ASSESSMENT OF TRAINING NEEDS

Training Need

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.

Training Need Assessment

Before organizing training programme it is necessary to determine correctly the training needs of the group of personnel. The training needs may be determined in three ways.

First, from an analysis of organisational change, the organization must change if it is successfully to meet new conditions and so must the operations conducted within the organisation, 'this means that the people who operate the systems, procedures and role of the organisation must be trained to accept new jobs and new skills.

Second, from analysis of work problems as inefficiencies and problems within the organisation indicate that the worker has been inadequately trained. Thirdly, training needs can be derived from an analysis of man power wastage data.

Comparing the performance achieved in the job with the performance demanded by the job needs can derive the individual training. If the worker's performance is less than that demanded by the job, then a potential training need has been revealed. Training needs could be in the areas of skill, knowledge and change in attitudes.

Individual requires training to overcome problems as well as to avoid creating problematic situation in the organisations. It has been observed that most of the problematic situations are people -centered. When individuals have to learn new skills, replace incorrect

habits with productive habits, modify attitudes and acquire additional knowledge, training is one of the best management tools available.

Principals involved in Planning and Conduct of Training Programme

Training in an organisation is essentially a learning process in which learning opportunities the managerial purposefully structures, personnel and training staff, working in collaboration or by external agents acting on their behalf.

The aim of the process is to develop in the organisation's employees the knowledge, skill and attitudes that have been defined as necessary for the effective performance of their work and hence for the achievement of organisational aim and objectives by the most effective means.

Table 13.Components and sub-components of Training

Sl.No.	Component	Sub-Component
1.	Knowledge (K)	Knowledge of Extension Methods
		Subject Matter Knowledge
		Knowledge of Clients' Problems and their Solutions
		Knowledge of Farms, farm Families, and Farming Systems, and
		Knowledge of Farm Economics, Inputs Supply and Marketing
2.	Skills (S)	Communication Skills
		Technological Skills
		Demonstration Skills
		Organisational Skills
		Training Skills, and
		Diagnostic Skills
3.	Attitudes (A)	Attitude for Serving Clients
		Attitude for Acquiring Latest Knowledge and Technical Know-How
		Attitude for Problem - solving
		Attitude for Field Work, and
		Attitude for Self-Development
4.	Attributes (Os)	Personality Traits
		Conduct
		Empathy
		Experience, and
		Self-Development

Training Objectives

Any programme whether it be training or extension work should have objectives which are to be achieved. There are four types of objectives which are as follows:

Level	Type of objectives	What it should tell us
I	Policy/organisation	General direction of efforts, order of priorities
II	Target	How much is aimed
III	Operational objectives	Who has to do, what in order to attain the targets (in terms of clientele)
IV	Training objective	Who are the learners and what learning products are required

Principles involved in Training

Training should be based on the Principles of

1. Achievement of organisational objectives

2. Training need assessed

3. Training objectives - Expected learning behaviour

4. Flexibility

5. Level of the learners

6. Past experiences - existing knowledge

7. Co-operative / Collective process-active participation of learners

8. Teaching - learning process

9. Continuous process

10. Informed options - alternatives

11. Learning varies from individual

12. Individual creation of learning environment

Building up of a Training Programme

Any programme whether it be extension activity / Training activity, it has the following activities.

Trainer Roles

The various trainer roles can be seen in three distinct phases : pre-training, training and post-training.

a. Pre - Training

1. **Training Designer**

The role of identifying and translating learning needs into objectives, content and designing the programme.

- ❖ collecting and identifying learning needs
- ❖ listing objectives
- ❖ working out related contents/methods/materials/exercises
- ❖ sequencing the contents/activities
- ❖ identifying resource persons
- ❖ preparing and selecting learning materials

2. **Administrator/Organiser**

The role of ensuring and meticulously planning in advance the facilities, learning materials, required equipment, participants and other related components of the training event and the coordination of the programme logistics.

