

Project

"A STUDY OF HUMAN RESOURCE TRAINING PRACTICES ADOPTED AT VANAMATI, NAGPUR"

**Affiliated to
Rashtrasant Tukadoji Maharaj Nagpur
University, Nagpur**

In partial fulfillment for the award of the degree of
Master of Business Administration

**Submitted by
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**Under the Guidance of
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NAAC Re-Accredited "A" Grade Autonomous Institution**



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G.S. College Of Commerce & Economics, Nagpur

CERTIFICATE

This is to certify that **Maitreyee Gautami** has submitted the project report titled “**A Study of Human Resource training practices adopted at Vanamati, Nagpur**”, towards partial fulfillment of **MASTER OF BUSINESS ADMINISTRATION** degree examination. This has not been submitted for any other examination and does not form part of any other course undergone by the candidate.

It is further certified that she has ingeniously completed her project as prescribed by G. S. COLLEGE OF COMMERCE & ECONOMICS, NAGPUR (NAAC Reaccredited “A” Grade Autonomous Institution) affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

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Place: Nagpur

Date: 15/07/2021

G. S. College Of Commerce & Economics,
Nagpur

DECLARATION

I here-by declare that the project with title “**A Study of Human Resource training practices adopted at Vanamati, Nagpur**” has been completed by me in partial fulfillment of MASTER OF BUSINESS ADMINISTRATION degree examination as prescribed by G. S. COLLEGE OF COMMERCE & ECONOMICS, NAGPUR (NAAC Reaccredited “A” Grade Autonomous Institution) affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and this has not been submitted for any other examination and does not form the part of any other course undertaken by me.

Maitreyee Gautami

Place: Nagpur

Date: 15/07/2021

G.S. College Of Commerce & Economics, Nagpur

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With immense pride and sense of gratitude, I take this golden opportunity to express my sincere regards to Dr. N.Y. Khandait, Principal, G. S. College of Commerce & Economics, Nagpur.

I am extremely thankful to my Project Guide Dr. Aniruddha Akarte for his guideline throughout the project. I tender my sincere regards to Co-ordinator, Dr. Geeta Naidu for giving me guidance, suggestions and invaluable encouragement which helped me in the completion of the project.

I would like to extend my gratitude to Dr. Madhavi Khode Chaware ma'am, Director at Vanamti, Nagpur and Milind Tare sir, Program Coordinator at Vanamti, Nagpur for guiding me throughout the process with their knowledge, valuable information and for giving me their invaluable time.

I will fail in my duty if I do not thank the Non-Teaching staff of the college for their Co-operation.

I would like to thank all those who helped me in making this project complete and successful.

Maitreyee Gautami

Place:Nagpur

Date:15/07/2021

SYNOPSIS OF THE PROJECT

Humans are the most important resource to any organisation. They are what give a company its competitive advantage over another. Human resources training and development is one of the most crucial activities that is to be performed by an organisation.

Training is the activity done to bring about a change in the knowledge, skills and attitudes of an employee. It keeps them updated with the constant changes and upgradations in today's fast paced world.

Training can happen through various methods. They may be 'On-the-job' methods or 'Off-the-Job' methods.

'On-the-job' training methods refers to the training that occurs while the trainee is performing the tasks at the job location. Techniques such as Coaching and Job rotation are examples of 'On-the-job' training methods.

'Off-the-job' training methods are those that take place outside the job location. Classroom lecture, Role playing and Case study are a few examples of 'Off-the-job' training methods.

Learning about the facilitation of various training programs is essential to understand how the knowledge and skills are imparted by the trainers and how the learning happens for the trainees.

The study on 'Human Resources training practices adopted at Vanamati, Nagpur' is an effort to learn about the various training activities conducted at Vanamati with an intension to develop the desired competencies in the trainees that will result in improved performance in the required field.

Vanamati primarily conducts its activities for meeting the training needs of middle & senior level officials of State Departments of Agriculture and Allied Sector as well.

The study on the 'Human Resources training practices adopted at Vanamati, Nagpur' is required to have an insight on the overall process of conducting a training program. It will give information on how training needs are identified; how suitable training program is designed and how trainers are selected for any training program. It will also include how a certain training course is evaluated. In addition to this, the study is needed to understand the problems that are encountered while practically conducting the training program.

Furthermore, it will enable learning about the various other programs organised by Vanamati for capacity building like lectures by subject experts, seminars and workshops for interactive sessions.

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INTRODUCTION

SUBJECT

Human resources are any organization's most precious assets, with machines, equipment and even money, nothing is achieved without manpower. Any organization's efficient functioning needs staff to learn to conduct their employment at a satisfactory skill level.

Training is the method of helping a individual enchant his efficiency and effectiveness in the workplace by improving and updating his or her professional knowledge by creating abilities relevant to his or her job and cultivating suitable behaviour and attitude towards job and individuals. Training is specifically formal education in distinct ways. While education is primarily worried with knowledge improvement, training is primarily intended to increase understanding, stimulate attitude, and impart abilities linked to a particular job. It's a lifelong and ongoing method. Training is an activity program that is time-bound. Thus, there is a customized specialized discipline of trainers mixing in the field of human activity.

TOPIC OF STUDY

Human evolution is a history of humans that underwent training in each age.

Humans initially trained themselves to fulfil their basic needs such as the use of weapons for safety and use of fire as a defence tool as well as a cooking aid.

In today's fast paced world, changes and adapting to those rapid changes are the bigger challenges. Change is induced in business and industry through advancements in science and technology, economic reforms and development in the management practices. These changes demand rapid individual and social adjustments and these demands apply to products, processes and people alike. These challenges faced by the people are met through manpower training and development programs.

The need for training in the organisation arises for bringing forth the dormant skills of the managers and provide them with new skills required for performing their assigned jobs more efficiently and effectively.

Training is an intentional act that is performed to guide individual's learning with an objective to bring about desired changes in their behaviour, knowledge and skills.

ABOUT THE ORGANISATION

VANAMATI, NAGPUR



Vasantrao Naik State Agriculture Extension Management Training Institute; popularly known as VANAMATI is an apex training institute of Department of Agriculture Government of Maharashtra. The institute was established on date 1st July 1992 vide GR No-(PR BHE PA) 1092/CR-2(A)/17-A dated 12.05.1992. The operational area for the Apex institute is entire State where as for Regional Institutes; the respective Regions namely Nagpur, Amravati, Aurangabad, Nasik, Pune, Kolhapur and Thane (Khopoli).

The apex institute is located at its new campus at VIP Road Dharampeth Nagpur and it has the responsibility to impart Capacity Building Training to middle and senior level officials of State Department of Agriculture and Allied Sector.

The principal lines of activities for institute revolves round the Training and Development and as such, the Thrust Areas for the organization are, *Agriculture Extension Management, Human Resource Development & Information and Communication Technology*

The institute is also entrusted with the responsibilities of carrying out training and development activities under World Bank assisted projects such as MWSIP, MACP etc.

In line with its stated objectives, institute conducts various training programmes throughout the year and enable intended trainees develop desired competencies so as to improve performance in the field thereby supporting farmers in realizing their dreams.

VISION

“Better Human Resource for Better Agriculture”

To develop a determined army of extension workers for the successful implementation of schemes and programs for agricultural development set down by the Centre and State. To become a centre of excellence to accomplish training and transforming the bright minds of the department for the successful implementation of extension work and management of agriculture. To empower rural women through sustained capacity building programs to enhance their contribution in agriculture.

MISSION

“Partnering Agricultural Policy Execution”

Vanamati aims to be the premiere institute for capacity building of workforce principally occupied in agriculture department of Maharashtra. To impart training to specified cadres in the administration under the state training policy. To monitor and evaluate Government Projects and Programmes related to agriculture. To become an exemplary centre of learning and training for the extension workers to embark on extension and management work in agriculture sector successfully. Vanamati is also committed to outstanding research in the arena of agriculture.

OBJECTIVES

To Attain the Vision & Mission Vanamati shall:

- A) Arrange training for capacity building of the personnel working in agriculture department.
- B) Organize lectures by subject experts, seminars and workshops for interactive sessions.
- C) Equip the participants with modern techniques to acquire modern knowledge through Internet and Computer Training.
- D) Conduct research through Policy Research Centre.
- E) Disseminate relevant information through publishing Journals and Periodicals.
- F) Explore the possibility of Public Private Partnership Model in agricultural activities.

Infrastructure

The institute is in the campus located at VIP Road, Dharampeth Nagpur in area admeasuring approximately 2 ha. There are two main blocks viz. Training Premises and Hostel Complex.

The facilities housed in these premises are indicated below:

I. Training Premises – It houses the following components –

Administrative Block (Offices of Director, Additional Directors, Deputy Directors, Administrative & Account Officers, World Bank assisted Project Offices, Library, Computer Lab etc...)

1. Training Halls – There are 4 halls having seating capacity of 30 each
2. Group Discussion Rooms – There are 3 small rooms attached with each training hall having capacity to arrange Group Discussion of 6 – 8 members
3. Library – A well maintained library is available for the trainees in the institute. There are ample books on various subjects pertaining Agriculture, Agro-Entrepreneurship, Marketing

Technology, Human Resources, Rural Development, Information Technology etc...

4. Computer Lab – The new Computer Lab is having 20 PC(s) with Internet connectivity.

5. Offices for World Bank assisted Projects such as MWSIP, MACP



II. Hostel Complex – It houses the following components-

Living Rooms for Trainees – 60 living rooms are available for trainees on twin sharing basis

Canteen & Dining Hall – It is available to serve for around 100 trainees at a time

Apart from the above the miscellaneous infrastructure such as space for parking, recreation room, 4 suites for VIP Guests, furniture, training aids etc is available.

