Evaluation Study
District Agriculture Training Centre
Ranga Samudra, Bannur Hobli
Mysore District

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1. INTRODUCTION

1.1. Background

In order to build a robust system for monitoring and evaluating the performance of Government Departments and Ministries, the government of India and the State Governments have introduced a framework which would address the questions relating to the departments/ministries basic objectives, actions proposed to achieve these objectives and the relevant success indicators which help measure the degree of progress of the actions that are taken/implemented. The Framework which help in measuring the results – the Result Framework Document (RFD) - aid the departments to spell out their priorities and move towards achieving time bound targets and the vision of the department.

The RFD of the Department of Personnel and Administrative Reforms has the vision - To create an enabling environment for the development and management of Human Resources of the Government for efficient, effective, accountable, responsive and transparent and ethical governance. The Mission statement of the document, the Objectives and Functions include ensuring capacity building/trainings at all levels.¹

The capacity building/training aspects that Interse priorities among key objectives, success indicators and targets for 2013-14 requires that the Administrative Training Institute (ATI), Mysore achieve the Action Points which are – (i) to impart training at the ATI, District Training Institutes (DTIs) and KGSTIs to the targeted number of officers, (ii) to help departments in formulating their training modules, (iii) design and launch internet based self training programmes, (iv) evaluate impact of training programmes, (v) strengthening of the DTIs and (vi) identify, collage and disseminate replicable innovations. The success parameters of the Actions are measured by various indicators such as the number of training programmes conducted, number of trainees covered, design of new programmes, evaluate impact of a few training programmes, strengthening of the DTIs and documentation of new innovations and its dissemination.

The evaluation of training programmes covers both the assessment of the ATI programmes and of selected “other” training institutes/centres. Six “other”

training institutes/centres have been selected by the ATI to comply to the later-Karnataka Policy Academy, Karnataka Institute of Agricultural Marketing, Karnataka Engineering Research Institute, Cooperation Training Institute, District Training Centre, Health and Family Welfare and the District Agriculture Training Institute (Mysore). ²

This report pertains to the evaluation of training relating to the Agricultural Training Institute of Mysore district. ³

1.2. The Objectives of Evaluation

The objective of evaluation is to evaluate a training programme organised by the District Agriculture Centre, Mysore district for its content, effectiveness and method of delivery.

More specifically, the objectives of conducting the evaluations are:

To evaluate-
1. the process involved in organizing training programme/s by the District Training Agriculture Training Centre and to find out the effectiveness of this process;
2. the availability and quality of the infrastructure and the quality of the faculty, trainers;
3. the contents of the curriculum, delivery of curriculum and its effectiveness on training;

1.3. Evaluation Framework

1.3.1. Approach to Evaluation:

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³ The staff of the agricultural training centre extended their whole hearted support while conducting this study, i am grateful to all of them -Deputy Director Shri Shivakumar, Assistant Director Smt K.S. Jayakumari and the other staff members, the resource persons and to the trainee-farmers who answered many of the queries that were raised.
The approach used for evaluation is one of assessing whether the concepts of SAT cycle- Systematic Analysis of Training – has been met by the Training Institute that is being evaluated.

The Systematic Approach to training is the fundamental approach that is followed so that the training that is imparted leads towards achieving specific outcomes, the learning from training would help in achieving the specified objectives of the organisation and help improve performance.

Four steps make up the SAT cycle – the first step is that of identifying training needs.  

There are specified steps followed to conduct need analysis which include – (i) need analysis- analysing needs that link to performance, (ii) job analysis i.e. investigating the job that people do and (3) task analysis which looks at K, A and S which is needed to ensure satisfactory performance. All three or at least one type of need analysis is advocated.

The next one is of converting the identified training needs into design and plan the appropriate training. This step pays attention to making use of the available resources – (budget, operational demands, facilities, availability of personnel) which are needed to design the training activities.

The third step is one of implementation of training which takes into cognisance the learning activities which depends on a host of issues such as trainees’ interest and ability to learn, trainers ability to teach, clearly defined objectives and so on. It is also important that those in the organisation who are associated with the training activities (management, supervisors and colleagues) support the application and development of the newly acquired K, A and S owning to training.

The last and final part of the SAT cycle refers to assessing the results which are the outcome of the training activities. Assessment needs to answer basic questions of – did training achieve what it was aimed at, did it improve performance.

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4 Ref: Reading Material of Experiential Learning Tools Course, ATI, Mysore
5 Workshops with involvement of subject experts are effective mechanisms that help in arriving at the needs, as has been proved by the ATI experience.
There are ways by which whether the training achieved what it aimed at is assessed for e.g. test and quizzes are given at two points of time - to first assess the entry behaviour and following it up with tests at the end of the training course. IRQ – immediate reaction questionnaire- is another way by which the quality of training imparted is assessed. The improved performance is assessed by external Validation which links training to learning, i.e. post – course evaluation is important to assess the job performance. External validation is however seldom done.

**SAT Cycle**

1.3.2. **Evaluation Method and Tools**

With the SAT approach, the District Agricultural Training Institute of Mysore District chosen for the study was assessed to meet the objectives mentioned above. (1.2)
Method:

1. The evaluation began by making contact with the concerned institution/centre, fixing up a date and time to visit the institution for preliminary discussion.
2. Preliminary visit to the institution, interaction with the head of the institution and some of the functionaries to understand the types of trainings carried out, understanding training calendar and firming up the dates of programme for conducting concurrent evaluation.
3. Interaction with the functionaries using tools prepared earlier (tools for course coordinator, Resource Persons).
4. On the spot preparation of tool, on the first day of training, to elicit feedback from the trainees and administering it one-to-one.
6. Preparation of draft report and filling up of data gaps by interaction with the officials.
7. Visit to the construction site of the new training infrastructure that is in the offing.

Tools

The tools used are-

1. Set of questions – Head of the Institution
2. Set of questions- Course Coordinator
3. Set of questions- Resource Persons
4. Set of questions- Trainees
5. Observation of training infrastructure

2. DISTRICT AGRICTULTURE TRAINING CENTRE, RANGA SAMUDRA

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6 Annexure 1 has the details of the questions asked to the head of the training centre
7 Annexure 2 and Annexure 3
8 Annexure 4- Set of questions for Trainees
9 Annexure 5 lists the observation points
2.1. The Context

Indian agriculture has an extensive background which goes back to 10 thousand years. Over 66 years since its Independence, India has made immense progress towards food security. Indian population has tripled, but food-grain production has more than quadrupled: there has thus been substantial increase in available food-grain per capita. However, slow agricultural growth has become a concern for policymakers as two-thirds of India’s people depend on rural employment for a living. As noted in a World Bank report, the current agricultural practices are neither economically nor environmentally sustainable and India's yields for many agricultural commodities are low.10

Nearly 50% of the total workforce is engaged in agriculture in Karnataka. The average farm size stands at 1.55 hectares as per Agricultural Census 2011. A total of 123,100 km² of land is cultivated constituting 64.6% of the total geographical area of the state. As per the Agriculture Census of 2010-11, a total of 78,32,000 people hold a total area of 121610 km (operational holdings).11

Karnataka takes credit for contributing to many of the agriculture innovations and services. History traces the contributions made by the Princely State of Mysore, which way back in 1899 appointed Dr. Lehmann, a German Chemist, who facilitated setting up of a soil examination laboratory and the Agricultural Experimental Farm at Hebbal. In 1907, Mysore Agricultural School was established at Hebbal and in 1930, Visveshwaraya Canal tract -an experimental farm was started in Mandya. Many more institutions were started in due course of time, Agricultural College at Dharwar in 1947, University of Agricultural Sciences (UAS) at Bangalore in 1963, another Agricultural University in Dharwar in 1986, the Karnataka Veterinary, Animal and Fisheries Sciences University of Bidar in 2004. In 2008, through an ordinance, the government established one more UAS at Raichur covering Hyderabad – Karnataka region and Horticulture University at Bagalkot for giving emphasis on Horticulture crops. All the five Universities in Karnataka are carrying out focussed research and education in agriculture and allied fields for the benefit of the farming community.

