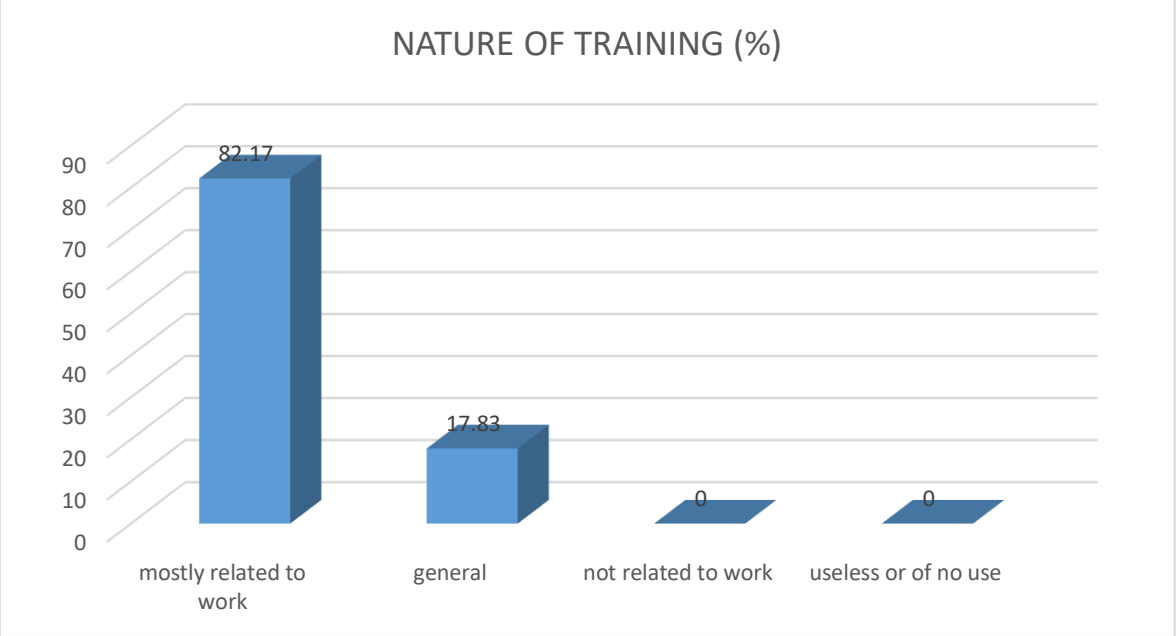

FIGURE 4.15

The table and figure 4.15 reveal that the 82.17 per cent respondents admit that the training programme is mostly related to work, 17.83 per cent respondents admit general nature of training programme.

Table 4.16 Farmer's views for problems during training session

S. NO.	STATEMENTS	TOTAL RESPONSES					TOTAL SCORE (CODE*TR)	MEAN	S.D.
		5	4	3	2	1			
1	**Takes too much time of farmers**	62	11	1	20	7	202	2	1.43
2	**Training Sessions are unplanned**	66	16	4	10	5	175	1.73	1.21
3	**Boring and not useful**	66	20	8	4	3	161	1.59	1
4	**Training staff are not cooperative and not trained**	72	13	1	6	9	170	1.68	1.29
5	**Lack of motivation among farmers about training**	60	15	2	15	9	201	1.99	1.42
6	**Irregularity of trainees attendance**	61	16	6	9	9	192	1.9	1.35

Note: The values in the bracket are in percentage.

5 - Strongly Agree, 4 - Agree, 3 - No response, 2 - Disagree and 1 - Strongly Disagree

Table 4.16 depicts the farmer's views for training sessions. Mean analysis depicts that the statement, 'takes too much time of farmers' has scored the highest mean value (M=2.00) followed by lack of motivation among farmers about training' (M=1.99), irregularity of trainees attendance' (M=1.9), 'training session are unplanned' (M=1.73) and 'training staff are not cooperative and not trained (M=1.68), 'boring and not useful' (M=1.59). Further analysis reveals that the mean for all the statements is above the average mean of (M=1.82) implying farmers agreeableness for all the statements investigating farmer problems during training sessions. It can be concluded from the analysis that a large majority of the trainees are facing problems during trainings which need attention of the authorities.

