

EXTENSION TRAININGMANAGEMENT

HEM 302



TEACHING MANUAL

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Declaration

The E-compendium is designed according to the syllabus offered in under graduate degree programme for the students of Extension Education and Communication Management, College of Community Science, RPCAU, Pusa. The content of this document is prepared with the help of various text books, resource materials and various sources from material available online. The author does not claim for originality of work. The e-manual is meant to be used for practicals as a reference material for the students of College of Community Sciences, RPCAU, Pusa for the academic purpose of understanding the course.

Department of Extension Education and Communication Management

HEM 302 EXTENSION TRAINING MANAGEMENT 3(1+2)

THEORY

- Training: Concept, need, definition, importance.
- Identification of training need.
- Types of Training.
- Training process, different phases of training and its management.
- Qualities of a good trainer- communications skill, training skills, motivational skills and handling difficult situations.
- Adult learning, characteristics of adult learner.
- Facilitation skills in training,
- Problem and prospects of training.
- Designing training module: Basic guidelines, steps in module designing.
- Training methods.
- Training evaluation: Objectives, principle, steps and indicators of training evaluation.
- Important training institutions in India

LECTURE -1

TRAINING: CONCEPT, NEED, DEFINITION, IMPORTANCE

CONCEPT OF TRAINING

Training is the process of acquiring specific skills to perform a job in a better way. Training is different from education. It is the act of increasing the knowledge, skills of an employee/farmer/farmwomen/ rural women/youth etc for doing a particular job and doing it in a better way. It is concerned with imparting a specific skill for particular purposes.

It is a process of learning a sequence of programmed behavior. It helps in bringing about positive change in the knowledge, skills and attitudes of employee/farmer/farmwomen/ rural women/youth etc. It is a process that tries to improve skills or add to the existing level of knowledge so that the employee/farmer/farm women are better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee/farmer/farmwomen/ rural women/youth has and what the job demands.

Definitions

Taylor (1961) defined “Training as a means to bring about continuous improvement in the quality of work performed by an individual and equip him with necessary knowledge, skills, abilities and attitudes to perform the job efficiently”.

Lynton and Pareek (1967) defined “Training is a process of preparing the learners for certain line of action. It helps the participants to improve job performance. It deals with understanding and skill”.

Miller (1979) “Training is system for changing behaviour in order to produce an increase in quantity or an improvement in quality of the individual's contribution to the goals of an organization”.

ILO (1986) “Training as activities which essentially aimed to provide attitude, knowledge and skills required for exercising a function in any field of economic activity”.

Singh K.N (1970) “The aim of training is to equip people with necessary knowledge, skills or abilities and attitude to perform their jobs”.

According to Edwin.B.flipppo “Training is the act of increasing knowledge and skills of an employee for doing a particular job”.

Need and importance of trainings:

- I. It helps in quantity and quality of workers’ output.
- II. It enables the individual in making the best use of resources.
- III. Training helps to impart the basic knowledge and skills to employee/farmers/rural community/youth etc., as they need for an intelligent performance of definite tasks.
- IV. It is possible to prepare employees for more responsible positions.
- V. Change in attitudes of employees in all directions can be achieved.
- VI. It is possible to reduce wastage of resources and improve the quality of products.
- VII. It reduces defects.
- VIII. It improves the capability to absorb new skills and technology.
- IX. Helpful for the growth and improvement of employee's career
- X. It gives a sense of satisfaction and makes them feel that they are being cared for.
- XI. It instructs the worker towards better job adjustment and reduces the rate of labour turnover and absenteeism.
- XII. It facilitates the promotion of workers to higher jobs
- XIII. It makes the employee committed and loyal to the organization by educating him about the culture, philosophy and policies of the organization

Importance of Training:

Improved crop and livestock production: Farmers who receive training in best practices, such as soil and water management, integrated pest management, and animal husbandry, are more likely to produce high-quality crops and livestock that can command better prices in the market. This, in turn, can lead to increased income and food security.

Enhanced environmental sustainability: Training in sustainable agriculture practices can help farmers reduce their environmental impact by minimising the use of chemicals and promoting

soil conservation. This can help preserve natural resources for future generations and mitigate the effects of climate change.

Increased innovation and entrepreneurship: Agricultural education and training can also help farmers develop new skills and ideas that can lead to developing innovative products and businesses. This can create new job opportunities and contribute to economic growth.

LECTURE -2

IDENTIFICATION OF TRAINING NEED

Identifying training needs is a process that involves establishing areas where employees lack skills, knowledge, and ability in effectively performing their jobs. Training needs have to be related both in terms of the organization's demands and that of the individual employee's. A systematic assessment of training need is necessary to formulate a purposeful training programme. Training need assessment should not be made only on the basis of job description but the job perceived and job performed should also be taken into consideration. The services or qualified and properly trained managers responsible for implementation of training programme based on training needs.

Johnson (1967) defined training need as matching in terms of what is going on now and what should go on now (or) in the future and the gap if any, between these two gives due insights into the kind and amount of training need.

David Deshler (1979) identifies four dimensions of need, four ways of viewing need. The first is felt need, the view from the perspective of the needers when asked what they want. 'the second dimension is expressed need, the need that people express when they sign up for pay for or participate in services. The third dimension is normative need.

This is the option from the perspective of experts or public policy. And, the last is comparative need, an inequity in the availability of services, all other things being equal.

Dugan Laird (1978) a well known training expert, commented that a training need exists when an individual lacks the knowledge and skills to perform an assigned task satisfactorily.



Types of Training Needs: There can be number of typologies which can be used to classify the training needs of individuals or an organization. Some of these are given as under:

A. Based on Magnitude of Content

1. Micro Training Needs: These training needs pertain to specific and minute elements of curriculum content.
2. Macro Training Needs: A macro training need is one where broad areas of a training curriculum form the objective of the training programme.

B. Based on Number of Persons to be covered

1. **Individual Training Need:** An individual training need exists just for one person or for a very small population.
2. **Group Training Need:** It exists in a large group of works or frequently in the entire population with the same job classification.

C. Based on Temporal Utility-

Short Range Training Needs: are those without whose fulfillment, one's day to day work suffers significantly.

Long Range Training Needs: are those whose fulfillment, increases one's professional competency and to handle his/her work more effectively in the years to come.

D. Based on Status of individual in relation to an organization

1. **Pre-Service Training Needs:** These training needs predominately consist of orientation of individuals about objectives, resources, structure and functional approaches being followed by an organization,
2. **In-service Training Needs:** These training needs are primarily focused on specific knowledge, skills and attitudes desired by an individual to perform his task assigned by an organization efficiently and effectively.