- ❖ choosing venue and time
- ❖ selecting and scheduling facilities
- ❖ regularly communicating with the trainees regarding the programme plans
- ❖ identifying and arranging the needed support system at the training venue
- ❖ scheduling the time of co-trainees and resource persons
- ❖ distributing training materials
- ❖ arranging resources

b. During Training

1. **Facilitator**

The role of guiding the learning process so that individuals learn from each other and the group functions effectively.

- ❖ eliciting opinions
- ❖ enhancing participation
- ❖ focusing trainees' attention on their potentialities
- ❖ summarising and synthesising information
- ❖ organising groups such that issues and needs are addressed
- ❖ intervening in the process

2. **Instructor**

The role of presenting information and concepts, clarify objectives, creating and sustaining a structured learning environment and helping generate new learning.

- ❖ providing information and concepts
- ❖ directing structured learning - role-plays, simulations, games and discussions
- ❖ using learning aids - films, audio-tapes, video-tapes and other materials

3. **Counsellor**

The role of supporting and guiding individual trainees during periods of stress and strain and helping trainees to assess their potentialities and personal competencies, so as to enable them to reflect, grow and change.

- ❖ developing a rapport with trainees
- ❖ showing genuine interest in directing their process of growth
- ❖ communicating on a one-to-one basis
- ❖ organising sessions to enhance self-confidence and self-esteem of some individuals

4. **Recorder**

The role of maintaining records of the process and content to enable monitoring, analysis and documentation.

- ❖ observing keenly both flow of content and process
- ❖ maintaining detailed notes on a daily basis

5. Evaluator

The role of assessing the impact of training programme on the trainees.

- ❖ planning evaluation mechanisms
- ❖ using written aswell as verbal reports to assess an event
- ❖ utilising the evaluation design to assess individual changes in behaviour, attitudes and knowledge
- ❖ forming steering committees to assist in day-to-day evaluations
- ❖ conducting mid-term reviews
- ❖ sharing reflections and analysis with co-trainer
- ❖ providing relevant feedback

6. Organiser/Administrator/Manager

The role of managing all the related tasks during the programme

- ❖ managing time and space for each session
- ❖ solving problems related to accommodation, food, etc.
- ❖ organising reservations, departures/arrivals, reimbursements, etc.
- ❖ managing the learning situation (session timing, breaks, off-time, etc.)

c. Post - Training

1. Report - Writer

The role of preparing a report of the training programme.

- ❖ organising the relevant information for the report-writing
- ❖ disseminating the reports to all participants, and others interested

2. Follow-up Coordinator

The role of continuing contacts with individuals and their organisations to assess impact of training on the organisations and individuals and providing the necessary follow-up support whenever needed.

- ❖ communicating at regular intervals
- ❖ inviting feedback from both organisations and individuals
- ❖ collating learning needs for the next event, if so designed
- ❖ providing support in the field

FTC

The main objective is to popularize latest technology among the cultivators by organizing short term training courses at village level, specially to small and marginal farmers, farm women and convenors of (Discussion Group).

Objectives
1. To conduct training programmes for farmers for speedy diffusion of knowledge regarding modern agricultural techniques.
2. To develop efficient farm leadership
3. To inculcate among farmers the habit of seeking timely guidance from agricultural extension personnel and other experts.

Types of Trainings conducted by FTC

The FTC conducts two types of trainings. They are 1) Non-Institutional and 2) Institutional. The details are given below

I. **Non-institutional trainings**
(1) **Production cum Demonstration training Camps**: The training camps are organized in each village extension worker circle to give training on H.Y.V's to farmers before the crop season with the objective to give a brief but complete demonstration of various techniques of growing the particular crop. Ttraining is carried out by experienced field staff.
(2) **Farmers Discussion groups**: Discussion groups consist of farmers and farmwomen. The discussion group serves as a forum for exchange of views and field problems faced by them.