Table 4.17 Quality of training programme of respondents

QUALITY OF TRAINING PROGRAM	FREQUENCY	PERCENTAGE
Excellent	66	65.34
Good	29	28.71
Normal	5	4.96
Bad	0	0
Worst	1	0.99
Can't rate	0	0
total	101	100

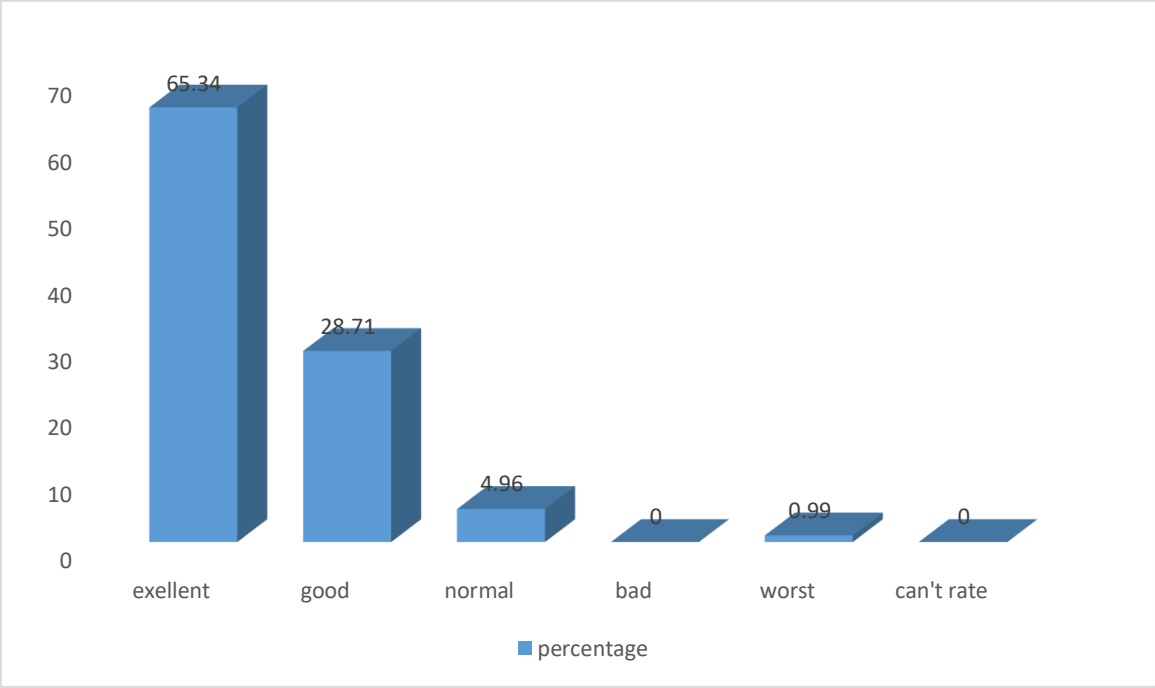

FIGURE 4.17

Table 4.17 reveals that 65.34 per cent respondents have rated the overall quality of trainings as excellent, 28.71 per cent as good, 4.96 per cent respondents rated them as normal and 0.99 per cent respondents reported them as worst.