E. Based on Specific Area

1. Subject matter training needs
2. Extension/communication training needs.
3. Socio-psychological/behavioral training needs
4. Organizational/management training needs.

F. Based on level of Training needs

1. No training need

2. Low training need/career growth training need
3. Medium training need
4. High training need/critical training need.

The traditional method of assessing the training need was to obtain a list of previous training programmes, out the important list of content, make theoretical invent in the areas in which people should be trained, and prepare a training programme accordingly.

Approaches to TNA

Individual level needs assessment

Identifying needs as ability gap i.e. deficiency between existing and desired level of knowledge, skill and attitude required by individual to perform a job

Performance appraisal

The main purpose of performance appraisal is to locate any shortcomings in the performance of appraisees based on their actual job performance. Best appraisal would include the full knowledge and participation of the appraisee. It may done through examination of work sample, observation etc.

Task analysis

Just as a job consists of various tasks, so does a task comprise of a number of step or components. As in case of job analysis fail to yield sufficient insights into nature of activity covered under a given job, it may be necessary to take the analysis further to analyse each task. A study of these tasks, known as task analysis, enable trainer to develop a fuller understanding of the detailed activities covered by a job and to determine, at more detailed revel, the desirable training of training programme. This requires;

Breaking down each task into its constitutes elements (step/components)

Assessing these steps on the basis of aforementioned criteria of frequency of occurrence, relative importance and envisages learning difficulties

It directed at determining which step should be given more emphasis or exposure in the course training.

Gap analysis

In this step you will determine if there is a gap between what perspective trainees know, and what they need to know to function effectively in their jobs.

If there is difference between what is and what should be, you must analyse this gap and determine if training will solve the problem.

Hence, it will be more efficient to increase the time available for teaching others skills in which trainees are not as competent and which have a better chance of being used later.

Methods for Assessing Training Needs

- I. Key informants approach
- II. Interviewing
- III. Structured interviews or Questionnaire
- IV. Unstructured interviews
- V. Semi-structured interviews
- VI. Group and individual interviews
- VII. Observation method
- VIII. Unobtrusive observation-not realised as they are being observed
- IX. Unfocussed observation
- X. Focused observation
- XI. Non-participatory observation (external observation)
- XII. Participants observation (internal observation)
- XIII. Observation of people in experimental situation
- XIV. Case study
- XV. Focused group interviews- 10-12 people

Steps of Training Need Assessment

One: Identify Problem Needs

- Determine organizational context.
- Gap analysis is performed.
- Objectives are set.

Step Two: Determine Design of Needs Analysis

- Method selection criteria are established.

- Advantages and disadvantages of the methods are assessed.

Step Three: Collect Data Interviews are conducted.

- Questionnaires and surveys are administered
- People at work are observed to find out how the work is, being done.

Step Four: Analyse Data Qualitative analysis and Quantitative analysis is conducted.

- Solutions/recommendations are determined.

Step Five: Provide Feedback Report is prepared.

- Presentation is made to the management. What training is needed is decided.

Step Six: Develop Action Plan

- Once this formal needs assessment process is completed the information is used as the basis for training design, development and evaluation. However, one must continue to assess the attitudes, knowledge and skill level of participants prior to each session.
- Different audiences may have different needs. This can be done both through a basic questionnaire sent just prior to a specific training event and also during the first five minutes of each session.
- Changing the Job Itself - This is the process undertaken as the last resort this option can be considered when training; practice, providing job aids are not possible.

LECTURE -3

TYPES OF TRAINING

Institutional training: It refers to the training organized in a training institution, which is also known as on-campus training as this is organized away from field location. They can be Krishi Vigyan Kendras (KVKs), Colleges, Farmers' Training Centers (FTC), Extension Education Institutions (EEI) etc. This type of training is more formal in nature and has the following advantages.

The learners are away from home in a hostel with the sole purpose of attending training. Thus they remain more attentive, regular and can devote enough time to training.

The learners are exposed to related learning experiences through visits to demonstration plots, exposure to new technologies and interaction with scientists and fellow farmers.

The practical experiences are provided under favourable atmosphere by many resource persons.

Non- institutional training: This type of training is also known as on farm or off campus training. The trainings are organized in real situations i.e., on the farmers' field or home in a variety of ways where the trainees stay at home and come for training every day. Thus while attending the training, they can also attend their personal responsibilities at home and farm. But this has the following limitations

Learners may miss few sessions or tend to be irregular in attending the sessions;

Learners may come late and leave early on account of work at home and farm;

Learners may not be attentive due to diverse and psychological barriers.

Comprehensive training: In this approach both institutional and on farm trainings are integrated, i.e., trainings are organized both in the institutions and in the villages. This is found to be an effective approach which is mostly used by the extension organizations.

Institutional / Organization Training

There are two types of training's in organizations

-Pre-service

-In-service

Pre-Service training: It is a process through which individuals are made ready to enter a certain kind of professional jobs, as in agriculture, medicine or engineering. The prerequisite to this is to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully and receive a formal degree or diploma.

In-service training: Also known as orientation training given for the new recruits in order to make them familiarize with the internal environment of an organization. It helps the employees to understand the procedures, code of conduct, policies existing in that organization.

Induction or orientation training: It is a training programme organized to induct a new employee into the new social setting of his work. The employee

- ❖ Is introduced to his job situation and his colleagues
- ❖ Is taught the rules, working conditions, objectives and activities of the organization
- ❖ Is provided with a handbook which contains the details of operations, methods and means etc.

Job instruction training: This training provides an overview about the job and experienced trainers demonstrates the entire job. Additional training is offered to employees after evaluating their performance if necessary.

Foundation Training: This training is usually given at an early stage of service to lay a strong foundation when the employees are starting their service. Employees are trained in administrative rules and responsibilities, leadership ability, communication skills, report writing, management of cooperation and coordination linkages etc.

On Job training: The objective of this programme is to increase the knowledge of workers about the jobs with which they are concerned, so that their efficiency and skill performance are improved. On job trainees are enabled to learn correct methods of handling machines and equipment, avoiding accidents, removing bottle necks, minimizing waste, etc.

Promotional training: This is the training given to the existing employees who are promoted to higher levels, as there will be a change in their job chart and responsibilities.

Refresher training: At the time of initial appointment, employees are formally trained. But with the passage of time certain things may be forgotten or there may be improvisations in methods due to technological development. In such cases refresher training will be arranged for the existing employees in order to provide them an opportunity to revive and also to improve their knowledge. They are designed to avoid personnel obsolescence.

This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee.

Summer schools and winter schools: These programmes are to give a specialized training to the employees in a specific area in a reputed organization. The skills of the employees are upgraded to meet the present demand. These are usually organized for teaching faculty and scientists during the said two seasons.