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10 The World Bank (2008), India Country Overview --- 2008
Karnataka has **Agriculture Training and Extension Centres** too. The Department of Agriculture in the State maintains

1. 20 agricultural schools which train children of farmers on modern agricultural technology.

2. Five Rural Development Training Centres which are set up with the objective of imparting training to the Agricultural Assistants, Assistant Agricultural Officers, Farmers and Anganawadi workers on modern Agricultural technology.

3. 16 Farmers Training and Education Centres which has the objective of improving awareness on agricultural technologies and allied activities to farm women and youth.

4. Three Indo Japanese Agricultural Extension Training Centres to impart training to farmers as well as field functionaries in modern rice cultivation techniques.

In addition, the Indian Council of Agricultural Research, New Delhi has started the Krishi Vigyan Kendras (KVKs) in all the districts of the country to conduct on-farm testing, organise frontline demonstrations, organise need based training for farmers to update their knowledge and skills in modern agricultural technologies related to technology assessment, refinement and demonstration, and training of extension personnel to orient them in the frontier areas of technology development. Extension Education Unit and Agri-Clinics and Agri-Business Centres Training Cell are the other training centres that are functional in the State.

The State established training centres at each of the districts in January, 2002. Earlier to this, the training needs were met by the Krishi Patta Shale. There are 23 functional district training centres, one in each district of the state. The centre supports the departmental activities of providing Extension and Advisory Service, Trials and Demonstrations, Crop Development, Crop protection, Input supply planning, Soil and Water Conservation and Watershed Development, Command Area Development, Farm Information Service, Soil Testing and also

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13 In the districts of Chamarajanagar, Udupi and Gadag, the farmers are trained at the Krishi Vignana Kendra, those of Bangalore are trained at GVK and in the newly carved out districts of Yadgir and Ramanagar, they are attached to the previous institutions/those districts of which they were earlier a part of.
Training and Farmers Education. The department implements both central and state government schemes, the awareness on which is created by the training centres. Schemes of the State which promote natural farming practices, exposure visits and study tours, study of farm management practices form important components to be discussed at the trainings as also central programmes such as Bhoochetana- for improving soil health and agricultural productivity, Rashtriya Krishi Bima Yojana- crop insurance scheme, Suvarna Bhoomi Yojane – incentivising small farmers to increase yield.

The programmes and the training centres inputs would lead to the government’s Vision 2020 – that of enabling greater visibility of agriculture and allied activities to increase rural incomes, ensuring increase in the growth rate in agriculture and allied sectors, mainstreaming dry and rain fed agriculture, creating favourable technological innovation and dissemination, restructuring and strengthening of extension system and so on.

2.2. District Agricultural Training Centre- Location and Infrastructure

The District Agriculture Training Centre of Mysore District is located at Rangasamudra Grama Panchyat, T. Narasipura Taluk and is 22 kms distance from Mysore City and 2 kilometres from Bannur hobli. The training needs of the farmers of the seven taluks in the district are met by this training centre which is sprawled over 15 acres of horticultural farm.

The Agriculture Training Centre is using the facilities made available by the horticulture department, over the last seven years. Prior to this, the Training Centre was located at Nugu, at HD Kote Taluk The training facilities at Nugu comprised of an agricultural school, with minimal facilities of one class room and a training hall. Due to difficulty in accessing the centre- it is 70 kms from the district headquarters, the quality of training suffered as the Resource Persons were reluctant to travel the distance. The staff of the training institute too had a problem of shortage, the posts were not filled up, there was only one technical person, a clerical staff and a ministerial staff. There was no one to head the office, there was no vehicle either. The absenteeism to work, of those who were there, was also on the higher side.

The infrastructure at Nugu was used for farmers training for over two years ( prior to which training was lined to krishi patta shale). The department of
Agriculture took a decision to move out during 2006 and was offered the present training venue by the horticultural department which covers a separate training hall, office building, office and class room, accommodation facility in three buildings with each providing dormitory facilities with ten cots/beds.

The training aids and office equipments include a laptop, 2 computers, 1 LCD (which is under repair), whiteboard and a xerox machine. There are no agricultural training equipments as there is no farm land attached to the centre.

A new training infrastructure is in the offing and would become functional from 2014-15. The proposed structure is located on a 2- acre plot, 12 kms from Mysore City, opposite to Siddalingapura Farm in Naganahalli, Kasaba Hobli, Mysore Taluk. Incurring an expense of Rs 495 lakhs an administrative block with training halls and infrastructure and a hostel is being built and has reached the stage of completion.

The training infrastructure comprises of a big hall for conducting seminars, a classroom for conducting training sessions, Library, Exhibition hall (includes informative posters, new techniques and instruments). The hostel has 16 rooms accommodating three persons in each. Every room includes attach bathroom with geyser. The room also includes an extra small room for store and drying of clothes. There are 2 solar water heaters with 4 solar panels each and 12 tanks of 1000 litre capacity for supplying water to all the rooms. The building also includes a kitchen and dining hall with a capacity to cater to 40 people. There is also a big hall for holding of Yoga classes and other group activities. There are plans to purchase a 30 seater vehicle which would facilitate field visits.

2.3. Coverage: Category and Number of Trainees and Type of Trainings

Category of Trainees

The training institute covers the farmers of the seven taluks of Mysore district. The specification is that the farmers who are above 18 years of age are eligible for attending the programmes. The SC/ST reservations are to be met. The government specification is also that 1/3rd of the total trainees covered in a year should be women. Exclusive training programmes are held for women.

Number of Trainees

The specification is that 30 trainees are to be covered in each programme, an average of 25 is also considered sufficient as it breaks even the costs that would
be incurred. The training institute finds it difficult to cancel the programmes as the transport costs of the trainees are borne by the training institute. The costs is borne by the department only if the programme is implemented.

Over the last two years, 70 trainings have been conducted as seen in the Table 1 below. 631 women have been covered.

**Type of Trainings**

The type of trainings envisaged and implemented varies as it depends on the agricultural season

* The trainings held prior to the season in July that is training between June – July is titled **Seed to Seed**

* The trainings held during the season - June to September is the Integrated Nutrient and Pest Management programme

* Post harvest technology and value addition programmes are taught during the months of November and December, as also integrated farming which covers agriculture and allied systems

All the programmes aim at achieving the objective with which the centre has been established and that is – *impart training to improve technological skills of the farmers, facilitate in increasing agricultural growth in the district by implementing various training activities, provide residential training which would ensure that women from the seven taluks are trained too.*

The trainings are based on the Action Plan that is prepared at the beginning of the financial year. The State decides on the number of training depending on the infrastructural facilities that are available.

