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Farm women's perspectives: A comparative analysis of KVK training effectiveness in Haryana

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Abstract

The respondents from KVK Hisar and Mahendragarh gave greater weight to all five training program dimensions, according to the overall mean score value, followed by Kurukshetra KVK, Rohtak KVK, Kaithal KVK, and Faridabad KVK. According to a comparative analysis of respondents' perceptions of effective training, which is shown in Table 2, respondents gave greater weight to training duration, ranking it I. Physical facilities came in second, followed by scientific efficiency at III, training content at IV, and training method at V. However, in contrast to other aspects of effective training, the respondents did not place considerable importance on training techniques or content.

Keywords: Farm women, KVK training, development, empowerment, sustainable practices

Introduction

Agriculture continues to be an important industry in India, employing a large percentage of the labor force, especially women who are essential to farming operations. Women play a significant role in home administration and agricultural production in Haryana, where agriculture is the main source of income (Kumar & Singh, 2021) [7]. One important topic of study in agricultural development is how farm women see training initiatives. Farm women are vital to the production of food and the rural economies, but they frequently confront unique difficulties, such as restricted access to resources, information, and chances for decision-making (FAO, 2011). Designing successful interventions that meet their unique needs and increase their involvement in agriculture requires an understanding of how they see training programs. Studies show that training initiatives can greatly raise farm women's socioeconomic standing and increase agricultural productivity (Agarwal, 2018) [1].

Farm women make significant contributions, but they frequently encounter a variety of obstacles, such as restricted access to chances for training, knowledge, and resources (Bansal & Mehta, 2020) [3]. Krishi Vigyan Kendras (KVKs) were founded to provide practical training and support to farmers, seeking to promote agricultural productivity and improve livelihoods. These programs are offered by these centers, and they are intended to empower farm women by providing them with the necessary knowledge and skills (Rani *et al*., 2022) [10]. It is essential to comprehend how farm women view these training programs in order to evaluate their efficacy and pinpoint areas in need of development. Krishi Vigyan Kendras (KVKs) were founded with the goal of improving agricultural productivity and livelihoods by offering farmers hands-on training and assistance. These programs are offered by these centers, and they are intended to empower farm women by providing them with the necessary knowledge and skills (Rani *et al*., 2022) [10]. It is essential to comprehend how farm women view these training programs in order to evaluate their efficacy and pinpoint areas in need of development.

Materials and Methods

The current study was carried out in Krishi Vigyan Kendras (KVK) that were chosen at random and represented each of the Haryana state's divisions. Each of the following districts—Kurukshetra, Faridabad, Mahendragarh, Hisar, Rohtak, and Kaithal—was chosen at random. Two blocks were chosen from each district using basic random sampling. The participants found the training program on the efficacy of KVK training to be highly beneficial. To reach significant and pertinent conclusions in line with the goals, the gathered qualitative data was categorized and tallied using the established standards. After scoring and tabulating the responses for every item in the schedule into a master sheet, the raw scores were transformed into indices if needed to remove scaling effects before being sent on for statistical analysis in light of the study's goals. Frequencies, weighted mean scores, and correlation were used to process, tabulate, and evaluate the acquired data. The many statistical tools used to interpret the results are listed below:

Results

Comparative analysis on perception of the respondents were also made and presented in Table-1. It is observed that in Hisar KVK, respondents put more weightage to duration of

training (mean score 4.61) followed by physical facilities (mean score 4.59), efficiency of scientists (mean score 4.55), method of training. However, the respondents did not put much emphasis towards content of training as compared to other dimensions.

In Rohtak KVK, respondents put more weightage to duration of training (mean score 4.49) followed by physical facilities (mean score 4.48), efficiency of scientists (mean score 4.41). However, the emphasis towards method of training and content of training was less as compared to other dimensions in KVK Rohtak.