Vestibule training: Off the job training conducted in a simulated environment. It is the training on actual work to be done by an employee but conducted away from the work place.

Apprenticeship training: Apprentice is a worker who spends a prescribed period of time under a supervisor.

LECTURE -4

TRAINING PROCESS

The Training Process comprises of a series of steps that needs to be followed systematically to have an efficient training programme. The Training is a systematic activity performed to modify the skills, attitudes and the behavior of an employee to perform a particular job.

Phases of training process

Entire process consists of three Phases

- **Pre-training(Assessment Stage)**
- **Training**
- **Post training(Evaluation Stage)**

Pre-training phase: This is preparatory phase prior to actual training. The process starts with understanding the situation that calls for more effective behavior. It involves planning of training. A training organization has to assess individual need for training decides appropriate course content as well as methods. Arrangements to select participants, inform about course-details and make necessary preparation are completed during this phase.

The process starts with an understanding of the situation requiring more effective behavior i.e., what performance is to be improved. The “what” precedes “whose”. During this phase the trainer organization actively involve themselves to carry out the following activities.

- Specifying clear objectives of training and for the use of trained personnel
- Selecting suitable participants
- Building favorable expectation and motivation in participants
- Planning change in the organization related to project improvements in task performance

Training: It is a process of providing inputs for the desired outcomes which can be concurrently measured. During this phase both trainer and trainee actively involve themselves. The participation of both is explained below.

The actual implementation of training is done in this phases according to plans drawn before. There are many different activities executed simultaneously like reception of trainees, lodging and boarding, organization of instruction, field trip and monitoring. Due care needs to be taken to create a relaxed atmosphere for the participants to interact freely and practice new skills. A good rapport with participants, personal attention and feedback ensure interest and enthusiasm of participants.

Post-training: Training does not really end with a course. Post training test, measurement of impact and follow up of participants at work place are important elements of good training. Good organization prepares report and put efforts to bring improvements in training on the basis of evaluation.

LECTURE -5

QUALITIES OF GOOD TRAINER-(COMMUNICATIONS SKILLS, TRAINING SKILLS, MOTIVATIONAL SKILLS AND HANDLING DIFFICULT SITUATIONS)

Many people think that training is as easy as knowing the subject matter and being able to communicate well. While you absolutely need both of these qualities, they're hardly enough to make an effective trainer.

Effective trainers continuously practice and develop qualities that improve their understanding of learner and organizational needs. They understand that the more they exercise these qualities, the better equipped they'll be to deliver training with accuracy and engagement, create an active learning atmosphere, incorporate current learning trends. They should possess Technology Skills, Strong Communication, Skills Organizational Skills, Adaptability, Ability to Assess Employees, Advanced Research Skills and Enthusiasm for Learning. Following are the important qualities explained in detail that a trainer should possess to become good trainer.

Communication skills:

Maintaining two-way communication: The trainer should always remember that the group sitting in front of him/ her has past experience and knowledge. One-way communication may not provide them opportunity to express themselves which ultimately leads to a gap between the trainer and the trainees. Further the purpose of the training may not be achieved.

Holding the attention of the trainees: Adding humor, anecdotes, jokes, stories and ice breaking games may be used occasionally to gain the trainee's attention. However, the trainer must be certain that it is effective and appropriate.

Sustaining interest: In training the trainee should be provided with direct, purposeful and contrived experiences to sustain the interest of the trainees. Hence the training methods and audio visuals should be carefully chosen.

Good habits: To gain professional respect from the trainees the following habits should be inculcated.

Before moving on to a new area in the session, clean the white board off old material and remove any other distractions such as samples or other training aids.

Clean up the classroom before leaving.

Questioning skills:

Purpose of asking questions- There are many reasons for trainers asking questions in a training situation.

- ✓ To find out if there is a training need
- ✓ To find the entry level of participants
- ✓ To check participant's recalling capacity
- ✓ To find facts
- ✓ To create over learning
- ✓ To involve the participants
- ✓ To create active learning
- ✓ To gain feedback
- ✓ To solve problems
- ✓ To check understanding
- ✓ To clarify relationships
- ✓ To use as a revision
- ✓ To create discussion
- ✓ To keep participants interested
- ✓ To stimulate thought
- ✓ To re-direct discussion

Trainers who don't use questions are missing out on lots of information and assistance and it may lead to failure from the very beginning.

Dealing with difficult situations:

Many a time's trainers get difficult participants or situations in their sessions. Such situations are explained here with solutions.

The group remains silent: It means that they may have a good reason. Perhaps the covering material is already presented or don't understand what's being presented, or perhaps the presentation method needs to be revised. Change accordingly.

Things are moving too fast: Sometimes the group becomes suddenly enthusiastic. In such situations the trainer can ask for greater clarification of response, ask other participants to comment on the response or simply pose more difficult questions to the individuals or the group.

Things are moving too slowly: It's possible that the group isn't motivated to listen to the presentation. There are other reasons as well, but the same solutions apply. Ask for participant's comments by nominating people to reply.

A talkative participant: One or two talkative participants can distract the rest of the group, then the trainer need to step in. Before that, try to use their peers to quiet them down.

A silent participant: Ask them some direct questions. Step cautiously to start with, by asking questions that can be answered fairly easily.

Personality Problems

Between participants: Personality problems can distract everyone. If arguments start between participants, they must be quickly stopped by asking others comments on the issue. Try to keep the personalities separated. If necessary speak to them during break and if the problem continues, ask them to keep their comments to themselves, or ask both of them to leave.

Trainer and participant: Occasionally, the trainer will find personality clash with participants. The professional trainer must ignore this and continue treating that participant in a normal manner. Avoid letting the group see the problem.

The Rambler: Some participants just ramble on, and on, and on. When they pause, it's possible to ask them which point their comments are referring to, particularly if they have an outline of the session.

The arguer: The participant who argues might also have to be placed in a blind spot. Most of the times the group will ask the arguer to keep quiet, so that the session can move on.

Motivation skills: Motivation is the urge in the individual to have a need fulfilled. The need or urge becomes more powerful when it's not being satisfied. The more motivated the participants are, the easier it is for the trainer to train them effectively. If the participants are not motivated to listen or learn they are almost certainly wasting their time and yours.

Call trainees by names

Appreciate the changed behaviour

Assign responsibility

Give recognition to achievements

Encourage participation

Pay individual attention

Recognize the talents

LECTURE -5

ADULT LEARNING, CHARACTERISTICS OF ADULT LEARNER

Adult Learning (Andragogy)

ANDRAGOGY "Art & science of helping adults to learn.". Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to adult education. According to Malcolm Knowles, andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning. (Kearsley, 2010).