**Table 1: Number of Training Programmes and Trainees over three years**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total No of Training Programmes</th>
<th>Men</th>
<th>Women</th>
<th>Total Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>27</td>
<td>572</td>
<td>231</td>
<td>803</td>
</tr>
<tr>
<td>2012-13</td>
<td>43</td>
<td>905</td>
<td>400</td>
<td>1105</td>
</tr>
<tr>
<td>2013-14</td>
<td>25 (3 pending)</td>
<td>406</td>
<td>292</td>
<td>733</td>
</tr>
</tbody>
</table>

Ref: Material provided by the Training Centre.
2.4. Training Logistics and Administrative Support

Functionaries:

The department of Agriculture has ensured that logistical support required for organising the training programme is met. The administrative support covers the Deputy Director Shivakumar who heads the training centre. Shivakumar is a post graduate in Agriculture. Over the last two years he has been heading the training institute, he was at the watershed wing prior to this. He holds additional charge at Mysore as AHQ to Joint Director Agriculture and visits the training institute once a week.

The trainings are supported by a co-ordinator- KS Jayakumari, Assistant Director of Agriculture, who is a post graduate degree holder in Agriculture and has 25 years of work experience in the department. She has been a trainer coordinator over the last ten years. Her ability as a trainer/coordinator has been built by being involved in the curriculum development work at the Department and also because she has undergone six months diploma in 1994 on agriculture Management and Extension. She was trained at ATI in Direct Training Skills, Design of Training and Evaluation of Training programmes during 2007 and 2008 and this has helped her harness her training skills.

All the personnel/staff are involved in various capacities to assist/support Jayakumari in this programme and this includes 2 Agricultural Officers, 2 Agriculture Development Officers and 1 Additional Agricultural Officer. (Staffing position presented in the table given below). The implementation of the training programme is more a team work, in reality, there is no specific course coordinator assigned. But the lead is taken by one person who follows up to ensure that the trainees attend the programmes in sufficient number, prepares the module depending on the agricultural season, contact the Resource Persons and also hold sessions.

There is no course assistant, but the staff helps in Registration, in conducting group dynamics exercises, in preparing the pre and post evaluation questionnaire and getting it filled up, prepare for field visits and if women trainees attend the course, their whereabouts are followed till they return home.
Table 2: Present Staffing Position

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Agriculture Director</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Agriculture Director</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Agriculture Officer (Instructors)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Agriculture Officer</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture Assistant</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Superintendent</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>First Class Assistants</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Second Class Assistants</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Driver</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Cook</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>D group staff</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>12</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Deputation Process:

The farmers come to know of the training programmes as they are members of the Raitha Samparka Kendra. To ensure that the farmers attend the stipulated training programmes, the staff/s also contacts the Raitha Samparka Kendra. The other process followed is one of informing the Taluk Office/Assistant Directors about the training programmes planned for the year. This is done at the very beginning of the financial year. The Assistant Directors tell the Raitha Samparka Kendra and that is how the farmers come to know of the programme.

Under Bhoochetana scheme- facilitators have been appointed (there are 500 in this district) who reach the farmers and create awareness on various aspects
including the training programmes. The facilitators are local 10\textsuperscript{th} passed farmers, appointed for 6 to 8 months and work with Raitha Sampark Kendra by assisting the Kendra. They too help in reaching the farmers to inform about the training programme/s.

Earlier there was paper advertisement too, this way of communicating with the farmers and by way of radio announcements would be revived once the new infrastructure that the centre plans to invest in would be set up.

The RPs for the programme are contacted by the Assistant Directors. They are informed of the programme a week prior to the scheduled session.

**Funds:**

Per day cost of training a person is calculated to be Rs. 200. The trainees travel cost is met as actual and by following the guideline given by the department. The external RPs are paid an honorarium of Rs 500 per session, the session duration may vary from half hour to a maximum of one and half hours. The department has made a provision to pay 3 to 4 guest lecturers who could be invited for each course and this is also flexible. Generally, per RP two sessions are given, there is no stipulation not to allot more sessions to an RP but there would be audit objection and this, the staff would like to avoid.

Over the last three years, the amounts of money spent are shown in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amounts spent (in Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>9,06,3000</td>
</tr>
<tr>
<td>2012-13</td>
<td>14,65,000</td>
</tr>
<tr>
<td>2013-14</td>
<td>10,07,000</td>
</tr>
</tbody>
</table>

The funds are released quarterly. Sometimes, the programmes are carried out even before funds are released and then the expenditure is claimed. The funds are utilised almost 100% and in case there are any unspent balance, it is sent back to the department/government. At present (2013-14), Rs 13,20,000/ has been allotted for training, as per the information made available, of which about Rupees 3 lakh remains in the kitty.
Resource Persons

There is a list of RPs which is prepared. There is no dearth of the availability of external RPs or that of the in-house trainers. (For a list of RPs see Annexure 6). The Institute is able to save some of the amounts that are kept for the RPs as the in-house trainers handle many of the sessions.

- Scientist and experts from VC Farm Mandya were earlier coming as RP for various programmes now they are called for specific specialised programmes
- Subject experts from the department, both existing and retired are invited
- Progressive farmers are invited
- Sister department officers like for e.g those from horticulture, sericulture are called
- Ex-trainees are also invited to share their experience

The RPs do not find it difficult to reach the centre. Except for a single comment on the ventilation, the RPs found the infrastructure satisfactory, as found by their answers to the RPs schedule administered.

2.5 Training Approach and Methodology

The training is based on face- to- face direct training approach. There is more emphasis given to skill training. Of the KAS- Knowledge, Attitude, Skill- of training, the earlier specification of the department was that 75% had to be skill based. However, the staff considers the present programmes to be 50% skill based, 10-15% towards attitudinal changes and the rest knowledge. The attitudinal change is because of exposure to different farmers and farming practices. 15

The training contents and design are said to be based on need analysis. The Training Need Identification Process is based on

- The knowledge of the staff of the centre who have worked in different taluks earlier.
- Bi-monthly workshops are conducted by the department at Naganalhalli organic agriculture research station. Scientist and department technical staff

15 Interview with Jayakumari
interactions take place there and taluk-wise presentation of cropping condition, rainfall, condition of crop are presented by the farmers and scientists make presentation on the new findings. This provides a forum to understand training gaps and the need

- Interaction with the Assistant Directors of the 7 taluks who meet when the Action Plan is prepared
- Feedback of the trainees who attend training programmes
- Specification from the head office sent as circulars gives direction on certain aspects/issues which are to be made inclusive

From the content and training design that emerge from the need analysis, a tentative schedule- which is referred to as the time table- is prepared for the first day of the course and the changes/suitable modifications are made when the training is implemented by eliciting feedback.

The duration of a course is decided by the department. The programmes held earlier had a longer duration, now the number of days has reduced owning to the feedback that they have received. Now the Centre is fixed to conducting three types of programmes of 3, 5 and 6 days duration.

2.6. Evaluation and Monitoring Mechanisms used:

There is no mechanism placed to track the progress of training nor are any evaluation methods used to assess the impacts. However, the feedback is collected in various forms and at various forums.

- Farmers phone the training centre and give feedback
- Hobli level staff give the feedback
- Farmers contact the RPs and give feedback which is passed on to the training centre
- The trainees interact with the staff of the training centre at various platforms like Farmers Meet and Workshops and give feedback
- A few farmers attend programmes by being inspired by those who have attended earlier and that is an indication of effectiveness
- The department holds study tours, twice a year, in the facilitation of which the Staff of the training centre handpick/choose the trainees who would have attended the programmes at the centre. This brings back the contact with the trainee and allows for eliciting feedback.
At the training, pre and post training questionnaires are administered and this helps in assessing the effectiveness of training implementation. (Annexure 7) IRQ is also administered and this helps to note the trainees’ reaction to food, accommodation and such other facilities (for the questions covered in the IRQ format see Annexure 8).

