

Problems Faced by Trainees Regarding Training Courses Conducted by Skill Development Centre, Punjab Agricultural University, Ludhiana

Ramneet Singh, Tejinder Singh Riar and Lavleesh Garg

Department of Extension Education, Punjab Agricultural University, Ludhiana, Punjab, India

Abstract

The present study was focused on problems faced by the trainees regarding various aspects of training programs organized by skill development Centre, Ludhiana. In organic grower training course, 30 per cent respondents faced problem regarding complex language. In the aspect of distribution of notes, considerable respondents faced problems. About the aspect of field demonstration in bee-keeper training course 35 per cent said that there was insufficient field duration. In gardener training course 30 per cent of the respondents mentioned about issue of seating arrangement. Problem of transportation was a major problem faced by many trainees. The study suggested that for the smooth functioning of these training courses; bus should be arranged for trainees to travel inside the campus to attend classes and practical sessions at different places.

Keywords: Problems, skill development, training, trainees

JEL classification: O13, O18, O30, O31

Introduction

The rural youth are the most valuable resources helping in raising the economy of the country. Punjab is a state an absolute population of 2.77 crores and out of which 1.73 crores (62.5%) of the total population of Punjab belongs to rural areas (Anonymous 2011). Today's generation of young people is the prime in history. Although many of this younger generation has migrated elsewhere intrastate or interstate a major share of out of work youth still live in farming societies and in countryside areas. Thus, the focus of attention is gradually ever-changing to young rural people and the next generation of agrarians. For many countries, one of the chief distresses is to provide sustainable job chances in agriculture for youth. Understanding the way future, farmers are attaining awareness and skills in critical in forming responses to rural poverty and food security (UNESCO 2019). Agriculture Skill Council of India is contributing to nation building through skill development in agriculture especially at the times when country's

agriculture is experiencing stagnant growth, exodus of quality manpower to other sectors, changing climate with increased variability in production parameters and transformations in international agriculture markets that are especially too much subsidized challenging the competitiveness of Indian Agriculture (Anonymous 2018). Skill development centre provides operative training to boost the efficiency of the young farmers and rural/urban youth to implement these trainings as their business. There are numerous beneficiaries taking benefit from skill development centre such as farmers, farm women, students, unemployed youth, industries, extension functionaries etc. Benefits to farmers and farm women such as; effective agronomic solutions through outcome based training, formal recognition of skills, development of entrepreneurial abilities. Likewise students also get numerous advantages such as, to provide students / unemployed youth opportunities to acquire new skills, to spark interests with information about agriculture- related career opportunities, development of entrepreneurial skills and soft skills to encourage self-employment. Industry also

get benefits from skill development centre regarding readymade skilled workforce inventory, effective skills utilization, adoption of higher level skills across the workforce, suitable measures for attraction and retention of workers ; empowering industry to sustain economic growth. Skill development is considered for sure to be happening for the provident growth of a country. For the well economic growth, a wholesome growth in manufacturing and tertiary sector is necessary. Here, various training courses are conducted for skill enhancement such as- bee-keeping, floriculturist- open cultivator, gardening, organic- grower, young farmer training courses etc (Anonymous 2018). Roy (2018) revealed that the engrossing constraints faced by the trainees during training programme at krishi vigyan kendra were lack of skill focused training programs at village level, limited field visits during training, problem during accommodation at the time of training and lack of time according to specific subject. Martin *et al* (2014) noticed that refreshment amount provided to the trainees was not enough and suggested to improve the distribution of meal in sufficient amount by increasing its amount. Keeping this is view, the present study is focused on the problems faced by the respondents regarding various aspects of training while attending the training courses in the skill development centre.

Data Sources and Methodology

The study was conducted on selected training courses conducted at skill development centre located at Punjab Agricultural University, Ludhiana in the year 2019-2020. The list of courses conducted by the centre was procured. Five courses with highest attendance were selected purposively from all the training courses. 20 trainees from each course were selected randomly. A total of 100 trainees were thus selected for the study. The data was collected with the help of specially designed questionnaire. The questionnaire included items related to the problems faced by the respondents regarding different aspects of training like course related problems, field demonstration, physical problems of classroom and other problems such as transportation facilities, drinking water facilities. The information was collected by using dichotomous response i.e.; Yes or No.