The entire range of formal, non-formal and informal learning activities undertaken by adults and out of school youth, which result in the acquisition of new knowledge, skills and attitude. Adult learner is a term used to describe any person socially accepted as an adult who is in a learning process, whether it is formal education, informal learning, or corporate- sponsored learning.

Learning may be defined as the mental activity by means of which knowledge, skills, attitudes, appreciations, and ideals are acquired, resulting in the modification of behavior.

Characteristics of Adult Learners:

Adults are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and receptive to change. All these traits affect their motivation, as well as their ability to learn. So, let's see the adult learners' cognitive and social characteristics, and what Instructional designers need to know in order to create the right course content and structure, and adjust their attitude.

Adult Learners' Traits:

Self-direction: Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Therefore, self assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

Practical and results-oriented: Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

Use personal experience as a resource: Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

Motivation

Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought provoking material that will question conventional wisdom and stimulate his mind.

Multi-level responsibilities: Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

High expectations: Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

LECTURE -6

FACILITATION SKILLS IN TRAINING

Facilitator meaning and definition

Facilitation is the process to make it possible or easier for something to happen. A good trainer is a good facilitator too. Facilitator is one who helps participants learn from an activity. The literal meaning of facilitator is “one who makes things easy.”

An individual who enables groups and organizations to work more effectively; to collaborate and achieve synergy is facilitator. "One who contributes structure and process to interactions so groups are able to function effectively and make high quality decisions. A helper and an enabler whose goal is to support others as they achieve exceptional performance"

"The facilitator's job is to support everyone to do their best thinking and practice. To do this, the facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility. By supporting everyone to do their best thinking, a facilitator enables group members to search for inclusive solutions and build sustainable agreements"

Facilitation role of trainer:

The facilitation role of the trainer includes:

- Knowing more and more about people’s learning styles.
- Training line managers how to train.
- Guiding executives in establishing strategic directions for the organization.
- Facilitating process improvement and/or teaching line managers how to do it.
- Constantly being in touch with employees and work processes and be aware of their skill needs.
- Acquiring in-depth knowledge of the organization and its mission/goals.
- Knowing information technology and explore the use of electronic training opportunities, including development of multi-media training programs (where feasible and appropriate).
- Entrench training as an integral activity in the organization.
- Facilitate problem-solving teams.
- Help trainees to think over their jobs.

Therefore, the facilitator role of the trainer calls for new skills which include:

- ❖ Listening
- ❖ Negotiating
- ❖ Coaching
- ❖ Facilitating small group interaction
- ❖ Awareness of different learning styles.
- ❖ Measuring and evaluating
- ❖ Strategic planning
- ❖ Problem solving
- ❖ Facilitating organizational change and
- ❖ Communication Skills

LECTURE-7

PROBLEMS AND PROSPECTS OF TRAINING

Problem: - a problem is an obstacle which makes it difficult to achieve a desired goal, objective or purpose. It refers to the unsatisfactory aspect of the situation, condition, or issue. A state of difficulty that needs to be resolved.

Prospects: - an apparent probability of advancement, success, profit etc.; the outlook for the future; anticipation; expectation; a looking forward, a mental view or survey as of subject or situation; range of vision; chances; the act of surveying or examining; a potential.

In Indian context there are many problems /constraints which are affecting the planning, implementation and full participation of participants in many training programmes. Some of the problems/constraints of training as briefed as below.

Social constraint

- ❖ Low community participation
- ❖ Drop out
- ❖ Expectation of benefit
- ❖ Lack of educated farmers
- ❖ Lack of demonstration area
- ❖ Institutional constraint
- ❖ Lack of commitment
- ❖ Lack of teaching material
- ❖ Lack of Monitoring and Evaluation
- ❖ Lack of transportation
- ❖ Lack of guideline, curriculum, modules
- ❖ Lack of incentives

General constraint

- ❖ Non -extension work load
- ❖ Farness of FTC from
- ❖ farmers residence
- ❖ Lack of infrastructure
- ❖ Economic constraint

Lack of budget

Some of the prospectus that can overcome and enhance the better participation of the trainees in various training programmes.

Organizational communication: For the effective functioning there should be clear authority, adequate resource, agreed aims and good leadership with effective vertical and horizontal communication system. It is measured in ordinal scale as poor, good, very good and excellent.

Infrastructure facilities: Infrastructure includes different buildings and services found in the training centers like class rooms, offices, residence, exhibition centres, workshop, clinic, etc.

Equipment / material: These are different materials such as seats for trainees, chairs, tables, shelves, field equipments and other facilities that are necessary for the teaching- learning process.

Guideline, curriculum and modules: These are instructions, work guides and teaching manuals which show direction how to implement the training program

Budget allocation: It has been reported by numerous extension scholars that due to inadequate financial investment to extension, the recruitment and retention of competent extension training personnel, plus adequate provision for in-service training of staff and training of farmers, transportation, housing and the conduct of extension programs cannot properly be carried out

Appropriate teaching materials: Teaching materials are teaching aids used during training to facilitate effective communication and learning. They are particularly useful in the agricultural technology transfer process where they serve as essential tools in agricultural extension for training farmers

Demonstration field: It is a place where farmers learn different agricultural practices practically by doing themselves what they have learnt in the class room.

Linkage with other development institutions: These institutions include local, non-governmental organization and governmental institutions such as credit, input supply, research centers and others.

Monitoring and Evaluation: Monitoring is the systematic gathering and analysis of information in terms of the resource used, the outputs produced and the direct results of assisted activity. Lack of monitoring and evaluation fails to give feed back to the training centers which in turn affects the improvements in further training programmes.

LECTURE-8

DESIGNING TRAINING MODULE: BASIC GUIDELINES, STEPS IN MODULE DESIGNING.

Designing a training module/programme

Designing a training programme involves a series of steps from identifying the learning objectives, determining the training content, deciding the methodologies, selecting the learning activities, defining evaluation criteria and to specifying follow-up activities.

Steps for designing training

Step 1. Define purpose of the training and target audience

Step 2. Determine participants' needs

Step 3. Define training goals and objectives Step 4. Outline training content

Step 5. Develop instructional activities

Step 6. Prepare the written training design

Step 7. Prepare participant evaluation form(s)

Step 8. Determine follow-up activities for the event

Step 1. Define the Purpose of the Training and Target Audience/trainees

Be clear about what your training needs to accomplish. Purpose of the training and audience should be clear

Training needs should be sort out and prioritize the important once.