The report on the training is sent to the training section at Bangalore, only the annual report is sent. There has been action/s taken based on the feedback received from the training centre by the head office - one such change has been the reduction in the course duration.

3. CONCURRENT EVALUATION

A concurrent evaluation of the programme on Trust Technology for Increase in Agricultural Production with farmers as the target group was observed from 2nd to 4th December 2013. The training has been a part of the Action Plan of 2013-14 and is based on the specification of the department to all the district training centres. The programme was observed in detail, by attending the training Sessions. Observations on physical arrangements of the classrooms, the implementation of the training schedule etc were done. This programme was the 20th training, a total of 25 were planned for 2013-14.

3.1. Training Design and Implementation of the Programme

Title: Trust Technology for Increase in Agricultural Production

3.1.1. The Objectives: Thrust technologies to be taught to the farmers – to increase crop production

3.1.2. Topics and Methods:

Topics: Soil testing, integrated nutrient management, integrated pest management, organic manure, organic farming, mixed cropping and intercropping, important technologies related to vegetable growing, dairying aspects to increase milk production

Methods: Participatory methods are fully interwoven into the training. The method helps in building concentration, helps mix with each other, brings
oneness, and “they enjoy.”  

16 Other than this, film viewing, practical sessions and field trip were the methods used to impart training.

### 3.1.3. Reading material:

The trainees are given booklets and brochures, department specific information is given. There is a general list of reading material which the Institute possess and this is made available depending on the relevance – the area from which the farmers come from makes a difference. The department produced DVDs are also available at the centre.

Some of the relevant reading materials that were made available during the said programme -


2. **Sugarcane crop cultivation methods** – explains the details of growing sugarcane – right from land preparation till harvesting.

3. **Isopam Scheme** – all oil seeds cultivation methods are explained. Technologies for different oil seeds and pest control are given.

4. **Major crop, Maize cultivation under Isopam Scheme** – covers seed -to - seed technology including cultivation, disease and pest control.

5. **Mono and Dicot crops** – Seed to seed technology, cultivation methods and inputs necessary, specifications of the seeds. Pest and disease control, quantity of yield, mixed cropping methods

6. **Agriculture Processing Units** – Raagi cleaning machines, Raagi milling, subsidies available under these

7. **Cultivation methods for increase in crop yield** –includes cultivation methods for all types of major crops grown in Mysore district.

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16 Interview with Jayakumari
DVDs

1. **Integrated Farming System** – integrated farming approach for high yield of crops. This system also includes horticulture, animal husbandry, sericulture, fisheries, etc.


3. Farm Mechanisation – new equipments and technologies – harvesters, power tillers, transplanters, pressures, sprayers, irrigation techniques and methods.

3.1.4. **RESOURCE PERSON EXPERIENCE AND RELEVANCE PROFILE**

**Dr. Janardhana** has MV.Sc. degree and has served for 20 years as a veterinarian. He has 9 years of experience as a trainer. His expertise is related to ‘cattle disease management’. He has been associated with the centre since 6 years.

**Ramesh P** is a MA Med degree holder and has an experience of more than 15 years as an agriculturist and a lecturer. He has 2 years of experience as a trainer. His areas of expertise are Integrated Crop System, Agro Forestry and Self Help Agriculture. He has been associated with the centre since 2 months.

**H M Hombayya** (B.Sc. in Agriculture) is a retired Assistant Director of Agriculture and has served for 30 years. He has 12 years of experience as a trainer. His areas of expertise are skill teaching, field experience, field problems with live specimen. He has been associated with the centre since 12 years.

3.1.5. **Trainees Profile**

The three day training was conducted exclusively for men farmers. On the first day, 16 trainees enrolled for the programme in the morning. 5 more trainees arrived by the evening. On day 2 evening, 4 more trainees attended the sessions. But as much as 4 trainees had left the training programme after day 1 due to ill health or due to “personal reasons”.

The trainees’ were between 35 and 60 years of age. Out of 7 trainees, whose feedback was collected, 3 had completed SSLC, 1 completed PUC, 2 had a degree and 1 did not have any formal education. All the trainees had come from
K. R. Nagara Taluk. All the trainees had more than 10 years of experience in agriculture. Some were involved in agriculture since childhood. Most of them were land owners; 1 trainee has joint ownership over the lands and 1 more works in land which is in his father’s name. The size of land holdings varied from a minimum of 2 acres to a maximum of 15 acres. The annual income varied from Rs. 50,000 to a maximum of Rs. 4 lakhs.

Most of the trainees came to know about the training programme directly through a call from Agriculture Office of Chunchunkatte. Few others got to know through a person who worked in Agriculture Office, Chunchunkatte. Out of 7, 3 trainees had already attended the same training programme once earlier.

The trainees attended the training program to learn more about the new scientific methods and skills in agriculture. They expected to learn more about crop management, integrated crop system, organic farming, vegetable growing techniques, pesticide usage and agriculture marketing.

The trainees felt that they still need to learn a lot but their expectations from the training, they said, were fulfilled to the extent of 65%. Some of the learning points they picked up from the training programme – curing of diseases that infest tomato crop, practice of integrated crop system, preparing organic manure, understanding crop seasons – types of crops to be grown in different season, how to remove soil for testing, types of manures to be used for different crops, etc. The trainees felt that both theoretical and practical methods are necessary to make them understand any concept. Pictures and drawings should be used while teaching in the classroom, they felt.

Regarding the accommodation, everybody said it was good but all of them complained about the toilet and the bathroom. They said it was very unhygienic. The food arrangements were considered to be satisfactory. The training centre is also considered to be difficult to access - all of them had to take 3 buses to get there. It took them 4 hours and Rs. 100 (one way) to reach the centre.

The opportunity cost loss for each farmer varied greatly – while some said they would lose about Rs. 300, few others said they would lose about Rs. 2000 to Rs. 2500. Two trainees said that when they have come to learn and gain more knowledge, three days gap in the field cannot be considered as a loss. When asked whether programme is scheduled at the right season, most of them said it is very good timing since it does not interfere with their crop cutting work which would begin in another 15-20 days.
The take home actionable points from training are- they would be able to prepare organic compost on their own, start integrated crop system, use less pesticide and inorganic manure, ensure soil is tested. They affirmed that it would not be possible to implement all the learnings when they get back due to several constraints such as non-availability of water, financial difficulties, no time or shortage of labour hand, etc. Some trainees said they would implement the learning/s step- by -step.

Two of the trainees interacted with suggested that the training should be conducted at the grama level or at least at the hubli level. A trainee said a scientist or an expert agriculturist should visit farms and identify the mistakes and correct them. Three trainees suggested that training programmes should be conducted for a longer duration, more often and to the interested farmers. Most of them said they will attend the training programme in future too- to learn more about modern methods and techniques. One trainee however said that he would send his children since he is old and cannot attend any more. Some of the trainees suggested that different types of programmes need to be held- those related to sericulture, forest agriculture, cattle rearing, etc.

3.1.6. Session- by- Session details

3-DAY TRAINING PROGRAMME FOR FARMERS

Group No.: 20

Training Programme – Title
Trust Technology for Increase in Agricultural Production

The training hall at the centre has a capacity to accommodate 30 trainees. The walls of the training hall are pasted with various informative posters relating to agriculture and allied activities. The hall is equipped with a black board, white board, LCD projector, a TV with a DVD player. A water filter is also available in the hall. It has ample ventilation and light.