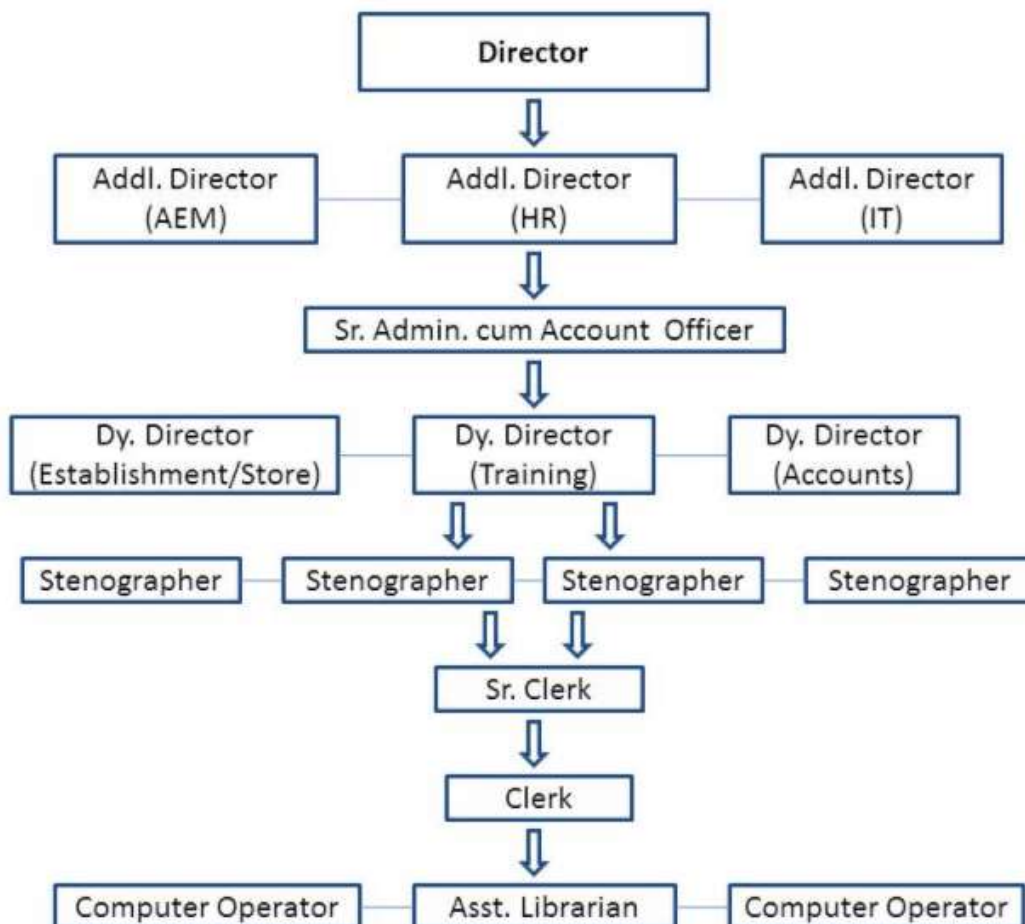


Human Resource

The institute is headed by Director who is a Sr. level IAS Officer and the other middle management personnel engaged in the institute are on deputation from State Department of Agriculture.

The institute is also entrusted with the responsibilities of carrying out training and development activities under World Bank assisted projects such as MWSIP, MACP etc. For carrying out training activities we have Master Trainer, Agri-marketing Executive and Agribusiness Specialist one each in said projects.

Organisation structure



Line of Activities & Target Group

The present line of activities of the institute covers primarily the training needs of middle & senior level officials of State Departments of Agriculture and Allied Sector as well. Institute conducts short training programmes generally of 3 & 5 days of duration. These programmes are organized by the institute under components of:

- a. Strengthening of Agriculture Institutions
- b. Extension Reforms
- c. World Bank assisted Projects such as MWSIP & MACP
- d. ASCAD Scheme of AHD
- e. NeGP-A

All the training programmes have a common focus of enabling management development dimension of the participating officials. The trainees are expected to sharpen their managerial skills and develop leadership attitude so as to help perform effectively while working in Agricultural Extension field. The participating officials are supposed to be Lead Facilitators for smooth implementation of various programmes and schemes being implemented by the department in the State as part of its Extension Interventions.

As regards the training programmes under World Bank assisted projects are concerned, they are arranged in accordance with the guidelines as received from respective Project Coordination Units (PCU).

The institute conducts various capacity building Training programmes and Workshops in thrust areas such as,

1. Agricultural Extension Management
2. Human Resource Development
3. Information and Communication Technology Management

An indicative list of programmes in these categories is as follows:

Agricultural Extension Management	
Sr. No.	Title of the Programme
1	Agri Business Development
2	Agri Clinics Management
3	Agricultural Extension Management
4	Agricultural Marketing
5	Agricultural Marketing Management
6	Agricultural Mechanization
7	Agro Export Management
8	Agro Poly clinic Management
9	Contract Farming
10	Crop Insurance
11	Drip Irrigation and Fertigation System Management
12	Effective Water Management for Sustainable Agriculture
13	Emerging Trends in Agricultural Marketing
14	Farm Business Management
15	Farm Mechanisation
16	Farm Schools
17	Fodder Crops Management
18	Management Development Programme on Livestock & Poultry Diseases
19	Market Intelligence and Market Survey

20	Market Led Extension
21	Market Led Extension for Livestock and Livestock Products
22	Micro Irrigation and Fertigation
23	Monitoring and Evaluation of Agriculture Schemes
24	Organic Farming & Certification
25	Participatory Watershed Management
26	Plastics in Agriculture
27	Poly net Houses in Nursery Management
28	Post Harvest Management
29	Processing and Marketing of Medicinal and Aromatic Plants
30	Quality Control & Legal Provision for Agriculture Inputs
31	Seed Management & Its Quality Control
32	Soil and Water Conservation Treatments
33	Urban Agriculture
34	Value addition of Agricultural Produce

Human Resource Development

Sr. No.	Title of the Programme
1	Communication Skills
2	Developing Social Intelligence for People Management
3	Empowerment of Women in Rural Agriculture
4	Entrepreneurship Development Programme for Agriculturist
5	E-Trading in Agriculture

6	Experience Sharing cum Review Workshop on FSFS under Vidarbha Development Programme
7	Experience Sharing Workshop
8	Facilitator selection workshop
9	Identification of Thrust Areas & Training Planning Workshop
10	Imports, Export Procedure and Requirements
11	Leadership and Team Building
12	Orientation of Officers on Modified Guidelines under Extension Reforms
13	Principles and Practices of Management
14	Process Documentation
15	Promoting Women Entrepreneurship in Agriculture
16	Training Management
17	Training Methodology
18	Training of BTM and SMS under Support to State Extension Programmes for Extension Reforms

Information and Communication Technology

Sr. No.	Title of the Programme
1	Effective E-Communication
2	Effective use of Computers in Agriculture Extension
3	Application of ICT for Effective Extension
4	Use of ICT For Effective Agricultural Marketing

Others

Sr. No.	Title of the Programme
1	Office Administration and Accounts Procedure
2	Project Design, Planning and Management
3	Project Report Preparation
4	Public Private Partnership
5	Review Cum Experience Sharing on FSFS
6	Right to Information Act
7	Training of Trainers (ToT) for Project Functionaries
8	ToT for orientation of BTT and BFAC members on Modified Guidelines
9	Wild Life Management

RESEARCH METHODOLOGY

The research methodology used for this study is a combination of descriptive (Ex post facto), analytical and qualitative research.

Ex post facto research is a type of descriptive research method where in the researcher has no control over the variables, she can only report what has happened or what is happening.

In analytical research, the researcher has to use facts or information already available, and analyse these to make a critical evaluation of the material.

Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind.

A literature review of the subject of Training and Development will be done to study about the training process stages. There will be a theoretical examination of the importance of conducting TNA and designing the entire training. The survey of concerning literature will involve studying the various training methods that are practiced for imparting the knowledge and skills to the trainees. The advantages of using technological aids while conducting the training program are also to be assessed. Further, the literature survey will also examine the qualifications and skills of the trainer of a training program. In addition to this, the relevance of evaluating the training program is also to be studied.

After the literature review, there will be the stage of data collection. The researcher will be collecting data relevant to the study at Vanamati, Nagpur. The data collected would be primary and secondary in nature. Primary data refers to data that is collected fresh and for the first time which is original in character. It will be collected using observation, interview and questionnaire methods. The primary data will also be acquired through content analysis

method. Secondary data refers to data that has been already collected by someone else and it may have passed through some statistical processes. The sources of secondary data will be the various reports prepared by scholars related to the study or the institute.

The third stage is that of proper compilation, processing and analysis of the observations made and the data that is studied and collected in the previous stage. An analysis of the topics of study will be done to recognise the various factors of human resources development and training practices at Vanamati, Nagpur.

The final stage of the study will be that of drawing the final inferences and conclusions. It will involve verifying the hypothesis on the basis of the data collected, studied and analysed in the previous stage.

RELEVANCE OF STUDY

The study on 'Human Resources training practices adopted at Vanamati, Nagpur' is an effort to learn about the various training activities conducted at Vanamati with an intension to develop the desired competencies in the trainees that will result in improved performance in the required field.

Vanamati primarily conducts its activities for meeting the training needs of middle & senior level officials of State Departments of Agriculture and Allied Sector as well.

The study will explore the various training methods in practice in an institute solely dedicated to the facilitation of 'Off-the-job' training.

All the training programmes have a common focus of enabling management development dimension of the participating officials. The trainees are expected to sharpen their managerial skills and develop leadership attitude so as to help perform effectively while working in the Agricultural Extension field.

The learning will offer a first-hand interaction with various professionals who have rich experience in the core field of Human resources training and development.

NEED OF STUDY

Training of an employee is an essential activity that has to be undertaken by an organisation. It can be done for various purposes.

Training can help in imparting technical knowledge and skills to a group of the workforce or it can be used to develop the managerial skills of the employees. It is done to ensure that the staff and management of any organisation is up-to-date in their knowledge and skills.

Training can also bring about attitudinal and behavioural changes in the trainees.

Learning about the facilitation of various training programs is essential to understand how the knowledge and skills are imparted by the trainers and how the learning happens for the trainees.

The study on the 'Human Resources training practices adopted at Vanamati, Nagpur' is required to have an insight on the overall process of conducting a training program. It will give information on how training needs are identified; how suitable training program is designed and how trainers are selected for any training program. It will also include how a certain training course is evaluated. In addition to this, the study is needed to understand the problems that are encountered while practically conducting the training program.

Furthermore, it will enable learning about the various other programs organised by Vanamati for capacity building like lectures by subject experts, seminars and workshops for interactive sessions.

OBJECTIVE OF STUDY

The objectives of study are as follows:

- To explore the various training and development methods practiced at Vanamati, Nagpur.
- To understand the procedures used for analysing the training needs, i.e., TNA along with their practical implementation.
- To understand the steps that are undertaken while designing a training program.
- To understand the various factors that influence the choice of training method that will be used for executing the training program.
- To understand the use of various training aids like books, presentations, games etc for increasing the effectiveness of the training will also be a part of the study
- To learn about the basis upon which the choice of a trainer is made, i.e., the qualities of a trainer in general and specific to a particular training program.
- To understand the techniques of evaluation used for the training programs conducted at the institute.