Step 2. Determine the Participants' Needs

A brief written survey as part of their registration may help to know the participants needs through pre-training assessment form. Review evaluation and feedback forms from past-related training events.

Step 3. Define Training Goals and Objectives

Training objectives are of great significance from a number of stakeholder perspectives such as trainer, trainee, evaluator or designer. The objectives should be SMART. The training goals and objectives should be well written/identified before the start of training programme. It will help in Clarifying expected outcomes

Outlining training content

Planning specific training activities

Selecting/developing materials

Designing evaluation procedures

Ensuring that the training is realistic and appropriate for the purpose intended

The objectives should be SMART

Some of the samples of Goals and Objectives

Sample Goal : To increase knowledge of HIV/AIDS among health educators in India.

Sample Objective: By the end of the training, participants will be able to list five ways to decrease the risk of becoming infected with HIV.

Step 4. Outline Training Content

- Introduction: establishes a positive learning environment
- Learning components: participants engage in activities designed to accomplish the training objectives.
- Wrap-up and evaluation component: should help bridge the gap between training and implementation and promote a positive feeling of closure.
- Other components to be taken care
- Fill in "known" elements—such as meals and breaks
- Start with simple concepts and proceed to more complex.
- Proceed from less "threatening" to more sensitive topics.
- Schedule activities which require the greatest concentration when people will be focused and energetic
- Give yourself—and the participants—a break!
- Build in time for reflection, discussion, and Q&A.
- Introduce the day's events at the beginning,
- Schedule 8–10 minutes at the end of each day for feedback,
- Review your plan with a critical eye.
- Be flexible! Although your design is a detailed road map, you may encounter detours along the way.

Step 5. Develop Instructional Activities

An effective training design incorporates a variety of training strategies and adoption of training methods to train the participants taking into account the

- Participant learning style
- Principles of adult learning
- Group size
- Prior experience and/or education level of participants
- Type of skill or information to be presented
- Trainer's style

Step 6. Prepare the Written Training Design

- Create a written document that provides a detailed plan of the training session, including your goals and objectives
- Consider the skill, expertise, training style, and comfort level of each of your trainers in making this designation.
- Also consider identifying specific trainers who will take the lead in "fleshing out" different sections of the training and creating the necessary supporting materials.
- Use your written training design to stay on track during the training event, make mid-course corrections, and document training details.

Step 7. Prepare the Evaluation Forms evaluate the participant

Some issues to address through the evaluation form:

- Did the participants acquire the knowledge and skills that the training was supposed to provide?
- Were the trainers knowledgeable about training content?
- Were the activities interesting and effective?
- Was the training format appropriate?
- Is more training on this or related topics needed to support participants in their work?
- Step 8. Determine Follow-up Activities for the training programme
- Some follow-up strategies include:
 - Newsletters and Website postings
 - Peer observation and coaching, in which individuals observe one another performing a newly acquired skill,
 - Mentoring, in which individuals receive on-site, personal support and technical assistance from someone with experience in the method being learned

- Study groups, in which individuals meet regularly to support one another during the implementation of a new idea or practice
- Booster sessions, in which training participants are brought together two to three months after the training event to reinforce the knowledge and skills acquired during the training
- Ongoing communication between participants and trainers via phone or electronic mail

LECTURE-9

TRAINING METHODS

The success of any training programme depends very much on proper selection and skilful use of training methods. Singh and Singh (1996) have rightly said that if curriculum is the 'heart' then, training methods are its 'arteries' and 'veins' through which messages of trainers reach the trainees and the trainers receive concurrent feedback on the training programme from the trainees. There is wide range of training methods developed, tested, combined and adapted to different learning situations. Each method has its own advantages and limitations. Some methods are simple to be used while others are sophisticated and need adequate expertise and experience on the part of trainers.

Training method is a tool in the hands of trainer to impart Knowledge and skill to attain the learning outcome/behavioural change on the part of the trainees as specified in training objectives.

It is an input device to transfer necessary skills to improve the job performance

It is the one which creates appropriate learning environment for the trainer to teach an impart knowledge and skills to the trainee.

LECTURE:

The lecture method is most suited to the literate population. But it can be adapted to all types of audience. It is used to present authoritative information to a large audience in the shortest time. A wide range of subjects can be covered using the lecture method. The speaker makes a presentation on the topic allotted to him for a definite period of time. Its weakness is that people are not likely to master as much of the information as the speaker is likely to assume; because for the most part it is a one way communication. Members of audience listen in terms of their interest and remember in terms of their motivation and memory. It is the cheap method and the results are easy to check.

GROUP DISCUSSION METHODS:

In this method of training two or more participants converse or engage in meaningful deliberations about a particular topic that is facilitated by a trainer/discussion leader. Group discussions are mainly useful when there is a need to share experiences or knowledge with the group members, create new ideas or actions, do a need assessment, understand complex ideas

and then make decisions about them. The success of discussion depends upon the trainer who tries to keep discussion moving along right direction. A good leader gets everyone involved in the discussion and assists the group in establishing a systematic approach to its task.

PANEL:

It is an informal conversation put on for the benefit of the audience, by a small group of speakers, usually from 2 to 8 in numbers. They are selected on the basis of the information and experiences they have. Members are seated so that they can see one another and face the audience. The panel is generally rehearsed before it is presented to the public. The leader introduces the members of the panel to the audience and announces the topic. He has the responsibility to see that the conversation keeps going, by asking questions or making brief comments, and encouraging the less talkative members. The special advantage of panel is that a spontaneous conversation about some subject may have more interest for the audience than a lecture.

SEMINAR:

It is one of the most important forms of group discussion. The discussion leader introduces the topic to be discussed. Members of the audience discuss the subject to which ready answers are not available. A seminar may have two or more plenary sessions. This method has the advantage of pooling together the opinions of a large number of persons.

SYMPOSIUM:

This is a short series of lectures; usually by 2 to 5 speakers. Each one speaks for a definite amount of time, and presents different phases or subdivisions of a general topic. The topic should be large enough or general enough to permit two or more subdivisions that are sufficiently significant to justify separate discussion by speakers. The subject may or may not be controversial. It is important that the speakers are of approximately equal ability, to avoid one speaker dominating the meeting or giving the audience a distorted view of the subject. The symposium is used primarily for information gathering, at the professional level. The advantage of symposium over a lecture is that two or more experts present different facts of the topic.

WORKSHOP:

Workshop is a special type of working conference of a week or more duration. In workshop emphasis is given on lecture, individual conference and working in group. Under the guidance of the consultants work sessions the individual participant can work on a special problem either

individually or as a member of group. This method is used for professional improvement and in-service training. The main item of the workshop are lectures by staff members, group meeting with selected groups, individual consultation and study, informal discussion on problems, arranging inspirational or special events and providing library and other resources for the study.