The objectives of the training programme were not mentioned in the Schedule. (Schedule Annexure 9). The course coordinator’s phone number is also missing
Jayakumari, Assistant Course Coordinator, Malathi, Agriculture Officer and Renuka jointly coordinated the training programme.

**DAY 1**

At 11:15 am, 8 trainees came into the training hall to enrol themselves for the programme. By 12 pm, 16 trainees had enrolled into the programme. Their details were taking down by Renuka and Malathi. The trainees were given a notepad and a pen.

Jayakumari distributed ‘Pre-Training Knowledge Assessment’ questionnaire to the trainees and asked them to fill it.\(^\text{17}\) She explained how to fill them up. The first page contains questions with blanks that have to be filled, and second page has ‘yes or no’ questions. These questionnaires will have to be returned after filling and they will be given the same set of questions to fill at the end of the training. This is to assess how well they have understood the programme and whether there are any improvements, explained. Malathi. Jayakumari and Malathi discussed with the trainees the reason for the low turn outs of trainees for the training programme.

At 12:20 pm, there was introductory speech by Renuka who explained to the trainees what they will be learning in the three-day duration. They will be taught how to improve crop production by using various scientific techniques. Jayakumari also explained the objectives of this training programme. She then went on to explain the topics to be discussed during the training programme using the schedule. At the end of the first days’ session, trainees will be divided into group of 3 or 4 and each group will be given a chart that has to be filled by that group with what they learnt during the day. Each group will have to present that chart next day.

In the afternoon session, subject relating to proper utilisation of pesticides and its control would be dealt with. There will be a visit by a veterinarian on day two’s afternoon who will explain various animal related diseases. On the last day, after a session in the institute, they will be taken on field visit.

The trainees requested that they be taken to Punya Kshetra (place of religious significance), or VC farm and agriculture farm in Talkad. It was informed to the trainees that there would be some changes in the schedule as per the needs of the trainees.

\(^{17}\) Pre and post evaluation questionnaire copy in Annexure 7
At 12:45, the trainees were asked to introduce themselves by an ice-breaking exercise. There was no eliciting of expectations.

**Ice breaking Exercise:**

The trainees are asked to stand in a circle. They are given a ball. In the first round, they have to introduce themselves and then pass the ball to any other trainee in the circle. In the next round, the trainee will have to say the name of the other trainee to whom he is going to pass the ball. This will ensure that all the trainees know each other’s basic information.

**Importance of Soil examination and soil sample collection method**

Jayakumari, Course Coordinator

The first RP, Shivrame Gowda was not available for the morning session, and he would come in the afternoon instead. Jayakumari dealt with the subject briefly. She pointed to the importance of soil and its quality and how it effects crop production. By interactive sessions she involved the farmers and explained how there was differences in productivity and that this depended on the soil. Soil should be maintained well with proper irrigation. Just mere increase in manure will not help in increasing yield. Adding more manure will only spoil the soil and increase expenditure said the speaker.

Soil needs various nourishments such as sathu, gypsum, zinc, sunna, sulphur phosphate, etc. There are 16 types of nourishments required for the crops. Just like a human being needs different nutrition and nourishments, crops also require them in various forms. Carbon, Hydrogen and Oxygen are three most important nourishments available in nature. Zinc sulphate, which is found to be insufficient in soils of Mysore district, is being provided to farmers at subsidised rates, she explained. A farmer should find out what nourishments the soil in their lands lack and then try to rejuvenate that particular nourishment. The trainees were also explained about the pH value in the soil. The value should be between than 6.5 to 7.5 is considered as good soil.

The trainees were shown photographs to explain proper method of removing soil sample for examination.

Post lunch, a small group activity was conducted.
Group Activity - Hand and Hearing Coordination

The trainees are asked to stand in a circle. The coordinator stood at the centre. She instructed the trainees that when she calls out ‘kumbale kaayi’ (Pumpkin), they have to extend their arm and show the shape of pumpkin, and when she calls out ‘heere kaayi’ (Ridged gourd), they have to show the shape of ridged gourd. After a couple of rounds, she asked them to switch. When she calls out ridged gourd, trainees have to show the shape of pumpkin. When any of them make a mistake, they have to step out of the circle. The person who stays throughout is the winner.

This game improves mental alertness and hand-hearing coordination.

Achievements of a Master’s degree holder farmer
Ramesh P. Farmer

The RP was introduced by the Course Assistant to the trainees. The session commenced at 2:45 pm.

The RP explained why he was presented with agriculture award (samagra krishi prashasti). He said a farmer does not become successful and win an award if he has vast acres of land. A farmer has to think and come up with innovative methods to grow his crop efficiently without diminishing the fertile properties of the soil. The farmers should adopt modern agriculture, which means ensuring usability for future generation. There should be sustainable growth and we should not exhaust all the resources without saving it for future generation.

Foreigners who come to India are mesmerised by Indian soil. It is only in Indian soil that many types of crops can be grown, but in other countries, only one type of crop can be grown. When the soil has capacity to grow different crops, some of the farmers grow only one type of crop in large extent of their land.

The RP emphasised the importance of valuable and fertile soil and that farmers should think and plan properly before growing any crop. He warned that Raasayanika manure will exhaust when there is no petrol. They should make use of organic manure, advised the RP. He advised that the farmers should stop using artificial manure and try to make organic manure on their own.
The RP narrated for a long time his various accomplishments in growing high quality crops, trees, vegetables and fruits on his land. He said the net annual income from his Samagra agriculture is Rupees 4.5 lakhs. The trainees enquired about irrigation methods and sources. The RP advised them to adopt Samagra agriculture (Integrated Crop system)

A farmer should involve in various activities. They can get involved in activities which would give them daily income, weekly income, monthly income, and yearly income too. A farmer can live better than an official if he makes use of the things and opportunities available to him pointed out the RP. The RP shared success stories of various farmers who have utilised the properties of soil efficiently and adopted new scientific methods. The RP advised that trainees can activate SMS alert to know the on-going and updated price of various vegetables and fruits. There is a helpline also to know their current price.

The agriculture officer, Malathi asked one of the trainees to come forward to thank the RP. The trainee thanked him by saying that the RP narrated his achievements and “gave us motivation to become like him.”

Training method – discussion, examples and experience sharing, game

At 4 pm, five more trainees arrived and enrolled themselves to the course. Just before the tea break, another small group activity was conducted outside the training hall.

Integrated nutrient management
Jayakumari, Course Coordinator

The session commenced at 4:15 pm after tea break.

The RP explained to the trainees the different types of manures available to the farmers. She advised the trainees to reduce the usage of Raasayanika manure and increase saavaya (organic) manure. She showed the percentage composition of nutrients to be present in the soil “to be considered as good soil.”

She explained what the farmers can do when the price/value of vegetables like tomato crash down. She advised them not to throw it on the road. The tomato can be used as manure. Sauce and ketchup can be prepared from tomatoes and it can be kept for a long duration. The RP explained the difference between the earthworm manure and compost manure. She advised them not to build earthworm manure preparation tanks since it will add on to expenditure.
The RP mentioned various types of manures, when and how each of them should be used to save the fertility of the soil and increase crop yield. But one should not blindly use all types of manure on their soil. They should get their soil examined and use manure to increase only those nutrients that their soil lacks.

The RP showed and mentioned some of the technical and scientific terms and numbers. None of the trainees however wrote down anything in their notepad.

**Training method** – lecturing, discussion and showing examples, problem solving

**Training Aids** – White board, PPT, photographs and drawings

After the session, there was an activity for trainees – Four Square questions, where in the trainees were asked to come forward and solve the questions by drawing on the board. Through that activity, the trainees were taught that even the most difficult situations can be resolved through simple solutions.