In Kaithal KVK, it was noticed that the respondents put more weightage to duration of training (mean score 4.61) followed by efficiency of scientists (mean score 4.45), physical facilities (mean score 4.44). However, the respondents did not put much emphasis towards content and method of training.

The respondents of KVK Faridabad put more weightage to duration of training (4.51) followed by efficiency of scientists and physical facilities. The emphasis on content and method of training was comparatively low as compared to other dimensions of training programme.

Table 1: Comparative analysis of the perception towards training programme dimension

Sr. No.	Perception	Mean score (1-5)					
		Hisar KVK	Rohtak KVK	Kaithal KVK	Faridabad KVK	Mahendargh KVK	Kurukshetra KVK
1	Content of the training	4.21	4.19	4.17	4.13	4.25	4.17
2	Method of training	4.33	4.14	4.06	4.07	4.20	4.10
3	Duration of training	4.61	4.49	4.61	4.51	4.49	4.46
4	Efficiency of Scientists	4.55	4.41	4.45	4.40	4.52	4.65
5	Physical facilities	4.59	4.48	4.44	4.40	4.57	4.47
	Overall	4.42	4.34	4.33	4.30	4.40	4.37

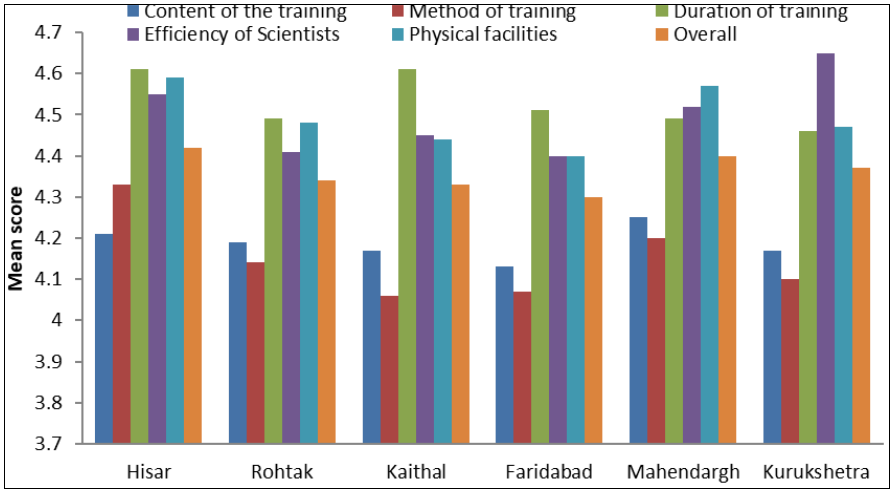

Fig 1: Comparative analysis of the perception towards training programme dimension

Table- 1 further revealed that the respondents of KVK Mahendragrah put more weightage to physical facilities (mean score 4.57) followed by efficiency of scientists (mean score 4.52), duration of training, method of training and content of training in order of importance.

The respondents of KVK Kurukshetra put more weightage to efficiency of scientists (mean score 4.65) followed by physical facilities (mean score 4.47) and duration of training. However, the respondents did not put much emphasis on content and method of training.

Overall mean score value indicated that the respondents of KVK Hisar and Mahendragarh put more weightage to all the five dimensions of training programme followed by Kurukshetra KVK, Rohtak KVK, Kaithal KVK, and Faridabad KVK.

Comparative analysis of perception towards effective training

Comparative analysis on perception of the respondents towards effective training presented in Table-2 revealed that the respondents put more weightage to duration of training and ranked I followed by physical facilities with II rank, efficiency of scientists at III rank, content of training at IV rank and method of training at V rank.

However, the respondents did not put much emphasis towards methods of training and content of training as compared to other dimensions of effective training.