SCOPE OF STUDY

The study on human resources training practices adopted at Vanamati, Nagpur has a very huge scope. Vanamati, being an apex training institute for the Department of Agriculture, Government of Maharashtra, is bound by its vision, mission and objectives to work solely within the jurisdiction defined by the Department of Agriculture of the State government of Maharashtra. The institute designs its training programs in conformance with the objectives of the various agricultural projects and schemes introduced by the government and the Department of Agriculture, Maharashtra. Vanamati does not have an autonomy in introducing any training program that has not been recommended by the department.

Although, it may sometimes alter the suggested training programs according to the requests and/or requirements of the trainees.

The Department of Agriculture consists of a large number of officers that have received training from Vanamati, Nagpur. So, performing an extensive study on all training programs designed and conducted by Vanamati through responses acquired from all the aforesaid officers of the Department of Agriculture in a limited time span would not be possible.

At the same time, contacting a small number of employees and extrapolating their limited responses for the evaluation of the whole institute would be unfair.

Since the department also has a function of transfers of its employees between offices that handle various tasks of the Department of Agriculture, its employees do not necessarily stay in the same offices and perform the same tasks over the years of their service. There is also a chance that an employee may receive training for one office and then immediately after, he/she is transferred to another office that performs completely different tasks. In such a case,

the evaluation of the training program on the basis of actual application after the training has been conducted will not work as there is no application of the learned information.

Although the institute conducts more than a hundred training programs every financial year, this study focuses on studying the objectives of a selected few training programs conducted in the FY17-18, FY18-19 and FY19-20 and comparing them with the objectives sent by the Department of Agriculture, State government of Maharashtra.

HYPOTHESIS

A hypothesis is the principal instrument in any research. It states what a researcher is looking for and it is a proposition that which can be put to a test to determine its validity. There are two hypotheses to be tested in this particular study on the 'Human Resources training practices adopted at Vanamati, Nagpur.'

1. Null hypothesis – It represents the hypothesis that the researcher is trying to reject or prove wrong. It is represented by H₀.
2. Alternate hypothesis – It represents the hypothesis that the researcher is trying to prove valid and true. It is represented by H₁.

The following are the hypotheses formulated for this study:

H₀: The Human Resources Training practices at Vanamati, Nagpur are not formulated according to the set objectives.

H₁: The Human Resources Training practices at Vanamati, Nagpur are formulated according to the set objectives.

RESEARCH DESIGN

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It refers to the decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study. It constitutes the blueprint for the collection, measurement and analysis of data.

Literature Review – The study of literature will be done by referring to the subject related books, research papers and blogs on the internet.

Primary data collection - The primary data will be collected by conducting interviews (un-structured and semi-structured) with personnel from Vanamati, Nagpur and by making observations at the institute.

Secondary data collection - The secondary data will be gathered from the previously collected and processed data for research. (A point to remember here is the current situation of pandemic and the lockdown imposed by the government that might create restrictions. The process of data collection will happen keeping in mind the rules and regulations.

LIMITATIONS OF STUDY

The biggest limitation to the study on the human resources training practices adopted at Vanamati, Nagpur was the Coronavirus Pandemic due to which the study could not be performed up to mark due to the absence of physical trainings at the institute.

The pandemic restricted the movement of the researcher as well as the trainers and officials of the institute.

Another major limitation was the time available to complete the whole project. The topic of study could have been examined in more detail and the results obtained would have a slightly larger portion of the scope of the project.

THEORETICAL REVIEW

TRAINING

Training refers to the methods used to give new or present employees the skills that they need to perform their jobs.

Training can be defined as a planned process to modify the attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation.

According to H John Bernardin, training is any attempt to improve employee performance on a currently held job or one related to it.

A functional definition of training is that it is the acquisition of concepts, theories, knowledge skills and attitudes.

Development refers to the application of required knowledge, skills and attitudes to the job for increasing the organisational effectiveness.

According to Chowdhry DP, training is a process which enables the trainees to achieve the goals and objectives of their organisation.

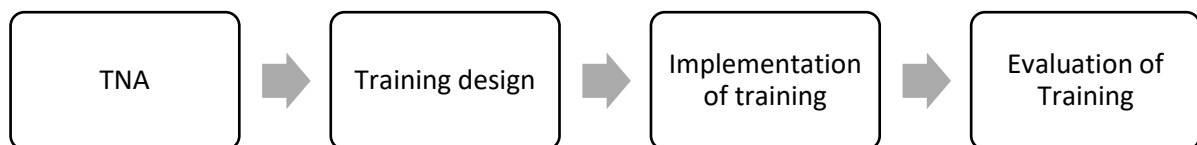
Objectives of Training:

- To train the employees in the companies' culture and ethos
- To prepare the employees both newly recruited and already employed to meet the current as well as the future requirement of the job and the organisation

- To train the employees in order to improve work methods and skills so as to increase quality and quantity of output
- To prevent obsolescence
- To prepare employees for higher level responsibilities
- To increase the efficiency and effectiveness of employees by updating them on latest concepts and techniques
- To facilitate succession planning
- To reduce supervision wastage and accidents
- To ensure economic output with high quality
- To develop inter personal relations
- To foster individual and group morale with positive attitude and cordial relations

TRAINING PROCESS

The basic process of training can be expressed as-



TRAINING NEEDS ANALYSIS

Training needs analysis is a systematic process of understanding training requirements.

Training needs analysis is done to find out the kinds of training that are needed, who needs them, where they are needed and which methods will be best to deliver the needed skill, knowledge and attitude to the workers.

TNA is an organisational intervention. A well planned and designed assessment helps the organisation to a greater extent. Its success largely depends on the support extended by the organisation and its members at all levels.

To gain organisational support the first step is to establish communication and relationship with the top management. This would help in clearly understanding the expectations of the top management. The second step is to establish the communication and relationship with the members of the organisation as it is critical to involve, advice and inform all those people who are affected by the needs assessment and obtain their commitment to the assessment process. Finally, a liaison team can be formed. This team may suggest the individuals who should participate, the means to explain the process and the level of trust necessary to accomplish the successful needs assessment.

Training needs analysis is ideally undertaken at 3 levels (organisational, task and individual). These three levels are interlinked, and using this structure will help ensure a balanced analysis of training requirements that takes into account the entire strategic picture as well as the specific needs of individuals within the organisation.

1. Organisational Level

TNA at the organizational level is a macro level analysis that helps identify areas where the employees of the organization lack necessary knowledge or skills and provides need-based training. It involves examination of the business environment, strategies of the organisation and the resources at its command to determine where training is needed.

The organisational analysis is aimed at short listing the focus areas for training within the organisation and the factors that may affect the same. Organisational mission,

vision, goals, people inventories, processes, performance data are all studied. The study gives cues about the kind of learning environment required for the training.

It helps answer the following questions:

- Where is training most needed? (Is it for a specific department or a group of employees?)
- Why is the training program recommended as a solution to a business problem?

TNA at the organizational level can clearly define measurable outcomes for a training and thus improve the chances of success of the training program.

2. Task Level

Here, the training needs analysis determines what kind of training needs to be given to employees to achieve a specified level of proficiency. This analysis can help identify the knowledge and skills required to perform specific jobs at the workplace.

The job analysis of the need's assessment survey aims at understanding the 'what' of the training development stage. The kind of intervention needed is what is decided upon in the job analysis. It is an objective assessment of the job wherein both the worker oriented - approach as well as the task - oriented approach is taken into consideration. The worker approach identifies key behaviours and ASK for a certain job and the task - oriented approach identifies the activities to be performed in a certain job. The former is useful in deciding the intervention and the latter in content development and program evaluation.

Task analysis assesses the knowledge and skills required for specific job tasks and correlates these requirements to the workforce's actual knowledge and skills. The training needs can be identified from the gaps revealed in this analysis.

TNA at the operational level answers the following questions:

- How is a job performed?
- What are the expected performance standards for the job?
- How should the work/task be done in order to meet the performance standards?
- What is the knowledge, skills, and abilities required to complete the job successfully?

3. Individual Level

At the individual or personal level, TNA checks how each employee performs in his/her job role. The difference between the expected performance and the actual performance helps you arrive at the training need.

The individual analysis is concerned with who in the organisation needs the training and in which particular area. Here performance is taken out from the performance appraisal data and the same is compared with the expected level or standard of performance.

Training needs analysis at the individual level gives you a complete picture of employee performance and whether their performance meets expected standards, and can help you answer the following questions:

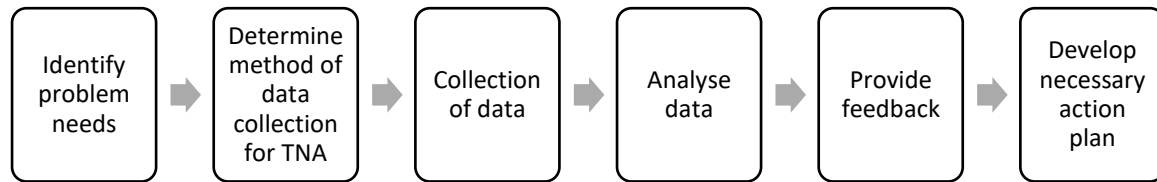
- What is the desired performance?
- Does the employee have the necessary skills and knowledge?

- What is the gap between the desired and actual performance?
- What are the obstacles to efficient performance?
- What training must be provided to the employee to meet desired performance standards?

Data sources used in TNA:

Organisational Level	Task Level	Person Level
Organisational goals and objectives	Job descriptions	Performance appraisal data
Personnel inventories	Job specifications	Work sampling
Skills inventories	Performance standard	Interviews
Organisational climate indexes	Performing the job	Questionnaire
Efficiency indexes	Work sampling	Tests
Changes in systems	Reviewing literature on the job	Attitude survey
Management requests	Asking questions about the job	Training progress
Exit interviews	Training committees	Assessment centres
Management by objectives or work planning systems	Analysis of operating problems	Critical incidents

Process of TNA:



Significance of TNA:

- Training needs assessment helps in diagnosing the causes of performance deficiency in employees and prevails upon the organisation to take remedial actions
- Trainers may be informed about the broader needs of the training group and the organisation, thus ensuring effective training
- TNA sharpens the focus and the orientation
- It helps in reducing the perception gap between the trainees, the trainers, the training administration and the organisation
- Trainers are able to pitch their course design coverage and inputs closer to the specific needs of the participants

TRAINING DESIGN

A training design is a technique of arranging the course content in a logical manner, so as to enable the trainees to learn maximum from the training course. It is a detailed plan for what an individual will do, why he/she will be doing it and the best ways to reach the training goals and objectives. It is the responsibility of the training designer to design an orderly, motivating, purposeful, useful and interesting training program.