### DAY 2

Since there was no groups formed and exercise of noting down what they learnt on the previous day took shape as a recap mechanism, Day 2 began with the screening of video clip which contained information and news relating to electricity generation by using wind mill, seeds utsav (celebration), krishi mela 2013 in Dharwad, new agricultural instruments/equipments, etc were also shown. There was no discussion that followed the viewing of the video clips.

At 11 am, there were was a ‘Role Play’ group activity conducted outside the training hall.

**Role Play**
The trainees are divided into 3 groups. Each group was given a topic on which they have to come up with points and argue as if they believe in it. They have to prove the other groups wrong.

- **Group one topic** – I am a naturalist, and I don’t believe in using any kind of pesticide or manures. I deserve what mother earth provides me.

- **Group two topic** – I need to make lots of profit, and for that I need quick produce and quick healing of crops from pest and diseases. So, I use whatever chemicals and pesticides are available in the market.

- **Group three topic** – I use scientific method to grow the crops and protect them from diseases. I use organic manure and make very minimum use of chemicals.
The groups were given time to prepare. The role play proved to be a useful way of driving home the point that organic farming is better.

**ORGANIC MANURE PREPARATION**

Malathi, Agriculture Officer

The RP began the session at 12 pm and continued the session of the previous day which was started by Jaykumari on integrated nutrient management. She asked the trainees to list out the various organic manures and wrote it on the white board. She also explained several properties and uses of organic manure. Then she asked them why they still use inorganic manures when organic manures have so many uses. They replied that inorganic manures provide for quick remedy and there is an increase in crop yield.

The RP explained that although inorganic manure gives immediate results, they spoil the quality of the soil, and fertility will come down drastically. She also explained the right method of preparation of organic compost and the qualities of good compost. The trainees noted down the points from the slides.

The session concluded by the RP advising the trainees to save the quality of the soil for their future generation. Farmers should rotate crop cycle and not grow just single crop on their land.

**Training method** – Examples, lecture
**Training aids** – PPT and photographs

After the session, the trainees were taken to the field to give them practical knowledge of collecting soil samples for submitting them to Soil Testing Centres.

**DAIRY FARMING**

Dr. Janardhan, Veterinarian

The RP was introduced by Assistant Director of Agriculture, Shivramegowda. The session commenced at 2:45 pm.

The RP first discussed the general problems in cattle rearing and dairy farming. Many farmers, who buy cattle to make profit, end up selling their cattle due to lack of knowledge about cattle maintenance. While buying cows, the only
question raised by the farmer is how much milk does the cow produce. Other details are never asked. Just like a human being requires different nutrients and nourishment, even cattle require various nutrients said the RP.

The difference between HF cattle and Jersey Cattle, their advantages-and disadvantages were explained. The RP mentioned important points to be considered by the farmers while buying a cow to ensure maximum production of milk. He explained the optimum features of the cow – udder shape and size, blood vessels, plank shape of the cow, etc.

He then went on to explain the methods of rearing cows, providing optimum food and accommodation facilities for them. He narrated in detail the procedure of caring for their wounds. He recommended a few ointments/cream to apply on the cow to treat the wounds and prevent flies causing infections.

He concluded by saying that the farmers will gain profit only when they treat and care for their cows just like they care for human beings – *give them water you drink, treat their wound just like how you would treat yours.*

The RP was thanked by the Assistant Director of Agriculture.

**Training methods** – discussion, lecture, experience sharing and examples

**Training aids** – White board

**MIXING OF CROPS FOR MAXIMUM YIELD AND VEGETABLE CROPS MANAGEMENT**

Hombayya, Retired Assistant Director of Agriculture

The RP was introduced to the trainees by ADA, Shivramegowda. The RP explained the various pesticides to be used to treat different crop disease.

The RP discussed reasons and causes for the crops getting infected. He went to explain the methods of curing the diseases and what type of medicines should be used. The quantity of medicine to be used and dangers of using excess medicine was also explained. He also demonstrated how a plant looks when it is infected by showing a live plant. He then explained how to identify the stages of plant infection. The RP also explained the method of calculation of NPK proportion by using examples for increasing the fertility of the soil.

The flow of information was one sided and failed to engage the trainees’ interest.
Field visit details

The trainees were taken on field visits to Naganahalli. The feedback on the field visits was collected by interacting with some of the trainees and is presented below. Since this training time coincided with the panchalinga darshanam at Talakkad, the training centre functionaries ensured that the social visit that extended after the field visit covered a visit to Talakkad.

Harish
We left the Training Institute at 10 am after having breakfast and reached Naganahalli at 10:45 am. A Tempo Traveller was arranged by the Agriculture Officer. We were taken to a the farm of Intheyaz. He spoke well about Organic Farming. We were shown the process of making earthworm manure and we saw the yield that one can get by using organic manure. The farm was very well maintained.

The lunch was packed with us and we had lunch at 4 pm at Talakad. There went to several temples. We reached Mysore by 6 pm.

Hiregowda
We left at 10 am after having breakfast. First we went to a farm with Integrated Crop System. There, a person named Kadhar spoke about Organic Manure and Integrated Crop System. We were taken around his farm. We left Naganahalli at 12:30 pm and reached Talakad at 2 pm. We had lunch (curd rice and pulav) there. We had Panchalinga Darshana and went to few temples. We reached Mysore at 5:30 pm. A Tempo Traveller was arranged by agriculture officer. A cook had also came along with us.

Mahesh
We left the Training institute at 9:30 am in a Tempo of 22 to 25 seats. We were taken to Bangalore Agriculture University farm in Naganahalli. There were taught about integrated crop system and method growing crops efficiently. Preparation of organic manure was also shown. We reached Talkad at 1 pm and had lunch there. After lunch we had Panchalinga Darshana in Harkeshvara temple. We visited few other temples. We returned to Mysore at 5 pm.
4. Summary and Recommendations

Summary

- The focus of any training programme is the trainee and the District Agricultural Centre points to this in more ways than one. Given that the trainees are the farmers- of different age groups and with low literacy level, the method of deputation and the way of holding the sessions are informal and highly flexible.

- The prospective trainees are contacted by way of krishe samparaka kendre and are invited to participate; their travel allowance is also met by the centre. The inflow of the farmers once the programme starts and some of them absconding after the second day also shows flexibility and the training centres constraint in not being able to place any kind of stringent measure, given the type of trainees that they cater to. The flexibility has been to such an extent that the last count of number of trainees who attended the programme could not be ascertained in a precise manner despite of the evaluation team being present there.

- The informal aspect has spread to the staff too, there is no specific role assigned to any of them on matters relating to the training. They chip in and fill up gaps that would arise due to the absence of any one of them during the course of training being implemented.

- Of the three main aspects of training – K, A and S- the skill aspect is given more importance. On farm demonstrations are given importance to ensure imparting of skills. The other training methods used also emphasis on informal handling of the sessions, with more importance given to experiential sharing, sharing of success stories, games, role play, movie viewing, field visit.

- The RPs spend time in getting to acquaint themselves with the trainees problems and trying to resolve them, paying individual attention, giving priority to elicit question and give answers, ensuring that they are reachable by the trainees if they are needed at a later point of time. Ensuring that the trainees identify the benefits out of the session is a task that the RPs try to achieve as was made evident while observing the day –to- day sessions. The session duration allotted to the RPs also vary between half an hour to an hour and half and the remuneration is fixed as Rs. 500.