DEBATE:

On a controversial subject two teams of usually 2 to 3 persons present their point of view. Each speaker has time allotted for speech to make his main speech and defense after the main speeches have been completed. In this case, there is two way communication between the debaters, but one way communication for the audience. The range of subjects for the debate is limited to controversial topics. The big advantage in a debate is that more than one side of a question is presented. There is however, one danger. If it is a decision debate there is the temptation for the debate to become highly antagonistic. In such a case, the motive to win the debate by means may lead to distortion of information, ignoring the primary need to inform the audience. This objection to the debate is overcome by holding non- decision debates or by having a forum after the debate.

CONFERENCE:

Pooling of experiences and opinion among a group of people who have special qualifications in an area. The conference method mainly consists of small and large group discussion, steering committee and open plenary session. The conference help in clarifying various issues involved in a particular area as different points of view are expressed by experts in the conference.

SYNDICATE METHOD: In this method the trainees are divided into sub groups called as syndicates and each syndicate has to work on various subjects. The syndicates discuss the issues related to the subject and prepare a paper. The issues may be integrated one involving all the departments in an organization and the members of the syndicate will be selected from cross section of organizations. The syndicate has to complete the task assigned within a specified date and time. Additional problems may be announced here and there to bring pressure on syndicates.

BUZZ GROUP:

Also known as Phillips 66 format or hurdle system. With large group when there is limited time for discussion, the audience may be divided into smaller units for a short period. Groups of 6 to 8 persons get together after receiving instructions to discuss about a specific issue assigned. The secretary of each small group will report the findings or questions to the entire audience when

they are reassembled. This technique can be successfully used for defining or clarifying the problem. It can help in developing a list of possible goals, standards, and activities for the consideration of the total group. It also helps in refining ideas and developing solutions to the problems.

BRAIN STORMING:

It is a creativity of generating ideas to solve a problem. It is the unstructured generation of idea by a group of people. The group is selected for their creativity and knowledge to seek solutions to particular problem or simply find better ways of meeting project objectives. Suggestions are encouraged and follow during a creativity session and everything is acceptable. From this, many ideas, some entirely new are brought forward for analysis and ranking. Brainstorming is less structured than problem solving meetings. It seeks to generate entirely new ideas. People get involved and make positive contributions. It is good for team building and working together. It requires good facilitator to conduct the brain storming session.

SMALL GROUP TRAINING: This method is used for imparting training to a small group of trainees to improve their skill. This is an important method for transfer of technology to rural women. The method involves identifying the technology; providing theoretical knowledge and then supplementing with practical experiences and at the end providing relevant materials to be carried home by the participants. The method facilitates in imparting skill to a small group of participants by motivating them to adopt new practices through skill training.

FIELD TRIPS:

Field trips are an excellent means of providing opportunities to participants to observe and experience things/objects/activities in natural settings. The field trip as a training method has the advantage of giving an opportunity to the participants to observe and get first hand information in natural settings; relate their practical experience to the theoretical knowledge covered in a course; discover and supplement those realities that cannot be brought to the classroom situation and break the monotony of learning.

THE IN-BASKET TECHNIQUE:

It is a method of acquainting new or promoted employees with the complexities of their jobs by presenting them with a range of problems they might find in their 'in basket' when they take up the job. It also helps in acquainting employees about their job where a number of problems are

kept in the "in-basket" (usually kept on the desk of the employee). The worker has to look at the problems which could also be complaints from different employees and simultaneously deal with those problems. As the employee solves these problem, he/she transfers them to the "out-basket".

ROLE PLAYING:

Most adults enjoy role-playing as much as kids. Adding a few inexpensive props (hats, fake mustache, coffee cup) helps to get actors in the mood, and makes the role playing more enjoyable for those watching, as well. Ask for volunteers for a role-playing situation. Supply a few props if possible. Use the case study you discussed above. Assign one person to each part and let them try it. Allow no more than five minutes on this role-playing before you thank the participants. Ask the group: Is the outcome the same as it was when the teams discussed the case study around their tables? If the outcome is different, briefly discuss why that might be. If it is the same, discuss which method had more effect on the participants. Ask if participants have any questions about the process. Make these first two points and then use those listed below them as a guide for discussion. What Is Role Playing? Leaders or learners act out roles presented in an open-ended situation. Role playing is distinguished from drama because the lines are not pre-determined. The participants must supply their own dialog within the context of the roles and the situations and develop their own ending or outcome to the scenario presented.

SIMULATION GAMES:

A simulation is an excellent training method that has great potential for presenting a complete message to the group. But its use is limited to situations that are not easy to prepare, and those often do not fit into a day-long training session. However, all leaders should be aware of the potential value of simulations. Ask learners what types of simulations they have encountered (realistic first aid emergencies, for example). What did they take away from the experience? Make these first two points and then use those listed below them as a guide for discussion. What Is a Simulation? A simulation is a more complex form of role playing and case study. Simulations are used to recreate environments where participants experience potential situations that could happen.

SENSITIVITY TRAINING:

Sensitivity training refers to one of the organizational development techniques which through counselling methods works on increasing employee well-being, self-awareness of an individual's own prejudices and sensitivity to others.

Members of different gender, culture and abilities are brought together in a free and open environment, in which participants discuss different issues in an interactive way.

Members of different gender, culture and abilities are brought together in a free and open environment, in which participants discuss different issues in an interactive way.

CASE STUDY:

The case study is a proven method for training and is known to effectively boost learner motivation. However, when learners lack access to the resources necessary to completing a case study or if the project become a challenge, their motivation and learning will be hindered.

This method is suitable for situations when the trainees have the core knowledge but can still benefit from training. Because this method comes with lower costs, it's also one of the more popular methods in different disciplines like law, counselling, and medicine.

LECTURE-10

TRAINING EVALUATION: OBJECTIVES, PRINCIPLE, STEPS AND INDICATORS OF TRAINING EVALUATION.

Meaning of evaluation: It is a process of establishing a worth of something. The 'worth', which means the value, merit or excellence of the thing. Assessing the worth as an overall effect of any programmes, process and individuals. It serves as an action- oriented management instrument and process and also includes value judgments with respective success and failures of programmes. It is to determine whether the training programme has achieved its goals and whether these goals could have been achieved more effectively in a different way.

Training evaluation can be defined as any attempt to obtain information (feedback) on the effects of training program and to assess the value of training in the light of that information for improving further training.

Evaluation of training can be viewed as a method of measuring change in knowledge, skills, attitudes, job performance, costs and the quality of the training facilities.