Results and Discussion

Problems faced by the respondents in course content taught during the training

In the aspect of lack of clarity of course content, majority of the respondents (80%) faced no problem in bee-keeper, floriculturist-open cultivator and organic grower training courses (Table1). A few of the

Table 1. Distribution of respondents according to problems faced by them in course content taught during the training. (n=20)

	Beekeeper		Floriculturist- Open cultivator		Gardener		Organic grower		Young farmer	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Lack of clarity	4 (20.00)	16 (80.00)	4 (20.00)	16 (80.00)	3 (15.00)	17 (85.00)	4 (20.00)	16 (80.00)	3 (15.00)	17 (85.00)
Difficult to understand	3 (15.00)	17 (85.00)	6 (30.00)	14 (70.00)	2 (10.00)	18 (90.00)	2 (10.00)	18 (90.00)	2 (10.00)	18 (90.00)
Use of Complex language	2 (10.00)	18 (90.00)	3 (15.00)	17 (85.00)	2 (10.00)	18 (90.00)	6 (30.00)	14 (70.00)	5 (25.00)	15 (75.00)
Problem in speed of presentation	3 (15.00)	17 (85.00)	3 (15.00)	17 (85.00)	3 (15.00)	17 (85.00)	3 (15.00)	17 (85.00)	2 (10.00)	18 (90.00)
Problem in pitch	-	20 (100.0)	2 (10.00)	18 (90.00)	-	20 (100.0)	1 (5.00)	19 (95.00)	-	20 (100.0)
Non distribution of notes	5 (25.00)	15 (75.00)	7 (35.00)	13 (65.00)	15 (75.00)	5 (25.00)	10 (50.00)	10 (50.00)	9 (45.00)	11 (55.00)

Figures in parentheses indicates percentage to total

Table 2. Distribution of respondents according to problems faced by them during field demonstration (n=20)

Training aspects	Beekeeper		Floriculturist-Open cultivator		Gardener		Organic grower		Young farmer	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Insufficient field duration	7 (35.00)	13 (65.00)	2 (10.00)	18 (90.00)	6 (30.00)	14 (70.00)	4 (20.00)	16 (80.00)	1 (5.00)	19 (95.00)
Non punctuality of the trainers	5 (25.00)	15 (75.0)	6 (30.00)	14 (70.00)	-	20 (100.0)	2 (10.00)	18 (90.00)	2 (10.00)	18 (90.00)
Lack of opportunity for clarification	1 (5.00)	19 (95.00)	4 (20.00)	16 (80.00)	4 (20.00)	16 (80.00)	3 (15.00)	17 (85.00)	3 (15.00)	17 (85.00)
Absence of trainers	4 (20.00)	16 (80.0)	5 (25.00)	15 (75.00)	-	20 (100.0)	-	20 (100.0)	4 (20.00)	16 (80.00)

Figures in parentheses indicates percentage to total

respondents faced issue in difficulty to understand in all the courses which arranged between 10 to 30 per cent. Most of the respondents faced no problem in language used by the trainers. However in organic grower training course 30 per cent respondents faced problem regarding complex language. In the aspect of distribution of notes, considerable respondents faced problems i.e.; 25 per cent in bee-keeper, 35 per cent in floriculturist-open cultivator, 75 per cent in gardener, 50 per cent in organic grower and 45 per cent in young farmer training courses. Trainees suggested to provide the notes taught during class by the trainers. The findings of the study were in conformity with those of Kaur (1992).

Problems faced by the respondents during field demonstration

It is evident from the table 2 about the aspect of field demonstration that in bee-keeper training course 35 per cent of that respondents reported field duration was insufficient. All of the respondents were satisfied with punctuality of trainers during about absence of trainers while training. The results were supported with findings of Kumar (2001) and Dheeraj (2002) the training in gardener training course. In the aspect of lack of opportunity to clarify regarding course content taught, 20 per cent faced issue in floriculturist-open cultivator and gardener course; whereas 15 per cent faced issue in organic grower and young farmer training courses. A few of the respondents reported issue

Problems faced by the respondents regarding physical facilities in the classroom

The perusal of Table 3 reveals about the issues faced by respondents regarding physical facilities of the classroom. Cent per cent respondents faced no problem regarding seating arrangement in bee-keeper training course. However on the other side, in gardener training course 30 per cent of the respondents mentioned about issue of seating arrangement. Mostly respondents faced no problem with ventilation and lighting aspect. In regard with audio-visual aids, 20 per cent respondents faced problem in bee-keeper, floriculturist-open cultivator, gardener and young farmer training courses each.