Training design process:

The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.



1. Analysis

In the analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified.

2. Design

In the design phase, the focus is on learning objectives, content, subject matter analysis, exercise, lesson planning, assessment instruments used and media selection.

3. Development

In the development phase, instructional designers and developers create and assemble content assets described in the design phase.

4. Implementation

The implementation stage reflects the continuous modification of the program to make sure maximum efficiency and positive results are obtained.

5. Evaluation

The evaluation phase consists of two aspects: formative and summative. Formative evaluation is present in each stage of the ADDIE process, while summative evaluation is conducted on finished instructional programs.

IMPLEMENTATION OF TRAINING

Implementation is the point where a trainer activates the training plan, or it is the process of putting a training programme into operation. This stage requires facilities, training site, logistical arrangements, physical arrangements and environment, proper disposition, equipment, materials and furniture.

The instructional strategy that was planned is implemented in this stage. The output of the Designing stage becomes the input of the Implementation stage. The output of this stage is the input for the Evaluation stage of the training process.

EVALUATION OF TRAINING PROGRAM

Evaluation is the collection of analysis and interpretation of information about any aspects of a programme of education or training as a part of a recognised process of judging its effectiveness, efficiency and any other outcomes it may have.

Training evaluation means the systematic collections of data relevant to the selection, adoption, value of modification of workplace learning activities.

Evaluation involves the assessment of the effectiveness of the training programs. This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from the training and are able to apply those skills at their workplace.

Need for evaluation of training:

- Provide feedback on whether the training or development activity is effective in achieving its aims.
- Indicate the extent to which trainees apply what they have learned back in the workplace
- Provide information on how to increase the effectiveness of current or later development activities
- Demonstrate the overall value and worth of the development activities

Objectives of Evaluation of training program:

- To determine the degree of success in achieving the programme objective
- To prepare a cost benefit of the training program
- To draw a SWOT analysis of the training process
- To decide about the level of participants in the future programmes
- To find out the efficacy of various methodologies, cases, exercises used in the training programme
- Besides yielding information on the training programme, evaluation may also give information on the trainees, their prosperity to learn and readiness to apply what is learnt on the job conditions

- To measure participant's results
- To determine whether the program was the appropriate solution for the problems identified
- To create data base that can assist management in taking decisions
- To enable HR department to identify why participants prefer a specific programme

Models of Evaluation of training:

1. Kirkpatrick's model

Kirkpatrick's innovative model provided a way for any organization to evaluate any course or training program with ease.

The four levels of the Kirkpatrick model are:

Level 1: Reaction

This level helps to determine how the participants responded to the training. This helps identify whether the conditions for learning were present in the training.

Level 2: Learning

Through the use of short quizzes or practical tests, this stage helps in determining what, if anything, the participants learned from the training.

Level 3: Behaviour

The third stage takes place a while after the training has finished. Using various assessment methods, it is checked whether the course participants put what they learned into practice on-the-job.

Level 4: Results

The Kirkpatrick model measures results against stakeholder's expectations. This is known as ROE (Return on Expectations).

2. CIRO model

In 1970, Peter Warr, Michael Bird, and Neil Rackham and published their book, Evaluation of management training. Their framework for evaluating training became known as the 'CIRO model' and offers businesses a way of evaluating training needs and results.

Unlike other models such as Kirkpatrick's Model that can be applied to a broad range of training and evaluation programs, the CIRO model is specifically aimed at evaluating management training.

CIRO is an acronym that stands for the four levels which make up this approach to learning evaluation. They are:

- Context evaluation- It involves collecting of information about performance deficiency and setting objective with three levels, i.e., immediate, intermediate and ultimate.
- Input evaluation- It answers questions related to the ability of organisation to conduct the training on its own or to outsource, the time requires for the training and the past outcomes.
- Reaction evaluation- This includes subjective reports from the trainees about the whole program and contains questions about the training material used, instructors, facilities provided, infrastructure etc

- Output evaluation- It includes aspects such as defining training and development objectives, constructing measures of these objectives and assessing the result and using them to improve future programs.

3. CIPP model

CIPP is a decision focussed approach to evaluation and emphasises the systematic provision of information for programme management and operation. In this approach, information is seen as most valuable when it helps program managers to make better decisions, so evaluation activities should be planned to co-ordinate with the decision needs of the programme staff. Data collection and reporting are then undertaken in order to promote more effective programme management. Since, programmes change as they are implemented, decision-makers' needs will change, so the evaluation activities have to adapt to meet these changing needs as well as ensuring continuity of focus. It has the following evaluation phases:

- Context evaluation-

This phase assesses the overall environment readiness of the training program, whether existing objectives are in sync with the recognised needs of training.

It is also referred to as needs assessment. This involves collecting and analysing needs assessment data to determine goals, priorities and objectives.

Context evaluation answers the question of – What should be done?

Questions that can be asked here are:

What is the relation of the courses with the other courses?

Is the time adequate?

Should courses be integrated or separate?

Is there a need for the course?

- Input evaluation-

This phase concerns judgement about resources and strategies needed to accomplish program goals and objectives. It involves steps and resources needed to meet the new goals and objectives and might include identifying successful external programmes and materials as well as gathering information. Input evaluation answers the question of- How should it be done?

Questions that can be asked here are:

What resources and equipment are available?

What is the trainee's existing knowledge level?

What is the training strategy?

- Process evaluation-

This phase refers to the ways and means of how the curriculum has been implemented. It involves collection of data once the program has been designed and put to operation. This phase provides decision makers with information about how well the programme is being implemented. Process evaluation answers the question of- Is it being done as planned?

Questions that can be asked here are:

How actively are the trainees participating?

Are there any problems related to learning?

Are there any institutional or practical problems being faced?

- Product evaluation-

This phase helps to determine the extent to which the goals of the program have been achieved. By measuring the actual outcomes and comparing them to the anticipated outcomes, decision-makers are better able to decide if the

program should be continued, modified or dropped altogether. Product evaluation answers the question of- Did the programme work?

Questions that can be asked here are:

What are the trainees KSA level after the course?

Is there any implementation of the training by the trainees after the program?

How was the overall experience of the trainees and the trainers?

4. Brinkerhoff's model

This model has its roots in evaluating training and HRD interventions. Brinkerhoff's cyclical model consists of six stages grouped into four stages of performance intervention:

- a) Performance analysis
- b) Design
- c) Implementation
- d) Evaluation

Six stages of Brinkerhoff's Model are as follows:

- i. Goal Setting- Identify business results and performance needs and determine if the problem is worth addressing.
- ii. Programme design- Evaluation of all types of intervention that may be appropriate
- iii. Program implementation- Evaluates the implementation and addresses the success of the implementation
- iv. Immediate outcomes- Focuses on learning that takes place during the intervention

- v. Intermediate outcome- Focuses on the after-effects of the intervention some time following the immediate outcomes analysis.
- vi. Impacts and worth- assesses how the training has impacted the organisation, the desired business results and whether it has addressed the original performance gap or not.

TRAINING METHODS

Training method is defined as a systematic procedure or techniques by which a skill is developed in a person, employee of an organisation. The selection of training methods depends on the programme objectives, the trainees, the confidence of trainers etc. However, the following considerations are worth bearing in mind while selecting the training methods:

- The method selection depends on what actions the trainees are supposed to take after finishing the course
- The duration of the training program and the availability of time
- The training setting at the disposal of the trainer
- The level of knowledge about the trainees available to the trainers
- While selecting a participated experiential method, care should be taken that the trainer selects proven exercises which he feels confident that it will work. if the exercise fails the trainer should talk it out with the group members and should never apologize
- It is always better to have a combination of different methods of training in a program. Using a variety of training methods stimulates a learner's interest and arouses curiosity.

Important training methods:

1. Lecture or Presentation methods-

This is a traditional training method. Lectures are unidirectional because the trainer is the primary communicator who conveys the information to the group while the group's role is to listen. When the purpose is informational, lecture method is used. This method is suitable for large audiences. Content and timing of the lecture can be planned in detail well in advance.

Advantages-

- Efficient way to transmit a large amount of information to learners in short time
- Very cost effective
- Preferred when the training involves many learners
- Information can be communicated instantly
- Easy to organise

Disadvantages-

- The least effective training method
- The audience role is passive and audience feedback is limited
- Efficient learning demands concentration on the part of the learner

2. Case study method-

Case studies present scenarios that describe an actual or imaginary problem situation. The trainees must usually apply the knowledge and skills they acquired from the training and prior experiences to examine the case, make decisions and propose

solutions or recommendations. This method is a very useful tool for developing analytical skills and when the trainees lack on job experience. Case study method is essentially a problem identification, problem solving activity. The main focus of this method is thinking and finding out many ways of solving the problem and analysing the causative factors that are responsible for the problem.

The Harvard method of case study uses cases developed from actual situations in which the trainee will be able to learn from independent thinking how his skills may be used in solving the problem presented. This method is not directive in that the instructor presents the Case problem to the students, allows sufficient study time and then creates an environment for group discussion. The instructor guides the discussion and acts as a catalyst for the group. He helps the students discover for themselves what the answers or solutions may be. He assists the group through the use of skilled questions to draw out, direct or guide the thinking of the group. In the final analysis the result of this approach may be a series of solutions to the same problem.

Advantages-

- Pooling of the knowledge and experiences of the group of people analysing the case is possible
- This method helps in developing cooperation and interpersonal skills among the participants
- It facilitates analytical skills and Communication of the skills of the participants
- As the case study method throws open different approaches, alternatives and solutions to a problem the participant is given a variety of solutions

- Other's point of view is made known in the discussion and one starts appreciating others point of view, paving way for possible behavioural and attitudinal changes
- This method facilitates synthesis of several conceptual principles the resulting in a plan of action

Disadvantages-

- Case studies sometimes lack realism and immediate relevance to the organisational settings
- The case study method is time consuming compared to other Direct methods
- Some case studies may be difficult for trainees to comprehend and imagine the situation as it happened when presented in written form

3. Role Play method-

In role play method active participation rather than passive perception is achieved and this facilitates learning. In the absence of real situations, certain artificial situations may have to be created to suit the instructional needs so that the trainees would be feeling that they are experiencing life-like situations. This contrived artificial situation in educational parlance is called simulation. Role plays provide trainees with the opportunity to apply new skills in a safe environment. A real-life situation is improvised and acted out in front of the group which then discusses the implication of the performances for the situation under consideration.