Table 4.18: -Training helps to increase motivation level of farmers

MOTIVATION LEVEL OF FARMERS	FREQUENCY	PERCENTAGE
yes	101	100
no	0	0
Total	101	100

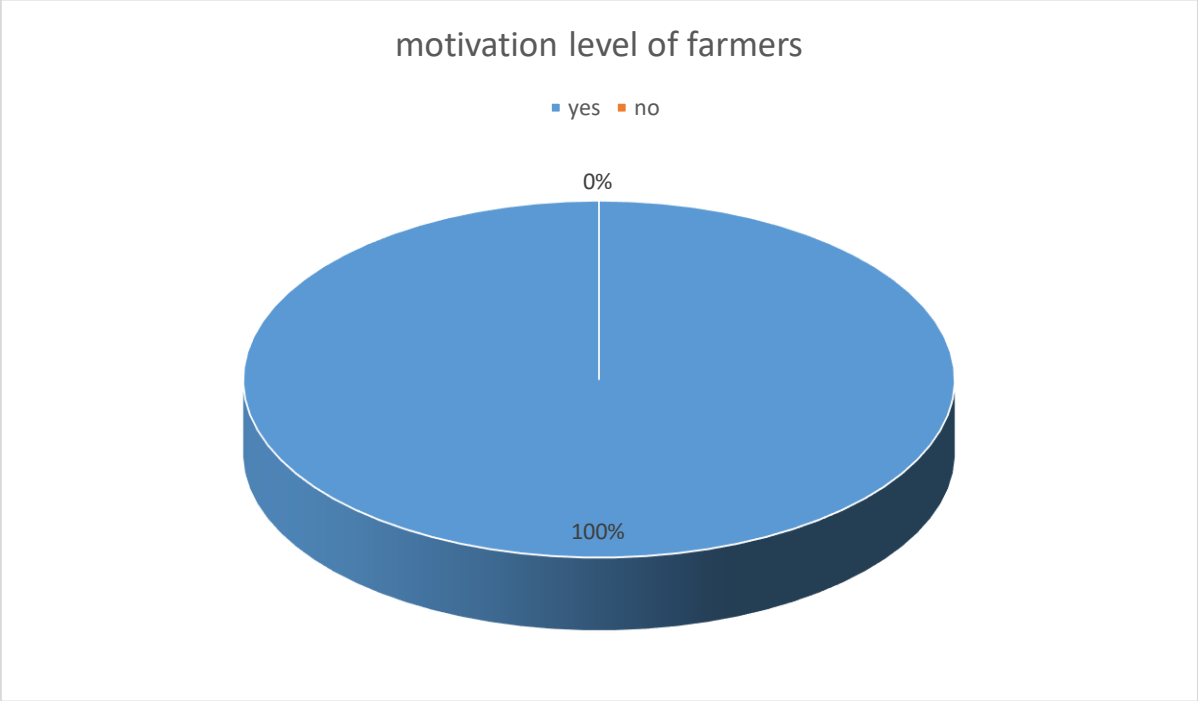

FIGURE 4.18

The table and figure 4.18 depict that 100 per cent respondents admits that the training helps to increase motivation level of farmers.