A major reason to evaluate training programs is to determine whether the training programs are accomplishing their specific training objectives.

The process of training evaluation has been defined by A. C. Hamblin as “any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information”.

Thus, evaluation of training effectiveness refers to the process of obtaining information on the effects of a training programme and assessing the value of training in the light of the information so obtained.

What is Training Evaluation?

Assessing the effectiveness of the training program in terms of the benefits to the trainees and the company

Process of collecting outcomes to determine if the training program was effective

From whom, what, when, and how information should be collected

- ❖ What can be evaluated?
- ❖ The Plan
- ❖ The Process
- ❖ The Product

There are various reasons/purposes/objectives for evaluating training

- ❖ To determine success in accomplishing
- ❖ Training program objectives.
- ❖ To decide who should participate in future Training programs.
- ❖ To test the clarity and validity of tests, cases and exercises.
- ❖ To identify which participants were the most successful with the programme.
- ❖ To reinforce the key points made to the participants.
- ❖ To determine whether the program was an appropriate solution for the specific need.
- ❖ To establish a database that can assist management in making decisions. Evaluation (Tools)

Various evaluation tools can be selected depending on the purposes and methods of evaluation.

- ❖ Questionnaires
- ❖ Surveys
- ❖ Tests
- ❖ Interviews
- ❖ Focus group discussions
- ❖ Observations

Performance records Types of training evaluation:

Formative Evaluation: Collecting data to assess how to make the program better

Summative Evaluation: Collecting data to assess to know the impact of the training programme.

Principles of Evaluation:

Evaluation is a systematic process of determining to what extent instructional objectives has been achieved. Therefore, evaluation process must be carried out with effective techniques.

The following principles will help to make the evaluation process an effective one:

It must be clearly stated what is to be evaluated:

A trainer must be clear about the purpose of evaluation. He must formulate the instructional objectives and define them clearly in terms of observable behaviour. Before selecting the achievement measures the intended learning outcomes must be specified clearly.

A variety of evaluation techniques should be used for a comprehensive evaluation:

It is not possible to evaluate all the aspect of achievement with the help of a single technique. For the better evaluation the techniques like objective tests, essay tests, observational techniques etc. should be used. So that a complete' picture of the pupil achievement and development can be assessed.

An evaluator should know the limitations of different evaluation techniques:

Evaluation can be done with the help of simple observation or highly developed standardized tests. But whatever the instrument or technique may be it has its own limitation. There may be measurement errors. Sampling error is a common factor in educational and psychological meas-urements. An achievement test may not include the whole course content. Error in measurement can also be found due to students guessing on objective tests. Error is also found due to incorrect interpretation of test score.

The technique of evaluation must be appropriate for the characteristics or performance to be measured:

Every evaluation technique is appropriate for some uses and inappropriate for another.

Therefore, while selecting an evaluation technique one must be well aware of the strength and limitations of the techniques.

Evaluation is a means to an end but not an end in itself: The evaluation technique is used to take decisions about the learner. It is not merely gathering data about the learner. Because blind collection of data is wastage of both time and effort. But the evaluation is meant for some useful purpose.

Criteria for selecting evaluation technique

This depends on what area need to be measured - reaction, learning behaviour or impact of training; type of trainees, the availability of resources - i.e. budget, time, manpower, competence required for evaluation.

Criteria for Evaluation

Criteria should be based on training objectives

- all objectives should be evaluated
 - Criteria should be relevant (uncontaminated, not deficient), reliable, practical, and they should discriminate
 - Criteria should include reactions, learning (verbal, cognitive, attitudes), results & ROI
 - Steps of Training Evaluation

- The processes of training evaluation can be divided into five steps:
- Identify purposes of evaluation;
- Select evaluation methods;
- Design evaluation tools,
- Collect data;

Analyze and report results.

Step 1: Identify the Purposes of Evaluation

Before developing evaluation systems, the purposes of evaluation must be determined. Why do we want to evaluate training programs?

Step 2: Select Evaluation Method :Every evaluation technique is appropriate for some uses and inappropriate for another

Step 3: Design Evaluation Tools Questionnaire

Pre/Post Test Impact Survey

Step 4: Collect Data

Who, when, how to collect data?

Step 5: Analyse and Report Results

Evaluation data analysis

Reporting

Indicators of Training Evaluation

What is an indicator?

Indicator is a marker of accomplishment/progress. It is a specific, observable, and measurable accomplishment or change that shows the progress made toward achieving a specific output or outcome in a training programme. Common examples of indicators include: participation rates, attitudes, individual behaviours, incidence and prevalence. The indicators selected should answer the evaluation questions and help to determine whether or not the training programme objectives have been achieved.

An indicator is a measure that is used to demonstrate change in a situation, or the progress in, or results of an activity, project, or programme. Indicators are measures used to demonstrate changes over time; point to the results; enable us to be “watchdogs”; are essential instruments for monitoring and evaluation.

To effectively evaluate training programs, practitioners of the training program must first define the indicators of “effectiveness.” As a guide, practitioners or organizations should answer this guiding question: “In what sense will the training program be considered successful?”. Below are some examples of factors or indicators that can help in measuring training effectiveness:

Indicators are usually quantitative measures, expressed as percentage or share, as a rate, as a ratio of

- New skills and knowledge
- Learning experience
- Employee happiness
- Cultural impact
- Efficiency impact
- Financial impact

Types of Indicators:

Indicators exist in many different forms:

Direct indicators correspond precisely to results at any performance level.

Indirect or "proxy" indicators demonstrate the change or results if direct measures are not feasible.

Characteristics of Good Indicators:

Valid: accurate measure of a behaviour, practice or task

Reliable: consistently measurable in the same way by different observers

Precise: operationally defined in clear terms

Measurable: quantifiable using available tools and methods

Timely: provides a measurement at time intervals relevant and appropriate in terms of program goals and activities.

Programmatically important: linked to a public health impact or to achieving the objectives that are needed for impact.

Valid: An indicator is valid when it dictates an accurate measurement the activity, output or outcome of the program.

Reliable: An indicator is reliable when it minimizes measurement error, that is when it is possible to measure it consistently over time, regardless of the observer or respondent.

Precise: Indicators should be operationalized with clear, well- specified definitions.

Timely: Indicators should be measured at appropriate intervals relevant in terms of program goals and activities.

Comparable: Where possible, indicators should be structured using comparable units, denominators, and in other ways that will enable increased understanding of impact or effectiveness across different population groups or program approaches.

Next, each of the characteristics of good indicators will be discussed and examples of good and problematic indicators identified.