Table 2: Comparative analysis of the perception towards effective training

Sr. No.	Perception	Mean Score	Rank
1	Content of the training	4.26	IV
2	Method of training	4.21	V
3	Duration of training	4.72	I
4	Efficiency of Scientists	4.52	III
5	Physical facilities or training material supplies	4.53	II

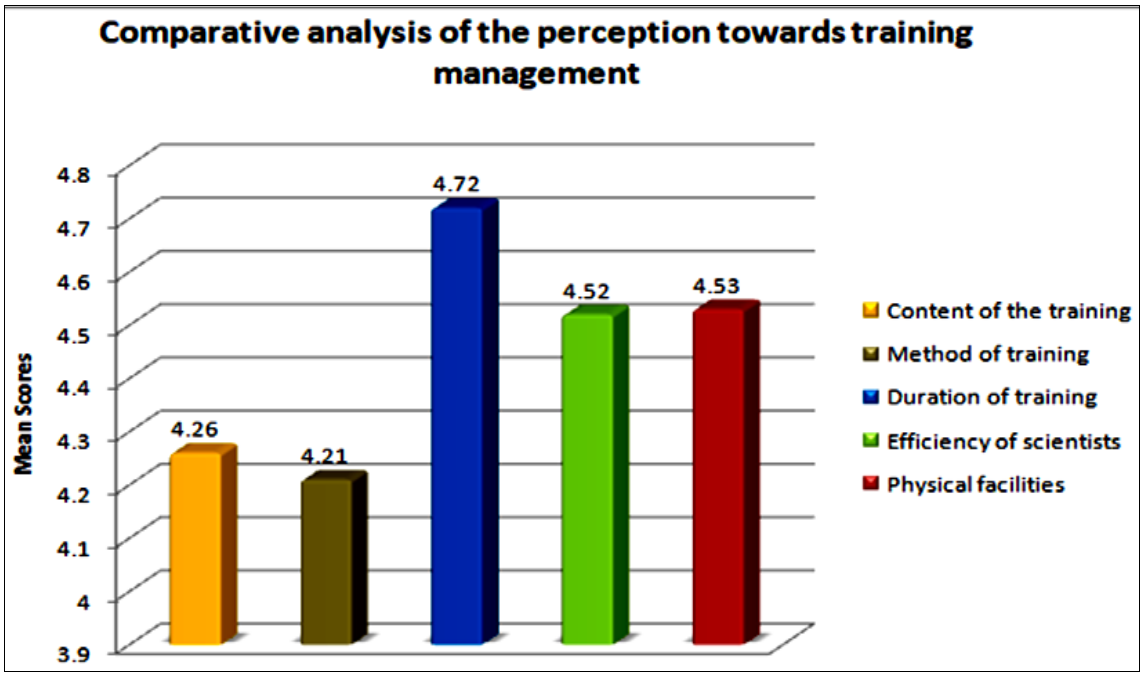

Fig 2: Comparative analysis of the perception towards effective training

Conclusion

The study's conclusions highlight the relative significance of several training program components over others, taking into account the preferences and practical requirements of KVK respondents. Physical facilities and training duration were found to be the most important criteria in determining how effective the training regimens were. These results imply that respondents place a high value on the duration and caliber of the training setting—aspects that have a direct bearing on the process of learning and the real-world application of acquired abilities.

Though technical content and trainer ability are significant, they are not as important as the logistical and experiential aspects of training, as evidenced by the interesting ranking of scientific efficiency, which probably reflects the expertise and efficacy of the trainers.

The fact that training techniques and content were ranked lower indicates that respondents might not be as interested in theoretical details or particular teaching strategies. Rather, it seems that they favor training that is more applied, flexible, and pragmatic, where knowledge and real-world experience are immediately applicable.

Future training program design will be greatly impacted by this finding, especially in industries like agriculture where practical experience and real-world application are essential. Training providers should concentrate on developing programs that are thorough, adaptable, and offer a top-notch learning environment, all the while making sure the program's duration for sufficient immersion and real-world application. By taking into account participants' practical demands, these insights can help make agricultural training programs more relevant and effective.

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