Advantages-

- This method creates active participation, live demonstration of problem situations in a non-threatening atmosphere for trainees.

- The participants get a chance to not only know about their personal feelings but also get a chance to learn how others feel about it
- Role play method offers participants an opportunity for developing hard to obtain experience in dealing with complex real-life situations
- Role play method trains the learner to argue, reason, persuade and defend his ideas and decisions
- It helps the learner to identify and correct faults or weaknesses in human performance, behaviour and attitudes

Disadvantages-

- The trainees may discount the value of their learning due to the artificiality of the situations depicted
- Some role player participants are too timid or self-conscious to act a role successfully
- The session may deteriorate into fun and play
- Role playing loses some of its effectiveness when the audience is too large
- It cannot be applied to all management training situations

4. In basket exercises-

In basket exercise method is an interactive simulation in which learners analyse information, set priorities and make decisions on issues given in the exercises. In-basket exercise places the trainees in a real-life situation where they are asked to perform typical management tasks and activities that they face on a day-to-day basis. During the simulation, it is videotaped and learners are assessed against predetermined competencies such as time management, problem solving and decision making.

Advantages-

- Facilitates skill development in the areas of problem solving, organising and planning
- Time management skills are developed
- Provides concrete subjects for practical work and discussion opportunities for active participation

Disadvantages-

- Time consuming to produce
- If handled insensitively by the facilitator, it may undermine the confidence of the trainees

5. Management games-

Management games are a powerful tool for executive development. The management game is a dynamic exercise utilising a simulation of a business situation.

Executives, grouped into teams representing the management of competing companies, make the same type of operating and policy decisions as they do in real life. The game is played over a period of time and the decisions taken at one point of time takes into account the effects of their own earlier decisions, the decisions taken by other competing companies and what really happened in the business field during the period. full scope is given to companies. At the end of the game, a critical session is held to focus attention on the main points of the problem and to review the performance of the participants.

Advantages-

- Improvement in technical performance
- Exercise of better or more confident leadership

- More inter-departmental cooperation and greater awareness of functional relationship
- Change towards more flexible or improved organisation structures
- The technique enables one to break the common barrier associated with the traditional student-trainer relationship

Disadvantages-

- It is a time-consuming method
- Trainees as well as trainer may be unfamiliar with the method

6. Computer based-

The Computer Based training method is an effective and flexible method of training and all levels of staff can use the same. In this method the training material is prepared by the trainer after involving the managers. The material is then loaded on the computer and the trainer should undergo the training program by using the computer with the training material in the disk and associated work book.

Advantages-

- Readily available at many companies' locations
- Resources and time are effectively used
- It can be a cost-effective way of meeting the needs of the business

Disadvantages-

- It demands a greater commitment from the manager and the trainee
- The trainee may feel isolated as they work on their own
- All the trainees may not be computer savvy and may face problems

7. Field trip-

A field trip is carefully planned and organised to visit a plant or an organisation and provide first-hand knowledge to the participants about certain aspects of the working of an organisation and thus enhance learning. It enables the participants to interact with the real world situation. Leading evidence is available to the participants and it may reinforce the classroom learning. It facilitates comprehension of how things work in real settings and facilitates better appreciation of the practical problems faced by the organisation and the trainee. The success of this method depends on the pre-visit preparations and establishment of learning objectives. It should ensure that learning takes place through suitable devised mechanism

8. Job Rotation-

Job rotation means changing the position of the employee from time to time to help them to learn many skills to become all-rounder worker. Job rotation helps the employees to work in a rotation job and make them more productive.

9. Vestibule-

It is a training of actual work that will be done by employees but conducted not in the real workplace. This training method helps the employees to minimize the mistakes during work.

TRAINING AIDS

Training Aids refers to the means by which the information is conveyed during the training delivery. These aids complement trainer by extending their delivery skills, adding variety and stimulating the learner's interest.

The training aids add variety to the learning process thereby increasing the involvement and motivation of the trainees as it helps in providing certain stimuli.

Participation and interaction of the trainees is encouraged by the use of training aids.

The use of training aids to a large extent depends on the objective of the programme, the characteristics of the trainees and the integration of the training aids with the other facets of training.

The choice of an aid is left at the trainer's discretion and no absolute rules are laid down.

Aids however have to fulfil certain requirements and the following can be of use:

- **Simple:** Aids must be simple and contain only essential information. Too much information can lead to confusion
- **Realistic:** The aid used must provide a realistic and truthful image of the subject under discussion. If possible, the real article or a is always the best aid
- **Accurate:** Aids must be accurate and correct in every way. If details are presented incorrectly, some attendants will remember the incorrect details despite the trainers effort to correct them during the presentation
- **Colourful:** Charts, transparencies, diagrams and models must appear professional and have an impact on the imagination of the person attending the

course. Colour can be used to highlight important details, and can enhance the appearance of the aid.

- Manageable: Aids must be easy to manage and to remove and the presenter must be capable of handling them
- Readable: Illegible writing is very disturbing and creates a negative attitude towards the presentation
- Suitability: Aids must be suitable and in a good working condition. You should use training aids to suit your topic or activity
- Cost effective: The cost of acquiring or manufacturing training aids must be reasonable and affordable

Advantages of Training aids:

Advantages to the Trainer:

- The training aid acts as a direct support to the trainer
- The explanation of the points enumerated in the visual aid becomes easier for the trainer
- The audio-visual materials can be re-visited for clarifying and re-enforcing by the trainer
- The chances of diversion from the topic are considerably minimised
- The audio-visual aids add variety to the presentation
- The training aids can be used as an aid to deliver a lecture or to add content to the program
- The audio-visual aids save time and facilitate time management of the session for the trainer
- Summarisation by the trainer is facilitated by the use of the audio-visual aid.

Advantages to the Trainee:

- The learner's monotony during lectures or presentation is broken by the use of audio-visual aids
- It captures the attention more readily because of which driving the home point is made easier
- The trainees' involvement is more while using audio-visual aids and his learning is faster because of the increased interest
- The trainee understanding is enhanced, as his involvement is high
- Trainees are motivated and activated to learn, as there is less monotony

Training aids can be divided into two categories:

- a) Static media- They include printed material (texts, brochures etc), non-projected material (models, posters etc) and still-projected material (overhead projector, slides etc).
- b) Dynamic media- They include video material (film etc), audio materials (recordings etc) and computer-based materials (CDs etc).

A few examples of training aids are:

1. Videos & DVDs-

By using a video/DVD you have access to experts and excellent examples in the training room. It is presented in such a way that it allows the learner to see, hear and

even become emotionally involved and thereby increasing this credibility of these media.

Advantages-

- Shows real-life examples of what you have been talking about
- Gives the presenter a rest
- Provides variety to the programme
- Motivates learners
- Stimulates discussion
- Powerful tool to create emotions

Disadvantages-

- Video/DVD material is very expensive to develop
- It is one-way communication. The learners listen to something which the presenter cannot fully control. It is therefore very important to choose only the best and applicable material.
- You lose contact with your audience for a while.
- You may find yourself basing the presentation around it (an advantage if it is an excellent video/DVD)
- The small screen of the standard size television does have the disadvantage that only a restricted number of persons attending a course can be accommodated at a certain time.

2. White/ Black board-

The white or black board is one of the most common training aids that are normally available in most training facilities. It is board that you can write on with a pen or chalk. The board is another visual training aid that can assist the trainer. The main

advantage is that you can re-use the same board, which means that it is more cost effective than, for example, a flip chart. You can even write information on the board before your presentation to save time.

Advantages-

The board makes it easy to collect learner's ideas

- It is flexible, you can wipe off errors
- It is a great help for making spontaneous notes while you go through a learning session
- You can erase information that is no longer relevant to the learning session
- Another advantage is that it consists of a steel base and can therefore be used as a magnetic board as well. The magnets must be small but strong enough to hold maps, charts and even small models.

Disadvantages-

- If prepared beforehand, there is no element of surprise
- One cannot store information once the board is full
- Writing is sometimes not bold enough
- Difficult to move about

3. Flip Chart-

The flip chart is visual training aid that will enhance a training programme. The flip chart is basically an A1 size paper pad that is attached to the stand. The flipchart is ideal for small groups and group work, because not only can you use it to show information that was presented by the presenter in advance, but the groups can also use the pad to recall what happened in the group during discussion.

Advantages-

- It is not an expensive training aid
- It is easy to prepare beforehand, retaining the element of surprise
- No need to clean it
- Orders audience's ideas neatly
- Can be moved around to the best position
- Easy to make notes on
- Good for group work

Disadvantages-

- Smaller than white board for developing discussion on 1 sheet
- Paper sometimes incompatible due to wrong number of holes at the top
- Pens can run out
- Can be awkward to carry with you
- Visibility problems

4. Overhead projector-

The overhead projector was one of the most commonly used visual training aids but is steadily being replaced by computers using power point presentations and a LCD projector. Many countries still utilise overhead projectors. The special thing about the overhead projector is that you can use it in daylight and you do not need to darken the room completely. You can also prepare transparencies in advance. So you can be confident that your materials won't fail. You can face your students while you're using it, instead of turning your back on them while you're writing on a board or a flip chart. Overhead projectors come in different shapes and sizes but they all work basically in the same way. When you switch it on, the light inside lights up the transparency placed on the glass screen on top of the body. The light travels up to a mirror mounted on an extension arm above the screen. The mirror reflects the light

and throws an image onto the screen. Setting up the projector is easy. The final product looks professional and saves time.

Advantages-

- The overhead projector is simple and easy to use. No special skill is required
- A variety of user techniques can be applied during a presentation
- The pace of the presentation can be controlled and altered
- Unbroken eye contact with the audience is possible
- It is not necessary to darken the room
- It requires little maintenance and upkeep. Only regular cleaning is necessary and the globe has to be replaced every now and then. (Make sure that both globes are in working order.)
- The overhead projector is ideal for different group sizes and virtually any group can be reached

Disadvantages-

- There is plenty of scope for distraction in blocking or distorting the image
- The plate and lens can get dirty
- If there is no electricity you cannot use the OHP

5. Power point presentations-

Today there is an ever-increasing use of laptop computers. With a laptop and a beamer or LCD can be used to project information from the computer on a screen. Programmes like power point presentation can be used to prepare presentations in advance. With a computerised presentation the presenter can develop a slide show, video clips and a variety of graphics to enhance the training session.