Additional Background

These technical issues will be covered as ideals toward which to strive. Later slides will discuss a number of caveats and trade- offs often necessary in terms of the pragmatic management of programmatic M&E

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Lecture-11

Important Training Institutions in India

1. Agriculture University

The Indian Council of Agricultural Research (ICAR) is an autonomous organisation under the Department of Agricultural Research and Education (DARE), Ministry of Agriculture and Farmers Welfare, Government of India. Formerly known as Imperial Council of Agricultural Research, it was **established on 16 July 1929** as a registered society under the Societies Registration Act, 1860 in pursuance of the report of the Royal Commission on Agriculture. The ICAR has its headquarters at New Delhi.

The Council is the apex body for co-ordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences in the entire country. With **113 ICAR institutes** and **74 agricultural universities** spread across the country this is one of the largest national agricultural systems in the world.

2. Krishi Vikash Kendra

The first KVK was established in 1974 at Puducherry. The number of KVKs has risen to 731. The KVK scheme is 100% financed by Govt. of India and the KVKs are sanctioned to Agricultural Universities, ICAR institutes, related Government Departments and Non Government Organizations (NGOs) working in Agriculture.

KVK, is an integral part of the National Agricultural Research System (NARS), aims at assessment of location specific technology modules in agriculture and allied enterprises, through technology assessment, refinement and demonstrations. KVKs have been functioning as Knowledge and Resource Centre of agricultural technology supporting initiatives of public, private and voluntary sector for improving the agricultural economy of the district and are linking the NARS with extension system and farmers.

KVK System: Mandate and Activities

The mandate of KVK is **Technology Assessment and Demonstration** for its **Application** and **Capacity Development**.

- To implement the mandate effectively, the following activities are envisaged for each KVK

- . On-farm testing to assess the location specificity of agricultural technologies under various farming systems.
- Frontline demonstrations to establish production potential of technologies on the farmers' fields.
- Capacity development of farmers and extension personnel to update their knowledge and skills on modern agricultural technologies.
- To work as Knowledge and Resource Centre of agricultural technologies for supporting initiatives of public, private and voluntary sector in improving the agricultural economy of the district.
- Provide farm advisories using ICT and other media means on varied subjects of interest to farmers

In addition, KVKs produce quality technological products (seed, planting material, bio-agents, livestock) and make it available to farmers, organize frontline extension activities, identify and document selected farm innovations and converge with ongoing schemes and programs within the mandate of KVK.

3. ICAR-National Academy of Agricultural Research Management (NAARM)

The ICAR-National Academy of Agricultural Research Management (NAARM) was established by the Indian Council of Agricultural Research in 1976 at Hyderabad. The major mandate of the Academy is to build capacity in agricultural research, education and extension education systems, and provide policy advocacy for the National Agricultural Research and Education System (NARES). To fulfil these mandates, Academy organizes various capacity building programmes for researchers, academicians, extension personnel, scholars, and other stakeholders in NARES. The Academy strives to enhance individual and institutional capacity for innovation in NARES. Considering the strategic importance of agricultural research in food security and economic growth of the country, leadership, governance and innovation are emerging as prerequisite for the transformation of NARES into a more pluralistic innovation system. Keeping this in mind, the Academy has developed its vision, mission and mandate.

Vision

A global knowledge institution enabling National Agricultural Research and Education System (NARES) adapt to change through continuous innovation.

4. National Institute of Rural Development and Panchayati Raj:

The Rural Technology Park of National Institute of Rural Development and Panchayati Raj, Hyderabad has been established with a view to uplifting the rural people in all aspects of life such as capacity building, rural employment generation and livelihood etc. It is established in an area of 65 acres of land with a scope to envisage for transfer of technology through live demonstrations. The development of RTP has been divided into various categories to cater to the needs of the rural people.

Objectives

- Live demonstration/dissemination of cost-effective, local resource based and environment friendly technologies of different sectors of Rural Development.
- Provide functional exposure to replicable models to meet location-specific, season-specific and social contextual needs.
- Promote participative-cum-partnership collaboration between frontline / forward demonstration teams, other official and NGO institutions of NIRDPR
- Facilitate transfer of technologies to users and help improve the operational skills to produce high quality products.
- Link users and institutions (PRIs, NGOs, CBOs) with technology developer / suppliers.

5. National Centre for Management of Agricultural Extension

MANAGE was established in 1987, as the National Centre for Management of Agricultural Extension at Hyderabad, by the Ministry of Agriculture & Farmers Welfare, Government of India as an autonomous Institute, from which its acronym 'MANAGE' is derived. In recognition of its importance and expansion of activities all over the country, its status was elevated to that of a National Institute in 1992 and re-christened to its present name i.e., National Institute of Agricultural Extension Management. MANAGE is the Indian response to challenges of agricultural extension in a rapidly growing and diverse agriculture sector. The policies of liberalization and globalization of the economy and the level of agricultural technology becoming more sophisticated and complex, called for major initiatives towards reorientation and modernization of the agricultural extension system. Effective ways of managing the extension system needed to be evolved and extension organizations enabled to transform the existing set up

through professional guidance and training of critical manpower. MANAGE is the response to this imperative need.

Mandate:

The mandate of MANAGE vests the institute with the responsibility to work in the following directions:

- Developing linkages between prominent state, regional, national and international institutions concerned with agricultural extension management
- Gaining insight into agricultural extension management systems and policies
- Forging collaborative linkages with national and international institutions for sharing faculty resource
- Developing and promoting application of modern management tools for improving the effectiveness of agricultural extension organizations
- Organizing need based training for senior and middle level agricultural extension functionaries
- Conducting problem oriented studies on agricultural extension management
- Serving as an international documentation center for collecting, storing, processing and disseminating information on subjects related to agricultural management.

6.Extension Education Management

The Extension Education Institute, Rajendranagar, Hyderabad established in 1962 is a premier regional institute for training middle level extension personnel of Southern India and is financed by the Directorate of Extension, Department of Agriculture and Cooperation, Ministry of Agriculture, Government of India and is under the Administrative control of Professor Jayashankar Telangana State Agricultural University (PJ TSAU).

The institute is specialized to cater to the training needs of middle level extension functionaries of line departments (Agriculture, Horticulture, Animal Husbandry, Dairy Development, Fisheries, Sericulture, Agril. Engineering, Forestry, Industries, Agril. Marketing, Soil & Water conservation, SAUs & SAMETs) of client states.

Mandate of the Institute

- To improve the skills and professional competency of extension functionaries of Development Departments, State Agricultural Universities, Private firms and Voluntary organizations.
 - To demonstrate most effective training techniques useful for the personnel working in Development Departments.
 - To conduct action research and publish information on extension systems.
 - To provide consultancy to development agencies.
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