Table 4.19: -Respondents satisfied with present method of training

SATISFIED WITH PRESENT METHOD OF TRAINING	FREQUENCY	PERCENTAGE
yes	99	98.01
no	2	1.99
Total	101	100

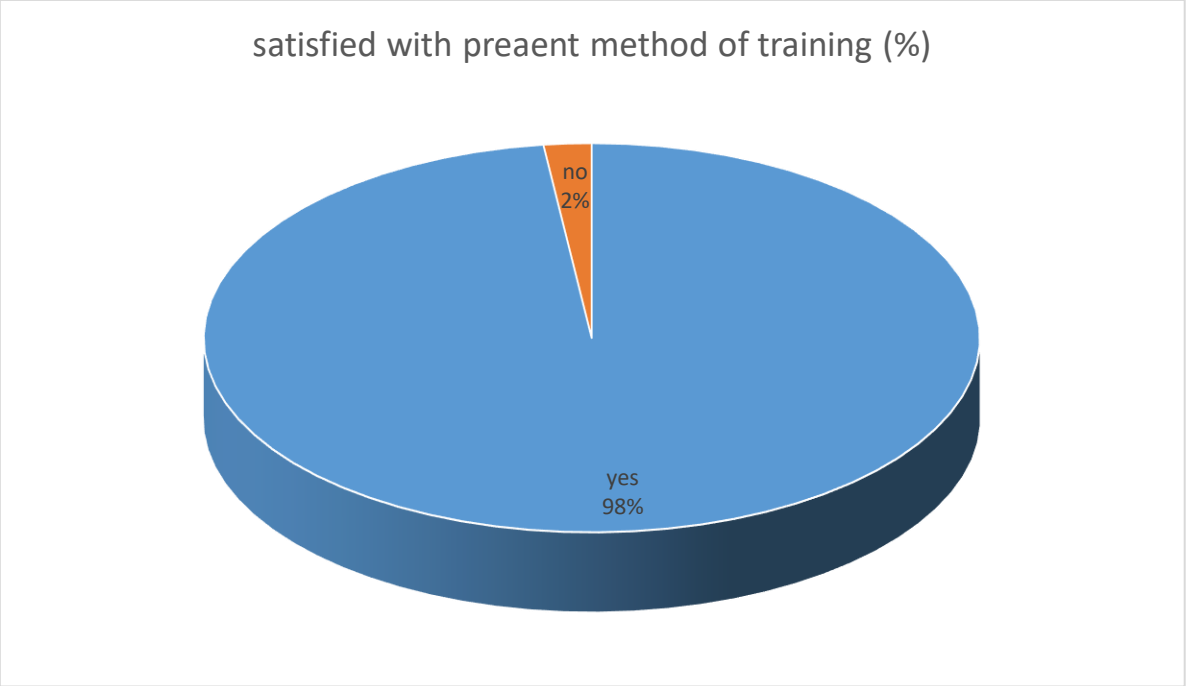

FIGURE 4.19

The table and figure 4.19 show that the 98 per cent respondents say yes or they are satisfied with present method of training and 2 per cent respondents say no or they are not satisfied with the present method of training.

Table 4.20: - Perception of respondents towards training session

S.NO	Statements	Total Responses					Total Score (Code*TR)	Mean	S.D
		5	4	3	2	1			
1	The information provided by trainer during the training session are relevant	78	19	0	3	1	473	4.68	0.72
2	Training needs identified are realistic and useful	74	26	0	0	1	475	4.73	0.57
3	Training result in better performance	80	20	1	0	0	483	4.78	0.43
4	Do you enjoy the training session	79	21	1	0	0	482	4.77	0.44
5	Training session was a positive experience	81	20	0	0	0	485	4.8	0.4
6	Training program helped to increase both the farm productivity and quality of farm quantity	76	19	6	0	0	474	4.69	0.57
7	Would you like to get training from this institute again	86	14	1	0	0	489	4.84	0.39

Note: The values in the bracket are in percentage.

5 - Strongly Agree, 4 - Agree, 3 - No response, 2 - Disagree and 1 - Strongly Disagree

Relevant information provided by trainer

The perception of the farmers regarding the statement that the training provided by the trainer is relevant is presented in table 4.20. Majority of the respondents (77.22 per cent) either strongly agree and or agree (18.81per cent) with the statement. The mean score of the aggregate responses is (M = 4.68) which indicates that the responses are inclined towards agreement.

Training needs identified is realistic and useful

Significant majority of the respondents (73.26 per cent) either strongly agree or agree (M=25.74) with the statement. The mean score of the responses is (M = 4.73).

Training result in better performance

Training increases the performance of the farmers. A large majority (79.20 per cent) of the respondents either strongly agree or agree with the statement that training increase the performance. The mean score of the response (M= 4.78) depicting the inclination of responses towards agreeableness.

Training session is enjoyable

Almost all (78.21 per cent) the respondents have found training sessions enjoyable. The mean score of the response (M = 4.77) supports the results.

Positive experience

All the respondent trainees either strongly agree or agree with the statement that training was a positive experience. The mean score of the response (M= 4.8).

Training program helped to increase both the farm productivity and quality of farm quantity

The perceptions of the farmers regarding the statement that training program helped to increase both the farm productivity and quality of farm quantity have been depicted in table 4.20. Out of the total number of respondents 84.14 per cent believe that the training program helped to increase both the farm productivity and quality of farm quantity. The mean value of the statement is 4.69 which shows the inclination of responses towards agreement.

Would you like to get training from this institute again

All the respondent trainees either strongly agree or agree with this statement. The mean score of the response (M= 4.84).

Chapter-5

SUMMARY AND CONCLUSIONS

The present study entitled "A Study of Farmer's Perception and Response Towards Agricultural Extension Training Programmes".

The findings, conclusion and suggestions are discussed below:

It is observed that about 73.26 % of respondents are males. The study further put out that most of the respondents (56.44%) belongs to age group of (31-50 years), followed by (37.62%) age group (19-30 years). The study revealed that most of the farmers are illiterate (53.43) and rest of the respondents are intermediate and graduate. The study analyses that most of the farmers are agriculturist by profession (69.63), followed by private job (15.84), business (13.87) and government job (0.99).