Advantages-

- It can be prepared in advance
- The pace of the presentation can be controlled and altered
- Unbroken eye contact with the audience is possible
- It is not necessary to darken the room
- Photographs and graphics can be added in the presentations
- There are many websites and CD's available with photos and graphics
- Video clips can be added to presentations

Disadvantages-

- You need electricity
- The projector or LCD is very expensive and not always available, especially in remote areas
- Some trainers may have trouble to operate the equipment
- Some trainers are not computer skilled or may not know the programme and may have trouble to develop a presentation
- It may happen that the computer and projector are not compatible

TRAINER'S SKILLS

Below are seven skills highly effective instructors and trainers must have in the modern-day workplace.

1. Technology Skills

Instructors and trainers must know how to use learning management systems and the mobile learning apps and tools that integrate with them, as well as how to develop effective training

materials with video editing and advanced content authoring tools and software. They also must know how to operate technology that's used inside a workplace classroom setting.

2. Strong Communication Skills

Instructors and trainers must have good communication skills to be able to communicate new and old concepts to adult learners and relay those concepts in a way that is engaging and helpful.

3. Organizational Skills

Organizing lessons and courses is a part of being an instructor or a trainer. Instructors and trainers need to not only know how to organize courses and materials in an engaging and practical way for learners' retention levels but also keep their calendars organized. In addition, they must clearly communicate and document what's required of each learner and when.

4. Adaptability

Effective instructors and trainers are adaptable. If they can tell certain course material isn't "clicking" with some learners or they need to switch schedules, they adapt. They are constantly finding new and engaging ways to relay the same concepts and aren't afraid to adopt new learning strategies or materials so that they're accessible and engaging.

5. Ability to Assess Employees

All instructors and trainers should be comfortable assessing an employee's willingness to learn, as well as the knowledge or skills that employee has retained. They are adept at

designing and administering assessments and always make sure assessments are accurate and helpful.

6. Advanced Research Skills

When designing course materials and assessing employees, effective instructors and trainers research the best and most relevant methods. They ensure that their learning materials are relevant and that their tactics inspire learning and engagement.

7. Enthusiasm for Learning

Above all else, effective instructors and trainers display a sincere enthusiasm for learning. They are always learning new things themselves while inspiring others to do the same. They have the skills required to be continuous learners and motivate continuous learning.

RKVY

Rashtriya Krishi Vikas Yojana was initiated in 2007 as an umbrella scheme for ensuring holistic development of agriculture and allied services. The scheme incentivises States in order to increase public investment in agriculture and allied services. The National Development Council (NDC) being concerned by the slow growth in the Agriculture and allied services launched this scheme. The scheme was implemented as an Additional Central Assistance to State Plan Scheme with 100% Central assistance. Since 2015-16, the funding pattern has been altered in the ratio of 60:40 between Centre and State.

As of 1st November 2017, the Government has approved for the continuation of the ongoing Centrally Sponsored Scheme (State Plans) and revamped Rashtriya Krishi Vikas Yojana as Rashtriya Krishi Vikas Yojana – Remunerative Approaches for Agriculture and Allied Sector Rejuvenation (RKVY – RAFTAAR)

Objectives Of The Scheme

- The main objective of the scheme is to develop agriculture as a main source of economic activity.
- To incentivize the states that increase their investments in agriculture and allied services.
- To provide states flexibility and autonomy in planning and executing programmes for agriculture.
- To realise the goal of reducing yield gaps in important crops.
- To maximise returns to farmers.
- To address agriculture and allied sectors in an integrated manner.

Features Of The Scheme

- It is a State Plan scheme.
- The eligibility criteria for the state is the average expenditure by the state on agriculture and allied services.
- The baseline expenditure is determined on the basis of the average expenditure by the state during the three years prior to the previous year.
- The pattern of funding is 100% Central Government Grant.
- It is mandatory to have District Agricultural Plans and State Agricultural Plans.
- This is an incentive scheme, and hence allocations are not automatic.
- It gives maximum flexibility to states.
- It integrates agriculture and allied services comprehensively.
- Projects with defined timelines are highly encouraged.

- The state must commit to the projects that have been initiated even if it goes out of the RKVY bucket owing to a reduction in investment.
- The States are encouraged to explore convergence with other schemes.

Ministry of Agriculture & Farmers Welfare sanctioned the establishment of RKVY-RAFTAAR Agri-Business Incubator (R-ABI) at the Indian Institute of Technology (BHU) Varanasi. This scheme aims at promoting agripreneurship and agribusiness by providing financial support and nurturing the incubation ecosystem. This was a new component in the revamped scheme RKVY-RAFTAAR in 2018-19.

Under this scheme, both the new and old incubators will be established/strengthened as R-ABIs with need-based infrastructure, manpower and equipment. These incubators will, in turn invite agripreneurs through the various phases of the business life cycle and render them an opportunity to generate innovations in agriculture and allied services. The innovations can be in the field of technology, process, products or services which will enhance efficiency in agriculture and allied services.

The Ministry of Agriculture is funding startups under the innovation and agripreneurship component of RKVY in 2020-21. The startups can belong to various industries like agro-processing, digital agriculture, farm mechanism, fisheries, dairy, artificial intelligence etc.

Benefits Provided Under The Scheme:

Agripreneurship Orientation An orientation of 2 months, with a stipend of Rs.10,000 per month, is offered. The orientation provides mentorship on various financial, technical and other issues.

Seed Stage Funding of R-ABI Incubatees Funding up to Rs.25 lakhs (85% is a grant and 15% is the contribution from the incubatee). This will be provided to all incubatees of R-ABI. These incubatees must be Indian start-ups and must be registered legal entity in India with a minimum of two months of residency at R-ABI.

Idea/Pre-Seed Stage Funding of Agripreneurs Funding up to 5 lakhs (90% is a grant and 10% is the contribution from the incubatee). RKVY-RAFTAAR will persist to be implemented as a Centrally Sponsored Scheme in the ratio 60: 40 i.e., the government of India and state share respectively, except in the case of northeastern and hilly states where the sharing pattern is 90:10. For UTs, the grant is 100% as a Central share.

ATMA

Agricultural Technology Management Agency (ATMA) scheme is benefitting the majority of farmers in overcoming the technological gaps in the industry. The scheme aims at centralising the management of agricultural technology transfer by making organisational arrangements and deploying innovative technologies. ATMA acts a registered society in the respective States and encourages the farmers, farmer groups, Panchayat Raj Institutes, NGOs, Krishi Vigyan Kendras (KVKs) and other stakeholders at the district and village levels to be a part of this farmer-centred extension system. It offers technical advice and training on new practices and technologies to the farmers.

The ATMA aims at accomplishing the following objectives:

- Establishing new, structured and centralised institutions at the state, district and village level.
- Strengthening the already existing extension system with innovative and effective operational procedures.
- Simplifying and de-centralising the decision-making to the district and block levels.
- Accelerating towards the viability of the extension services.
- Encouraging the farmers to take part in the programme planning, coordination and resource sharing and grow their responsibility.
- Strengthening the linkages between the key line Government departments, research organisations and the stakeholders.
- Offering a structural mechanism for the coordination and supervision of upgradation activities of several institutions involved in technology modification and distribution at the district and village levels.
- Enhancing the quality and sort of technology that is distributed.
- Building partnership with the third-party institutions such as NGOs, Panchayat Raj Institutions etc.
- Implementing the farming system innovations and farmer organisation to overcome the technological differences and improper management of natural resources.
- Tackling the issue of gender concerns by collecting and clustering women farmers into groups and offer them with the advanced training.
- The availability of technical advice to farmers on new practices and technologies under ATMA has led to higher/rational use of new practices and technologies.
- ATMA provides an institutional mechanism for coordination and management of Agricultural Extension System in the district.

LITERATURE REVIEW

I. A research on the effectiveness of training and development in its solutions

The study by Bharthvajan R, S Fabiyola Kavitha is concerned with “a study on effectiveness of training and development in its solutions (Chennai)”. In this study the effectiveness of the employee is measured and studied. In this study there are 110 employees that are taken out of 195 employees using random sampling method. the set of questions are given to the employees to get their feedback about the changes after the training. The organization provides various kind of training to the employee. In this study the effectiveness of the employee is tested after training and development.

II. The effect of training and development on employee performance in private company, Malaysia

Sumaiya Shafiq Sahibzada Muhammad Hamza (2017) has done their research on the topic of “The Effect of Training and Development on Employee Performance in Private Company, Malaysia”. The researcher attempts to clarify that the worker is the main assets in the organisation, they are the main heir to an organisational achievement. The organisations success cannot be underestimated by the organizations. The paper aims to explore the effect on employee performance and the difficulties of training and growth. Based on the empirical literature, the questionnaire was created. The study involved the convenience sampling method for choosing the participants. The independent variable used in work training, off-work training, job enrichment and job rotation. Employee difficulties are the dependent variable used in

this study. The researcher was accepted using a questionnaire on the Likert scale, including 25 issues, and 105 staff at the Malaysian Private Company are the number of participants. The output demonstrates that all independent variables have an unexpected effect on the performance of employees except for job enrichment that is reported to have a substantial effect on the dependent variable.

III. Training and development program and its benefit to employees and organisation: a conceptual study

This study was performed by Khawaja Jehanzeb and Dr. Nadeem Ahmed Bashir (2013). The purpose of this paper is to present a conceptual study established on the employee training and development program and its benefits. This paper inspects the structure and elements of employee training and development program and later the study presents what are the positive outcomes for employees and organizations.

Organizations find it difficult to stay competitive in recent global economy.

Importance of employee development program is growing for the organizations those pursuing to receive an advantage among competitors. Employees are esteemed resource of the organization and success or failure of the organization relay on the performance of employees. Therefore, organizations are financing large amount on employee training and development programs. Furthermore, in training program it is supportive for companies to emphasis on knowledge, expertise and ability of employees.

IV. Impact of training and development on organisational performance

The focus of study by Raja Abdul Ghafoor Khan, Furqan Ahmed Khan and Dr. Muhammad Aslam Khan is to understand the effect of Training and Development, On the Job Training, Training Design and Delivery style on Organizational performance. The back bone of this study is the secondary data comprised of comprehensive literature review. Four Hypotheses are developed to see the Impact of all the independent variables on the overall Organizational Performance. The Hypotheses show that all these have significant effect on Organizational Performance. These Hypotheses came from the literature review and have been proved them with the help of literature review. Results show that Training and Development, On the Job Training, Training Design and Delivery style have significant effect on Organizational Performance and all these have positively affected the Organizational Performance. It means that training increases the overall organizational performance. The hypothesis is also proved through empirical data. However, results are strongly based on the literature review.