Problems faced by the respondents regarding other physical facilities

It is evident from Table 4 that considerable number of respondents faced issue regarding drinking water. It was 30 per cent in bee-keeper, floriculturist-open cultivator, organic grower training courses and 40 per cent in young farmer training course. Regarding transportation facilities 40-45 per cent of trainees reported that they faced problem of transportation. Regarding congenial atmosphere all trainees were satisfied with the training. The findings are in line with the studies of Ramakrishan and Ramchandra (2002) and Dheeraj (2002).

Table 3. Distribution of respondents according to problems faced by them regarding physical facilities in the classroom (n=20)

Training aspects	Beekeeper		Floriculturist- Open cultivator		Gardener		Organic grower		Young farmer	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Insufficient seating arrangement	-	20 (100.0)	2 (10.00)	18 (90.00)	6 (30.00)	14 (70.00)	2 (10.00)	18 (90.00)	1 (5.00)	19 (95.00)
Improper ventilation	2 (10.00)	18 (90.00)	1 (5.00)	19 (95.00)	4 (20.00)	16 (80.00)	-	20 (100.0)	3 (15.00)	17 (85.00)
Inadequate lighting	3 (15.00)	17 (85.00)	1 (5.00)	19 (95.00)	-	20 (100.0)	-	20 (100.0)	1 (5.00)	19 (95.00)
Problem of audio-visual aids	4 (20.00)	16 (80.00)	4 (20.00)	16 (80.00)	4 (20.00)	16 (80.00)	6 (30.00)	14 (70.00)	4 (20.00)	16 (80.00)
Poor quality of audio-visual aids	2 (10.00)	18 (90.00)	2 (10.00)	18 (90.00)	2 (10.00)	18 (90.00)	3 (15.00)	17 (85.00)	2 (10.0)	18 (90.00)

Figures in parentheses indicates percentage to total

Table 4. Distribution of respondents according to problems faced by them regarding other physical facilities (n=20)

Training aspects	Beekeeper		Floriculturist- Open cultivator		Gardener		Organic grower		Young farmer	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Problem of drinking water	6 (30.00)	14 (70.00)	6 (30.00)	14 (70.00)	7 (35.00)	13 (65.00)	6 (30.00)	14 (70.00)	8 (40.00)	12 (60.00)
Problem of transportation	5 (25.00)	15 (75.00)	8 (40.00)	12 (60.00)	9 (45.00)	11 (55.00)	5 (25.00)	15 (75.00)	5 (25.00)	15 (75.00)
Living area	5 (25.00)	15 (75.00)	5 (25.00)	15 (75.00)	2 (10.00)	18 (90.00)	5 (25.00)	15 (75.00)	5 (25.00)	15 (75.00)
Non-congenial atmosphere	-	20 (100.0)	2 (10.00)	18 (90.00)	3 (15.00)	17 (85.00)	2 (10.00)	18 (90.00)	-	20 (100.0)

Figures in parentheses indicates percentage to total

Conclusion and Policy Implications

It can be concluded from the study that in a few aspects problems were faced by the trainees which can be tackled by considering them and taking action. However, the data revealed that most of the respondents faced no problem in language used by the trainers. In the aspect of distribution of notes, considerable respondents faced i.e.; 25 per cent in bee-keeper, 35 per cent in floriculturist-open cultivator, 75 per cent in gardener, 50 per cent in organic grower and 45 per cent in young farmer training courses. A few of the respondents had issue with absence of trainers i.e.; 20 per cent in bee-keeper and young farmer training

courses. In bee keeper training course, trainees want sufficient number of seats for comfort ability. Mostly respondents faced no problem with ventilation and lighting aspect that was found satisfactory. 90 per cent of the respondents felt that the quality of audio-visual aids used was good in bee-keeper, floriculturist-open cultivator, gardener and young farmer training courses. Problem of transportation was also important because many faced issue in this aspect. The provision of transportation vehicles such as buses in the campus was suggested by the trainees. All of the respondents did not mention about congenial atmosphere during the training course of bee-keeper and young farmer so it was found satisfactory.

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