- The SAT Cycle- systematic approach to training with its steps of need analysis, design of the programme, its implementation and evaluation are being followed but to a limited extent. The need analysis done by the centre has not been robust, the type of programme is specific to the season and the schedule – called time table- is used as a framework and the session plan and its implementation
are also flexible, suitable changes are brought in to ensure the interest of the trainees.

- The training evaluation is done by way of administering an IRQ and also by conducting pre and post evaluation questionnaire. The Staff admits that there has been no visits/follow ups to the farm land of the trainee to gauge translation of training to performance.

- The Staff members of the Centre who have undergone training of trainer’s programmes offered by the ATI- that of DTS, DoT and EoT- point to changes that they have been able to bring about in their course/s, some of which are-
  - Specify objectives better, have tried to make it SMART, achievable
  - Include methods and training tools in the Time table
  - understand the importance of giving reading materials which would help as performance aids and specially has ensured that the materials pertain to the training course that is implemented
  - Sharpened the tools and methods used to gauge pre and post evaluation of training

- Limited staff, infrastructure and inaccessibility of the training centre have constrained the effective functioning of the centre. However, the new infrastructure that is being built and would be used from 2014 onwards will ensure that this would be remedied.

**Recommendations:**

- One of the recommendations that would be worthwhile for the centre to consider is draw a vision- mission statement for itself to see where it is heading, should it become a centre of excellence, what kind of programmes should it cater to etc are to be thought of in a robust manner, if training has to achieve any significance.

- There should also be a data base developed on the number and type of farmers in the district, this would help the centre to know how many it has covered so far. Given its operation at present, it is doubtful whether there is any significant number of farmers covered by training.

- The efficacy of training women, when they are not the owners of land or have any decision making roles at the farm enterprise level, in the same type of programmes as that of men need to be relooked at. Need analysis on what

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18 At the time of submitting this report, the analysis of the questionnaire could not be accessed as it had not been prepared.
would be of significance for them should be conducted and trainings devised accordingly.

- Visit by scientists, progressive farmers and by the training institute staff to the farm land of the trainees is sought by the trainees who expressed this when interviewed. The centre would do well to consolidate training efforts by arranging for this, as this would go a long way in building respect for training and capacity building programmes.

- There are non-training gaps too such as need for more staff, more money etc which the department of agriculture would do well to consider in order that the productivity of agriculture increases and the farmers in Mysore district remain above the poverty level.

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Photo Album
Present Training Infrastructure

View of the training centre

Training in progress

Trainees

Posters displayed at the Training hall

Group Activity in progress

Role Play
Trainees Profile

Trainees of course held 2nd to 4th December 2013

K C Jayramegowda  D P Nagaraj  Gowdayya

H A Gowdayya  H D Govindegowda  H P Basavaraju

Harish  Hiregowda  Bhaskar
Trainees of course held 2nd to 4th of December, 2013

Lokesh
Mahesh
Marigowda
Sanputtegowda
Shankregowda
Somashekhara
T Krishnegowda
T Thimmegowda
Tholsi Ramegowda
Proposed Training Infrastructure

Administrative and Training Block

Accommodation

Classroom

Seminar Hall

Staff Room
Room for Stay

Attached Storeroom

Solar Water Heaters

Dining Hall

Kitchen
List of Annexure
Annexure 1

Set of questions

Director/Head of the Institution

**Personal Details:**
Name
Designation
Qualification
Work Experience
Experience in Training and Capacity Building
Training and Capacity Building Programmes undergone

**Institutional Profile:**
Vision Mission Statement of the Institute
Details of organisational profile, supporting staff
Institutional Capacity to Implement the Programme (staff, infrastructure and funds) All Details

**Details of the programmes that is being evaluated:**
What is the overall objective of the Training Programmes?
How many Training Programmes have been taken up over the last year, details?
Do you collaborate with other organisations for training? If yes how, if no, why not?

**Processes and Procedures involved in implementing training**
Details followed at present to ensure that the programmes are implemented ( e.g discussion at the monthly meetings, action plan preparation and discussion, details of how funds are allotted, sending of UCs, quarterly reports etc)

**Model of training and capacity building**
Is there a capacity building model that you have adopted? ( direct, indirect, SATCOM)
Details on Training Methods used in general
How were training needs identified?

**Monitoring and Evaluation:**

M and E mechanisms placed, all details

Does this provide for mid programme corrections

**Constraints:**

What are the constraints faced in implementing the trainings?
Annexure 2

Questionnaire for Training Coordinator

1. Personal Details
   • Name of the Training Coordinator
   • Educational Qualification
   • Present Designation
   • Work Experience
   • Number of years as a trainer/Faculty/Coordinator
   • Specify training programmes that you have undergone which has built up your ability to train/coordinate (DTS, DoT etc).

2. Present Training Programme that is being evaluated, details-
   • Is this a part of the action plan of the institute, Details
   • Number of Programmes planned (this year)
   • Number Planned for next year/subsequent years
   • Objective of the TP
   • Duration
   • Trainee Category
   • Number of Trainees to be covered – overall, per programme
   • Are you coordinating all the programmes?

3. Training Need Analysis- Details

4. Preparation of Content and training design-
   • Did the content emerge from the TNA?
   • Did the training design (duration, number of sessions) emerge from the TNA?
   • Is there a Training Manual prepared
   • Do you participate in designing the curriculum?

5. Preparation of Material-
   • Explain the process of preparing the reading material
   • Subjects/topics covered

6. Selection of Trainees-
• What is the relevance of the present programme to their work
• KAS of the trainees
• How are trainees intimated about the programme
• The Process, in detail (deputation process)

7. Selection of Resource Persons
• Is there a pool of RPs prepared
• Your views on the choice and ability of resource persons
• Availability of in-house trainers
• Honorarium paid
• Recommendations, if any

8. Training venue
• List the training infrastructure available – separate training hall, using class rooms/hotels
• Details of adequacy of training infrastructure, both accessibility and availability

9. Monitoring and Evaluation Methods used

10. Institutional Support-
• Personnel involved in various capacities to assist/support you in this programme
• What is your role as a coordinator
• Is there a course assistant, what are their roles

11. Constraints in effectively carrying out this TP
(Constraints in time, in resources, in personnel)
Constraints in gauging (i) effectiveness of training (ii) impact of training at work sphere

12. Recommendations
Annexure 3

Sl.No.

Questionnaire for Resource Person

Personal Data:

Name: ....................................................................................................................

Qualification: ...........................................................................................................

Profession: .............................................................................................................

Years of experience: ..............................................................................................

Contact details: .....................................................................................................

Address: ................................................................................................................
..............................................................................................................................

Phone numbers: .....................................................................................................

Email id: ................................................................................................................

Training Experience:

1. How many years of experience do you have as Trainer/Resource Person:

2. Topic/s of interest and expertise in training:

3. Association with the training Institute since:

Date of Training: ( to write here)

1. How did you come to know about the training programme?
2. What was the briefing given to you? (Details of written and oral communication/s)

3. How many days prior to the programme were you contacted?

4. Were you invited earlier for the same training programme? If yes, details

5. Were training manual/ reading materials/CDs given to you? If yes, details

6. Your comments on training Infrastructure:
   (i) Accessibility of the training hall
   (ii) Mode of transport for reaching the hall, details
   (iii) Is the training hall suitable for the conduct of the training programme?

   Your comments on
   (i) Ventilation:
   (ii) Cleanliness:
   (iii) Availability of training aids:
   (iv) Seating arrangements:
   (v) Any other:
7. Training methods:

(i) What are the methods that you have used for conducting the training session?