CONCLUSIONS:-

The result of the study presented that the information provided in training sessions was perceived relevant by the trainee farmers. Most of the farmers agree that training needs are realistic, useful and based on farming training programme. Respondents also agreed that their performance has increased after attending training programmes. Majority of the farmers enjoy the training session. Training programme increase both farm productivity and quality of farm productivity. On the other hand respondents agreed that trainers take too lengthy lectures and most of the training session is unplanned. There is lack of motivation and encouragement by other farmers in training session.

The results of the study indicated that applications of some of the extension methods are perceived to be effective by farmers. Regular farm visit is crucial for dissemination of extension massages and should be encouraged. However, visits should be meaningful and have a purpose in order to have a positive impact. In order, for agricultural extension education to impact on the livelihood of farmers and farming community at large, there is a need for a strong agricultural extension education and that can be achieved if all stakeholders work and plan together. The study dismisses the notion that extension education is inefficient, ineffective and invisible.

As a result, most of the farmers would enjoy the training sessions, get positive experience of training and farmers feel interested to join the training program again organised by this institute.

SUGESSIONS:-

From the study it is suggested that the most of farmers believe that extension education help to increase productivity and quality of farm produce.

Therefore, the training session should be more planned so that they become more useful, encouraging and motivational to the trainees.

There is need to improve extension education services and provide adequate resources to the trainees with which training becomes more effective, enhance their knowledge.

AEOs should be encouraged to use a variety of instructional techniques and farmers should become familiar with a variety of learning methods that can help them to transfer information more effectively.

It is suggested that KVKs need to increase efforts for imparting training and increase adoption of improved practices.

Therefore, various evaluation systems should be used in extension activities for better effectiveness.

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APPENDIX-1

Questionnaire on "A Study of Farmers' perceptions and response towards agricultural extension training programmes"

Respected sir /madam

My name is JIGYASA SHARMA**,** I am a student of MBA (ABM) 2nd year in Dr. Y.S. Parmar University Nauni, Solan (173230). I am working on a project entitled "A Study of Farmer's perceptions and response towards agricultural extension training programmes" as a part of my MBA (ABM) curriculum. Kindly read the following statement carefully and give your response. I shall be very thankful to you for your co -operation.

1) Gender a) Male ☐ b) Female ☐

2) Age status of the respondent (years): -

a) Less than 18 ☐ b) 19-30 ☐

c) 31-50 ☐ d) Above 50 ☐

3) Family income (Annual (Rs.) ;-

a) Less than 1 lakh ☐ b) 1-2 Lakh ☐

c) 2-3 Lakh ☐ d) 4-5 Lakh ☐

e) More than 5 Lakh ☐

4) Educational status of the respondent: -

a) Illiterate ☐ b) Primary ☐ c) Middle ☐

d) Secondary ☐ e) Graduate ☐ f) above graduate ☐

5) Please state your occupational status other than agriculture: -

a) Private job ☐ b) Business ☐

c) Government job ☐ d) Only agriculture ☐

6) Total arable land holding of the respondent (Bighas): -

a) Less than 5 ☐ b) 6-10 ☐ c) 11-30 ☐ d) More than 30 ☐

7) Experience status of the respondent in reference to the farming (years): -

a) Less than 5 years ☐ b) 5-10 ☐ c) 10-15 ☐

d) 15 – 20 ☐ e) More than 20 ☐

8) Number of family members involved in farming: -

a) Less than 2 ☐ b) 2 – 4 ☐ c) 4 - 6 ☐

d) More than 6 ☐

9) Do you feel training program is beneficial for the farmers?

a) Yes ☐ b) No ☐ c) Can't say ☐

10) How many training programmes have you attended?

a) 2 ☐ b) 2 to 3 ☐ c) 3 to 4 ☐

d) 4 to 5 ☐ e) More than 5 ☐

11) What do you understand by training: -

a) Learning about their interest ☐ b) knowledge about new technology ☐

c) Getting practical knowledge ☐ d) All of the above ☐

12) Which type of Training you want?

a) Workshop ☐ b) Field Experiments (Practical work) ☐

c) Camping ☐ d) online training ☐

13) Do you feel the training programme have helped you to improve your work efficiency?

a) Yes ☐ b) No ☐

c) Never ☐ d) cannot say ☐

14) Do you get the regular updates regarding training programme?

a) Yes ☐ b) No ☐

15) According to you what is the nature of training programme provided?

a) Mostly related to work ☐ b) General ☐

c) Not related to work ☐ d) Useless or of no use ☐

16) Please tick the appropriate option for general complaints about the training session

Complaints	**Strongly Agree**	**Agree**	**No Response**	**Disagree**	**Strongly Disagree**
Takes too much time of farmers					
Training session are unplanned					
Boring and not useful					
Training staff are not cooperative and not even trained themselves.					
Lack of motivation and encouragement among farmers about training programmes.					
Irregularity of trainees attendance is a challenge for successful training..					