DATA ANALYSIS & INTERPRETATION

Vanamati, Nagpur is an institute that facilitates training and development programs for the Department of Agriculture, Government of Maharashtra.

The Department of Agriculture forwards the objectives of training set by the government along with a set budget for that particular FY to the institute for designing and conducting the training programmes accordingly. These selected objectives are sent to Vanamati, Nagpur where a team of training experts and subject experts develop it into a training program. The objectives of the training are set in congruence with the objectives of the various schemes introduced by the government for the benefit of the farmers.

The team decides the nature and duration of the training, i.e., whether the training should be conducted as a one-day session or should it be spread across a few days. These decisions influence the budget distribution assigned for the training program.

The training designers at Vanamati select suitable and qualified trainer(s) for teaching at the training program. The choice of a trainer is important because that will determine how efficiently the information is imparted to the trainees while the training program is in operation.

In addition to this, the team selects the methods of training that will be used. The decision of the training methods to be implemented is usually taken conjointly with the trainer(s) selected and coordinators at Vanamati, Nagpur. The methods so selected should be the best possible choice for ensuring maximum learning of the trainees. At the same time, the trainer(s) and the team of experts also choose various training aids that will assist the trainer while conducting the sessions of the training program.

The team also decides as to which office of the department and which of its' employees would be required to receive the training for ensuring proper implementation of the scheme to achieve its broad objectives. After the training program is developed, these employees are notified about the training along with other necessary details like purpose of training, dates of the training, duration, trainers, other requirements etc.

Vanamati has a number of classrooms equipped with audio-visual aids that facilitate the training sessions on their campus. Depending on the duration of the training programme, various facilities are used, such as hostel and accommodation, dining area etc. The trainees can also be taken out for a field trip, depending on the training objectives, to understand the practical implementation of the learning during the classroom sessions and get a hands-on experience.

After the training is concluded, a feedback is taken from the trainees. A report of the training is made by the training coordinator for official documentation purposes.

For 'the study of human resources training practices adopted at Vanamati, Nagpur', the trainings conducted during the FY 2017-2018, FY 2018-2019 and FY 2019-2020 have been taken as a basis. They have been categorised according to the scheme under which they are designed (Annexure 1, Annexure 2 & Annexure 3).

Abstract for FY 2017-2018:

SN	Name of the Scheme	No of Programmes Organized	No of participants	Training Days
1	Extension Reforms	18	403	1242
2	MACP	11	249	1245
3	RKVY	26	452	1665
4	MANAGE	01	035	0140
	TOTAL	56	1139	4292

Abstract for FY 2018-2019:

SN	Name of the Scheme	No of Programmes Organized	No of participants	Training Days
1	RKVY	16	308	1069
2	ATMA	17	375	1557
	TOTAL	33	683	2626

Abstract for FY 2019-2020:

SN	Name of the Scheme	No of Programmes Organized	No of participants	Training Days
1	RKVY	41	1677	5716
2	ATMA	15	412	1112
	TOTAL	56	1689	6828

The trainings during these three FYs have been formulated under the following schemes:

1. Capacity Building programmes under Extension Reforms
2. World Bank assisted Maharashtra Agriculture Competitiveness Project (MACP)
3. Rashtriya Krishi Vikas Yojana (RKVY)
4. Collaborative Programmes with National Centre for Management of Agricultural Extension (MANAGE)
5. Agricultural Technology Management Agency (ATMA)

For further study the schemes common in all three FYs have been considered, i.e., Rashtriya Krishi Vikas Yojana (RKVY) and Agricultural Technology Management Agency (ATMA).

Rashtriya Krishi Vikas Yojana (RKVY) is a State Plan Scheme. Rashtriya Krishi Vikas Yojana was initiated in 2007 as an umbrella scheme for ensuring holistic development of agriculture and allied services. The scheme incentivises States in order to increase public investment in agriculture and allied services.

Agricultural Technology Management Agency (ATMA) scheme is benefitting the majority of farmers in overcoming the technological gaps in the industry. The scheme aims at centralising the management of agricultural technology transfer by making organisational arrangements and deploying innovative technologies.

For testing the hypothesis two training programmes were selected at random from each of the three FYs. The program objectives of the chosen two training programmes were noted. These noted objectives were then compared to the broad aims of the schemes that they were designed under.

FY 2017-2018:

1. Soil Health and Fertility Management

Scheme: RKVY

Objectives of the training program:

- Holistic development of agriculture and allied sectors
- Increasing Production and Productivity
- Make farming a remunerative economic activity through strengthening the farmer's effort, risk mitigation and promoting agri-business entrepreneurship

2. Trainers Training on Principles and Practices of Management

Scheme: ATMA

Objectives of the training program:

- Multi-agency Extension Strategies
- Farmer Centric Extension Services
- Sustainability of Extension Services

FY 2018-2019:

1. Input Management and its Quality Control

Scheme: RKVY

Objectives of the training program:

- Holistic development of agriculture and allied sectors
- Increasing Production and Productivity
- Make farming a remunerative economic activity through strengthening the farmer's effort, risk mitigation and promoting agri-business entrepreneurship
- Promote innovations in agriculture

2. Value Addition and Marketing of Agricultural Crops

Scheme: ATMA

Objectives of the training program:

- Farmer Centric Extension Services
- Farming as a Remunerative Economic Activity

FY 2019-2020:

1. Promotion of Organic Farming, its Certification and Marketing

Scheme: RKVY

Objectives of the training program:

- Holistic development of agriculture and allied sectors
- Increasing Production and Productivity
- Pre & Post-harvest Infrastructure Development

- Make farming a remunerative economic activity through strengthening the farmer's effort, risk mitigation and promoting agri-business entrepreneurship

2. Scientific Animal Husbandry Practices

Scheme: RKVY

Objectives of the training program:

- Holistic development of agriculture and allied sectors
- Increasing Production and Productivity
- Make farming a remunerative economic activity through strengthening the farmer's effort, risk mitigation and promoting agri-business entrepreneurship

The broad aims of Rashtriya Krishi Vikas Yojana (RKVY) are:

1. Holistic development of agriculture and allied sectors
2. Incentivize States to increase public investment in agriculture & allied sectors
3. Increasing Production and Productivity
4. Pre & Post-harvest Infrastructure Development
5. Make farming a remunerative economic activity through strengthening the farmer's effort, risk mitigation and promoting agri-business entrepreneurship.
6. Promote innovations in agriculture

The broad aims of Agricultural Technology Management Agency (ATMA) are:

1. Multi-agency Extension Strategies
2. Farming System Approach
3. Farmer Centric Extension Services
4. Convergence

5. Mainstreaming Gender Concerns
6. Sustainability of Extension Services
7. Farming as a Remunerative Economic Activity

Comparison of the objectives of the training programs and the broad aims of the Schemes can be illustrated as under:

SN	FY	Name of Training Program	Scheme	Programme objectives related to Scheme
1	2017-2018	Soil Health and Fertility Management	RKVY	Sr. No. 1, 3 & 5
2	2017-2018	Trainers Training on Principles and Practices of Management	ATMA	Sr. No. 1, 3 & 6
3	2018-2019	Input Management and its Quality Control	RKVY	Sr. No. 1, 3, 5 & 6
4	2018-2019	Value Addition and Marketing of Agricultural Crops	ATMA	Sr. No. 3 & 7
5	2019-2020	Promotion of Organic Farming, its Certification and Marketing	RKVY	Sr. No. 1, 3, 4 & 5
6	2019-2020	Scientific Animal Husbandry Practices	RKVY	Sr. No. 1, 3, & 5

Revisiting the hypothesis made for this study:

H₀: The Human Resources Training practices at Vanamati, Nagpur are not formulated according to the set objectives.

H₁: The Human Resources Training practices at Vanamati, Nagpur are formulated according to the set objectives.

It is seen in the above table that the objectives of the training programmes match with the aims of the schemes under which they were formulated.

Hence, H₀ is proved wrong and H₁ is proved right, i.e., the human resources training practices at Vanamati, Nagpur are formulated according to the set objectives.

CONCLUSIONS & SUGGESTIONS

Conclusion

- The various training and development methods practiced at Vanamati have been studied.
- The process for analysing the training needs (TNA) for the programmes conducted at Vanamati has been studied.
- The steps undertaken for designing a training programme has been reviewed.
- The various factors that influence the choice of training method that will be used for executing the training program have been seen.
- Further, the use of various training aids like books, presentations, games etc for increasing the effectiveness of the training has also been studied.
- In addition to this, the basis upon which the choice of a trainer is made, i.e., the qualities of a trainer in general and specific to a particular training program have been reviewed.
- Furthermore, the techniques of evaluation used for the training programs have been gone into.

Suggestion

- Provisions should be made for feedback of the training program in order to have a trainee's perspective on the training conducted at Vanamati, Nagpur.
- Constructive efforts should be encouraged while working on the feedback and suggestions from the trainees.
- There should be arrangements for conducting the evaluation of the training programmes conducted at Vanamati. This will give a useful feedback regarding the success of the training programme and learning for the trainee.
- Communication and coordination among the team member and trainers must be encouraged.
- Since the pandemic situation has changed the way trainings are carried out, Vanamati is conducting online training by making use of the digital platforms such as Microsoft teams, Whatsapp etc. Although, this method is effective during these times, the institute must ensure that these methods are equally efficient, if not more.
- Online assessment tests can be conducted to examine the proficiency of the e-training methods.