(ii) Please specify the reasons for using it

(iii) Any specifications given by the training institute?

8. Trainees-

(i) Your impressions on the trainees ability and interest to learn:

(ii) Do you think the training/your session is beneficial? If yes, how?

(iii) What impact do you foresee that this training/your session would have on their work?

9. Facilitation:

(i) Who facilitated the programme? (course coordinator/course assistant/any other)

(ii) Your comments on their interactions

(i) with you

(ii) with the trainees

(iii) What was the remuneration given to you?

(iv) Was remuneration given to you soon after the completion of the session?

(v) Is a feedback asked of you on this programme, if yes, details
(vi) if invited again, would you be willing to address another training programme. If no why not?

10. Suggestions for improvement:
Annexure 4

Set of questions- Trainees

Profile:
Name
Age
Educational Qualification
Name of the Village
Taluk
Since how long have you been a farmer (hereditary/any other)
What is the extent of land that you have
Type of land (irrigated, rainfed, garden, any other)
Type of ownership
(own, tenancy, sharecropping)
Have they received any agriculture award?

Training:
How did you come to know of this programme? (through centre/word of mouth/paper advertisement/any other)
Is this the first programme that you are attending here/elsewhere?
What motivated to come to the programme?
What did you expect to learn from this programme?
Has your expectations been fulfilled
State five learning points from this programme
What method did you like the best (training method)
Which resource person did you like the best
How was the stay arrangement?
How was the quality of food given?
Did you find it difficult to reach the training centre (accessibility)
Who pays for your transport?
What is the opportunity cost lost by being here for three days
Is this programme scheduled at the right season?

What will you implement when you return to your farms, at least five points

If you cannot implement all that you have learnt what are the constraints
Suggestions for improvement, if any

Would you like training in any other field, if yes, specify

Would you be interested in attending another programme here?
Annexure 5

Observation of Training Infrastructure

To observe-

1. Training infrastructure-
   (Number and adequacy)
   Training hall
   Classrooms
   Accommodation for stay
   Toilets (number /for women/cleanliness)

2. Accessibility of training centre
3. Mode of transport, distance
4. Availability of – sound system, its working, duster, pens and other tools.
5. Seating arrangements
6. Coordinators ability to change this depending on the need/expression of need
7. Trainees behaviour – punctuality, use/non-use of mobile phone
8. Time management by the training coordinator
9. Distribution of Certificate/ its usefulness to the trainees
10. Trainees participation
11. Course coordinators tasks
12. Availability of the coordinator etc
13. Food -Change in food /menu on all days of training
14. Any other
## Annexure 6

### Resource Persons List

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Govindaraju</td>
<td>Senior Field Officer</td>
<td>Organic Agriculture Research institute, Naagana Halli</td>
</tr>
<tr>
<td>2. Dr. Gangadharayya</td>
<td>Co-professor</td>
<td>Organic Agriculture Research institute, Naagana Halli</td>
</tr>
<tr>
<td>5. Scientist</td>
<td>Disease Scientist</td>
<td>Pra. Krusanke. V.C. Farm. Mandya</td>
</tr>
<tr>
<td>6. Janaardhan</td>
<td>Assistant Professor (retired)</td>
<td>Organic Agriculture Research institute, Naagana Halli</td>
</tr>
<tr>
<td>7. Ashok Kumar</td>
<td>Assistant Agriculture Director</td>
<td>Seed quantity department, Mysore</td>
</tr>
<tr>
<td>8. N. L. Doddegowda</td>
<td>Agriculture Officer</td>
<td>Assistant Agriculture Director office, Gundlupet</td>
</tr>
<tr>
<td>9. Naagaratna N</td>
<td>Resource Person</td>
<td>Mysore</td>
</tr>
<tr>
<td>10. Hombayya H. M.</td>
<td>Retired officer</td>
<td>Mysore</td>
</tr>
<tr>
<td>11. Dr. Arasumallayya</td>
<td>Disease Scientist, Professor</td>
<td>Nanjangudu</td>
</tr>
<tr>
<td>12. Dr. Janaardhan</td>
<td>Veterinarian</td>
<td>Kupya, T. Narasipura</td>
</tr>
<tr>
<td>13. H. Raamegowda</td>
<td>Retired officer</td>
<td>Bangalore</td>
</tr>
<tr>
<td>14. T. P. Kirani Kumar</td>
<td>Fertilizer quality controller</td>
<td>Bangalore</td>
</tr>
<tr>
<td>15. Raamegowda</td>
<td>Kr. A. Pesticide Quality controller</td>
<td>Kilaara</td>
</tr>
<tr>
<td>16. Shankaregowda</td>
<td>Progressive farmer</td>
<td>Bangalore</td>
</tr>
<tr>
<td>17. Ansaar Pasha</td>
<td>Extension Officer</td>
<td>Bannuru, Mandya</td>
</tr>
<tr>
<td>18. Raani Chandrashekhar</td>
<td>Resource Person</td>
<td>Nanjangud</td>
</tr>
<tr>
<td>19. Agriculture Officer</td>
<td>Soil Health Department</td>
<td>Hegguru</td>
</tr>
<tr>
<td>20. Lakshmi</td>
<td>Assistant Agriculture Director</td>
<td>Mysore District</td>
</tr>
</tbody>
</table>
Annexure 7
Pre and Post Evaluation Questionnaire

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Annexure 8
Immediate Reaction Questionnaire (translated from Kannada to English)

Format – 01

Training Evaluation

To be filled up at the District Agriculture Training Centre Office

1. Name of the Training Centre / Address/ Contact No : DTC, Rangasamudra, Mysore District

2. Topic of Training

3. Date / Duration

4. Trainees name/Full Address

5. Age of the Applicant

6. Remarks/Additional Information

To be filled up by the trainee who underwent programme-

1. Do you think the training has been helpful? : Yes / No

2. Were the contents covered relevant? : Yes / No

3. Was skill based learning activities given more importance? : Yes / No

4. Was audio-visual equipments used during the training? : Used/ No

5. Was the boarding arrangements satisfactory? : Average/Good/Very Good

6. Was the food arrangement satisfactory? : Average/ Good/Very Good

7. Were there audio-visual Entertainment equipments in the hostel of the training Centre : Average/ Good/Very Good
8. During the course of training programme was there any exposure visit? Please explain your opinion on the place of visit & experience gained in four sentences: Arranged/no

9. How will you adopt the knowledge gained in training in your agricultural land? (Give your opinion in ten sentence, knowledge improvement on crop choice, production etc)

10. If not being able to adopt, reasons:

11. Did you share the knowledge gained at training with other farmers?: Yes/ No

12. Your suggestions for developing the training centre:

Signature of Trainee
# Annexure 9

## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
<th>Venue</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>02.12.13</td>
<td>10.00-10.30</td>
<td>ΨΒΑΖ ΒΑ, ΨΒΑΖ ΒΑ ΥΕ, ΧΕΨ ΒΑ ΑΤΑ</td>
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<td>10.30-11.15</td>
<td>ΨΒΑΖ ΒΑ, ΒΑ, ΨΒΑΖ ΒΑ ΑΤΑ, ΨΒΑΖ ΒΑ ΑΤΑ Κ ΨΒΑΖ ΒΑ ΑΤΑ</td>
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*Note: The table is in Kannada and contains details of events, dates, times, and other relevant information.*
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<td>2.30-3.15</td>
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<td>3.15-4.15</td>
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