II. **Institutional Training**
i. **Short Term Courses for Farmers**: These courses are developed to acquaint farmers with modern scientific technique of farming. These courses are conducted at the mandal headquarter or in the villages. Stipend is also paid to meet the incidental charges to each farmer for attending the training programmes. These are usually for 1 or 2 days only.
2. **Short Term Courses for farmwomen**: Training content includes the storage of agricultural produce, HYV grains, and methods of cooking, nutritional principles. Stipend is also paid.
3. **National Demonstrations**: National demonstrations are conducted in each district with emphasis on multiple cropping including HYVs of improved food crops in their region. The objective is to provide an opportunity to the farmer in the neighbourhood to see for themselves the methods and results of new agricultural practices recommended. The Subject Matter Specialist looks after the proper conduct of these demonstrations.
4. **Study /Conducted Tours**: To make the farmers training more effective through visual education and exchange of experiences, the conducted tours are organized. The place of visit

may be research stations, agricultural university, experimental farms, and private farms of progressive farmers.

5. Training courses for Conveners of Discussion Group:
a. Specialized training for 3 days
b. Correspondence courses or radio broadcasts on agriculture technology
c. Annual prizes for best run discussion group

FTC also conducts training programme for Water Users Associations (WUAs) FTC was actively involved in conducting Agricultural Market Committee Level training programmes to farmers

Krishi Vigyan Kendra (Kvk) (Agricultural Science Centre)

The first KVK was established in 1974 at Pondicherry under Tamil Nadu Agricultural University. The Krishi Vigyan Kendra is designed to impart need-based and skill-oriented vocational training to the practicing farmers, in-service field level extension workers, and to those who wish to go in for selfemployment.

The first KVK was established in 1974 at Pondicherry under Tamil Nadu Agricultural University. The priority for establishing KVKs is given to hilly areas, drought prone areas, forest areas, coastal areas, flood prone areas, forest areas, coastal areas, flood prone areas, and areas dominated with tribal farmers, weaker sections, small farmers and landless labourers. The objective is to gradually cover the entire country with one KVK in each district, priority being given to the backward areas.

The basic concepts of a KVK are-

1) The center will impart learning through work-experience and, hence, will be concerned with technical literacy, the acquisition of which does not necessarily require as a precondition the ability to read and write.
2) The center will impart training only to those extension agents who are already employed or to practicing farmers and fishermen. In other words, these centers will cater to the needs of those who are already employed, or those who wish to be self-employed.
3) There will be no uniform syllabus for a KVK. The syllabus and programme of each center will be tailored according to the felt needs, natural resources and the potentials for agricultural growth in that particular area

The three fundamental principles of KVK are

_ Agricultural production as the prime goal
_ Work-experience as the main method of imparting training and Priority to weaker sections of the society.

The main idea is to influence the productivity to achieve social justice for the neediest and deserving weaker sections of the society like the tribal farmers, small and marginal farmers, agricultural labourers, drought and flood affected farmers, and so on.

Need-based training courses are designed for different types of clientele. Courses are based on the information received through family and village survey. No certificate or diploma is awarded irrespective of the duration of the courses. After the training, follow-up extension programmes are organized for converting the acquired skills of the trainees into practice. While designing the courses, the concepts of farming system are taken into account to make the enterprises commercially viable.

Mandate

The mandate of a KVK is unique for it and is determined on the basis of the most important needs of the clientele, their resources and constraints, and nature of the ecosystem. The success of a KVK is judged by the extent to which it fulfils obligations specified in the mandate.

1. On-farm testing on farmers fields of proven technologies in agriculture and allied fields.
2. Organising Vocational Trainings in agriculture and allied areas
3. Conducting frontline demonstrations on major cereal, oilseeds, pulses and other important crops
4. Organinsing in-service training programmes to field / local extension functionaries in emerging advances in agriculture and allied areas.

The KVKs are fully funded by the Indian Council of Agricultural Research (ICAR). Initially, one KVK for each district was thought of and now two KVKs are also established in certain districts being the larger ones. Though KVKS are sponsored by ICAR they are working under different administrative controls viz., SAUs, NGOs and ICAR.