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ANNEXURE

Annexure 1:

Training Programs for FY 2017-2018:

1. Capacity building programmes under Extension reforms:

SN	Title of the Programme	Duration Days	No of Participants	Training Days
1	Principles and Practices of Agriculture Extension Management	5	26	130
2	Promotion of Organic Farming, its Certification and Marketing	3	36	108
3	Promotion of Organic Farming, its Certification and Marketing	4	13	52
4	Input Supply in Agriculture & It's Quality Control	3	12	36
5	Protected Cultivation	4	23	92
6	WTO & Implication on Indian Agriculture	3	17	51
7	Promotion of Organic Farming, its Certification and Marketing	4	23	92
8	Principle & Practices of Management Based on Coverdale Methodology	5	23	115
9	Workshop on Thrust areas and State Training Needs in Agriculture and Allied Sector	2	42	84
10	Promotion of Organic Farming, its Certification and Marketing	4	21	84
11	Extension Approaches for Precision Farming	4	17	68
12	Trainers' Training Programme on Principles & Practices of Management	5	21	105
13	Workshop on "Skill Training for Rural Youths (STRY)"	1	25	25
14	Management in handling of Chemical Pesticides	3	13	39
15	Experience Sharing and Progress Review Workshop	2	12	24

16	Input Supply in Agriculture And Its Quality Control	3	15	45
17	Documentation of Success Stories	3	14	42
18	Workshop on DAESI Programme	1	50	50
	TOTAL		403	1242

2. Rashtriya Krishi Vikas Yojana (RKVY)

SN	Title of the Programme	Duration Days	No of Participants	Training days
1	Farm Mechanization	4	18	72
2	Orientation about Seed Production Technology and Certification Procedure	3	34	102
3	Workshop on DAESI, DFAC, BFAC, STRY	1	34	34
4	FLAGSHIP PROGRAMMES FOR AGRICULTURE DEVELOPMENT	5	9	45
5	Micro Irrigation and Fertigation Management	5	14	70
6	Promotion of Organic Farming, its Certification and Marketing	5	21	105
7	Documentation of Success Stories	5	17	85
8	Agriculture Knowledge Management, ICTS and Knowledge Portals	5	12	60
9	SENSITIZATION PROG ON DIGITAL ECONOMIC TRANSFORMATION	5	18	90
10	Office Administration and Account Procedures	4	27	108
11	SOIL HEALTH & FERTILITY MANAGEMENT	3	24	72
12	PRA Techniques	5	14	70

13	Workshop on DFAC, BFAC, GB	1	11	11
14	Agriculture Marketing Domestic and Export	5	14	70
15	Project Based Extension Approach	5	25	125
16	Value Addition and marketing of Agricultural crops	3	12	36
17	Agriculture Knowledge Management, ICTS and Knowledge Portals	3	20	60
18	Watershed Development Programme	4	14	56
19	Protected Cultivation	4	14	56
20	Right To Information Act - 2005	3	9	27
21	Doubling the Agriculture income	3	11	33
22	Agro-Entrepreneurship Development Programme	3	19	57
23	Agriculture Marketing Domestic and Export	3	15	45
24	Strategies to Cope up with Climate Change	3	12	36
25	Input Supply in Agriculture and It's Quality Control	3	15	45
26	Extension Approaches for Precision Farming	5	19	95
	TOTAL		452	1665

3. World Bank assisted Maharashtra Agriculture Competitiveness Project (MACP)

SN	Title of the Programme	Duration Days	No of Participants	Training days
1	Development and Sustainability of FPO	5	16	80
2	Development and Sustainability of FPO under MACP	5	33	165
3	Development and Sustainability of FPO under MACP	5	28	140

4	Development and Sustainability of FPO under MACP	5	30	150
5	Development and Sustainability of FPO	5	18	90
6	Development and Sustainability of FPO	5	31	155
7	Development and Sustainability of FPO	5	14	70
8	Development and Sustainability of FPO	5	25	125
9	Development and Sustainability of FPO	5	19	95
10	Development and Sustainability of FPO	5	17	85
11	Development and Sustainability of FPO	5	18	90
			249	1245

4. Collaborative programme with MANAGE

1	A Refresher Programme on " Opportunities for Value Addition in Agricultural Produce under ACABC"	4	35	140
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Annexure 2:

Training programmes for FY 2018-2019:

1. Rashtriya Krishi Vikas Yojana (RKVY)

Sr. No	Name of Training Programme - RKVY	Duration – Days	No of Participants	Training Days
1	Pesticide Application Technique and Safety Measures	3	17	51
2	Pesticide Application Technique and Safety Measures	3	17	51
3	Pesticide Application Technique and Safety Measures	3	11	33
4	Flagship Programmes for Agriculture Development	3	18	54
5	Input Management and its Quality Control	3	14	42
6	Extension Management in IPM for Cotton Crop	3	15	45
7	Pesticide Application & Safety Measures	3	28	84
8	RAMETI Review Meeting	1	18	18

9	Right To Information Act - 2005	3	23	69
10	Agriculture Marketing	4	16	64
11	Agriculture Credit Management	3	17	51
12	Documentation of Success Stories	5	30	150
13	Office Administration and Account Procedures	5	20	100
14	Agriculture Produce Export Management	5	23	115
15	Soil Health and Fertility Management	3	22	66
16	Avenues for Enhancing farmers income Through Allied Sector	4	19	76
	Total 16 Programmes	54	308	1069

2. Agricultural Technology Management Agency (ATMA) Scheme

Sr. No	Name of Training Programme - ATMA	Duration	No of Participants	Training Days
1	Promotion of Organic Farming, its Certification and Marketing	4	20	80
2	Facilitator Development Programme ToT (PPM)	5	19	95
3	Capacity Building of CIG/FIG and Farmer's Producers Co.	3	13	39
4	Facilitator Development Programme ToT (PPM)	5	27	135
5	Avenues for Enhancing farmers income Through Allied Sector	4	36	144
6	Promotion of Organic Farming, its Certification and Marketing	4	20	80
7	Value Addition and Marketing of Agricultural Crops	3	24	72
8	Protected Cultivation	4	16	64
9	Training Programme on PPP and Contract Farming	5	25	125
10	Extension Training Management	5	19	95
11	Facilitator Development Programme ToT (PPM)	5	19	95
12	Avenues for Enhancing farmers income Through Allied Sector	4	26	104
13	Promotion of Organic Farming, its Certification and Marketing	4	18	72
14	Facilitator Development Programme ToT (PPM)	5	19	95
15	Annual Workshop on State Training Needs Assessment and Identification of Thrust Areas in Agriculture and Allied Sector	2	36	72
16	Facilitator Development Programme ToT (PPM)	5	23	115
17	Facilitator Development Programme ToT (PPM)	5	15	75
	Total 17 Programmes	72	375	1557

Annexure 3:

Training programmes for FY 2019-2020:

1. Rashtriya Krishi Vikas Yojana (RKVY)

Sr. No	Name of Training Programme - RKVY	Duration	No of Participants	Training Days
1	Promotion of Organic Farming, its Certification and Marketing	5	23	115
2	Promotion of Organic Farming, its Certification and Marketing	5	33	165
3	Promotion of Organic Farming, its Certification and Marketing	5	29	145
4	Promotion of Organic Farming, its Certification and Marketing	5	26	130
5	Promotion of Organic Farming, its Certification and Marketing	5	17	85
6	Promotion of Organic Farming, its Certification and Marketing	5	48	240
7	कृषि औजार/उपकरणाचे निर्माते यांची दोन दिवासीय कार्यशाळा	2	182	364
8	Scientific Animal Husbandry Practices Anand, Gujrat (NDDB)	6	23	138
9	Facilitator Development Programme ToT (PPM) - Batch-II	5	17	85
10	Pesticide Application Technique and Safety Measures	3	17	51
11	Application of ICT, RS & GIS in Agriculture	5	12	60
12	Facilitator Development Programme ToT (PPM)	5	22	110
13	Scientific Animal Husbandry Practices Anand, Gujrat (NDDB)	6	22	132
14	Scientific Animal Husbandry Practices Anand, Gujrat (NDDB)	6	20	120
15	Scientific Animal Husbandry Practices Anand, Gujrat (NDDB)	6	24	144
16	Orange Fruit crop Cultivation, Value addition and Marketing	4	26	104
17	Agriculture Production Export Management	5	26	130
18	Vegetable-Value Chain Management & Marketing (Off Campus_Baramati)	5	20	100
19	Role of Micro irrigation in Hi-tech Agriculture (Off-Campus) Jalgaon	5	29	145
20	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	32	160

21	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	38	190
22	Workshop on Cotton for Field officer of Nagpur division	1	102	102
23	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	43	215
24	Workshop On PGS India for BTM and ATM	1	46	46
25	Buyer-Seller Meet cum Training Programme on " Nagpur Orange Cluster"	1	125	125
26	Role of Micro irrigation in Hi-tech Agriculture (Off-Campus) Jalgaon	5	30	150
27	Vegetable-Value Chain Management & Marketing (Off Campus_ Baramati)	5	34	170
28	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	31	155
29	Global GAP and Traceability (Citrus Net)	2	214	428
30	Mushroom Production, Value addition and Its Marketing	3	20	60
31	Annual Workshop on State Training Needs Assessment and Identification of Thrust Areas in Agriculture and Allied Sector	2	30	60
32	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	40	200
33	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	36	180
34	One Day Workshop on Traceability - Orange Cluster	1	27	27
35	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	42	210
36	One Day Workshop on "Convergence of Agriculture Department and Allied Sectors"	1	21	21
37	राज्यातील शेती विषय व धोरण विषयक कार्यशाळा	1	24	24
38	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	35	175
39	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	38	190
40	कृषि पुरक उद्योग व्यवस्थापन	5	23	115
41	पशुधन पर्यवेक्षक व सहा. पशुधन अधिकारी यांचे क्षमता बांधणी प्रशिक्षण	5	30	150
	Total Programmes – 41	171	1677	5716

2. Agricultural Technology Management Agency (ATMA)

Sr. No	Name of Training Programme - ATMA	Duration	No of Participants	Trainee Days
1	Scientific Animal Husbandary Practices under NDDDB, Anand, Gujrat (NDDDB)	6	24	144
2	Scientific Animal Husbandary Practices under NDDDB, Anand, Gujrat (NDDDB)	6	24	144
3	Promotion of Organic Farming, its Certification and Marketing (Sikkim)	5	26	0
4	Capacity Building of CIG/FIG and Farmer's Producers Co.	3	25	75
5	Promotion of Organic Farming, its Certification and Marketing	4	34	136
6	Official Tour (Ahemdabad, Mehsana, Palandur) (NDDDB)	6	7	0
7	Official Tour (Delhi, Bikaner, Fajilka, Punjab) (NDDDB)	8	7	0
8	Scientific Animal Husbandary Practices under NDDDB, Anand, Gujrat (NDDDB)	6	24	0
9	Promotion of Organic Farming, its Certification and Marketing	4	45	180
10	Promotion of Organic Farming, its Certification and Marketing	4	39	156
11	Scientific Animal Husbandary Practices under NDDDB, Anand, Gujrat (NDDDB)	6	22	0
12	Scientific Animal Husbandary Practices under NDDDB, Anand, Gujrat (NDDDB)	6	22	0
13	Facilator Development Programme ToT (PPM)- Batch-I	5	17	85
14	सैंद्रिय शेती तथा कृषि उत्पादन निर्यात व्यवस्थापन कार्यशाळा (For BTM/ATM)	2	56	112
15	सैंद्रिय शेती तथा कृषि उत्पादन निर्यात व्यवस्थापन कार्यशाळा (For BTM/ATM)	2	40	80
	Total Programmes - 15	73	412	1112