17) How do you rate the quality of training programme attended by you?

a) Excellent ☐ b) Good ☐ c) Normal ☐

d) Bad ☐ e) Worst ☐ f) can't rate ☐

18) Does training help to increase the motivation level of farmers?

a) Yes ☐ b) No ☐

19) Are you satisfied with present method of training?

a) Yes ☐ b) No ☐

20) Choose the relevant option for your perception towards the training session?

Perception	**Strongly Agree**	**Agree**	**No Response**	**Disagree**	**Strongly Disagree**
The information provided by trainer during the training session are relevant					
Training needs identified are realistic, useful and based on farming training programme					
Training result in better performance in farming					
Do you enjoy the training session					
Training sessions was a positive experience					
Training program helped to increase both the farm productivity and quality of farm quantity					
Would you like to get training from this institute again					

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Dr. Yashwant Singh Parmar University of Horticulture and Forestry
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Title of the Project	**:**	**"A Study of Farmer's Perception and Response Towards Agricultural Extension Training Programmes"**
Name of the Student	**:**	Jigyasa Sharma
Admission Number	**:**	H-2020-16-ABM
Major Discipline 1	**:**	Agricultural Marketing Management
Major Discipline 2	**:**	Farm Business Management
Date of Project Submission	**:**	31/08/2022
Total Pages in Report	**:**	40+iv
Major Advisor	**:**	Dr. Nisha Kumari

ABSTRACT

The present study was conducted to investigate farmer's perceptions and response towards agricultural extension training programmes**.** The sample comprised of 131 trainees who attained training at Directorate of extension Education, Dr. YS Parmar University. The result of the study presented that the information provided in training sessions was perceived relevant by the trainee farmers. Most of the farmers agreed that training needs are realistic, useful and based on farming training programme. Respondents also agreed that their performance has increased after attending training programmes. Majority of the farmers enjoy the training session. Training programme increase both farm productivity and quality of farm productivity. The study dismisses the notion that extension is inefficient, ineffective and invisible. The overall finding suggests that the most of farmers believe that the extension training help to increase productivity and quality of farm quantity. On the other hand, the study found that trainers take too lengthy lectures and most of the training sessions are unplanned. The study also reported that there is lack of motivation and encouragement in training session.

Signature of the Student
Jigyasa Sharma
Date:

Signature of the Major Advisor
Dr. Nisha Kumari
Date:

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Head of the Department

Brief Bio Data

JIGYASA SHARMA
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Education Qualification

Degree	Board / University	Percentage /CGPA	Year of passing
Masters of Agri. Business Management (HR and Farm Business Management)	**Dr. Y.S. Parmar University of Horticulture & Forestry, Nauni, Solan (H.P)**	Result Awaited	**2022**
B.Sc. Agriculture	**Hemwati Nandan Bahuguna Garwal University Srinagar, Uttarakhand**	77%	**2020**
12th	**KGRPS Nerchowk (HPBOSE)**	69.59%	**2016**
10th	**DAV Public School Nerchowk (HPBOSE)**	65%	**2014**

Internship / Project

- 45 days training in HP MILKFED CHAKKAR District Mandi H.P
- Project Report on "A Study of Farmers' perceptions and response towards agricultural extension training programmes"

Extra-Curricular Activities

- Attended personality development programme held by the university.
- Attended 4th Agri vision 2019 National Convention, New Delhi.

Hobbies

- Reading books, listening music, playing Badminton, Sketching, Cooking, Dancing

Personal Information

Date of Birth - 10/04/1999
Nationality - Indian
Languages - English, Hindi
Marital Status - Unmarried

Declaration: - I JIGYASA SHARMA, here by assure that above information is true to the best of my knowledge and belief. I will be held responsible for any discrepancies.

Jigyasa Sharma