International Journal of Farm Sciences **4(4)** : 258-263, 2014

Perception of farm women about crop production training programmes in Rajasthan

SHOBHANA GUPTA and SHILPI VERMA*

Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior 474002 MP
***Krishi Vigyan Kendra, Neemuch 458441 MP**
Email for Correspondence: shobhanagupta.dr@gmail.com

ABSTRACT

The paper identifies some training needs, its importance and adequacy of women farmers in crop production. 240 farm women from two KVKs of Rajasthan were selected for this study. Structured interview schedule was used to collect information from the respondents. Analysis of the data revealed that farm women perceived dry farming practices as most important, the knowledge exposure to forage crops cultivation the most adequate and the training on dry farming practices the most needed. The implication for rural development is that empowering women farmers through adequate training in all the expressed areas of training needed in crop production is a predisposing factor to sustainable livelihood and consequent participation in rural development.

Keywords: Training; farm women; crop production; farming practices

INTRODUCTION

Improvement of a country's human capacity for productivity is a pre-requisite for social and economic development. Non-formal (extension) education is needed for providing training to the farm families. Further promoting indigenous knowledge and farmer-to-farmer sharing of information is essential for achieving the goal of food security. Non-formal education can have equally impressive results. Numerous studies have shown that farmer training has important effects on agricultural production. Women are twice as likely as men to be involved in agriculture related activities (Odame et al 2002). For example in Kenya researchers found that women could increase their crop yields by approximately 20 per cent if given the same access to the same resources as men (Anon 2002). In Burkina Faso it has been estimated that overall household production could increase by about six per cent by more equitably distributing fertilizer and labor between male and female-farmed plots (Katrine et al 1994). The Food and Agriculture Organization of the United

Nations (FAO) estimates that if women had the same access to productive resources as men they could increase yields on their farms by 20-30 per cent. This increase could raise total agricultural output in developing countries by 2.5-4 per cent and reduce the number of hungry people in the world by 12-17 per cent up to 150 million people (Christopher 1996).

Over half of the world's agricultural producers are women yet men still tend to receive more and better training and women's training is often inappropriate. The existing low level of consciousness about the roles women play in the development of a country, the deep-rooted cultural beliefs and traditional practices that prevent women from playing their full roles in the development process of the country, lack of appropriate technology to reduce the workload of women and shortage of properly qualified female development agents to understand, motivate and empower rural women by eliminating the major constraints hindering their progress motivated the researchers to conduct this study.

METHODOLOGY

KVK, Chomu and KVK, Ajmer were selected for the present study. Two Panchayat Samitis from the working area of each KVK, two gram Panchayats from each Samiti and two villages from each gram Panchayat were selected randomly. This contributes to eight villages from one KVK. Thus in total 16 villages from both KVKs were selected. Out of the total contact farm women in the selected villages 15 farm women from each village were selected randomly. Hence 120 farm women from each KVK and total 240 farm women formed the sample for the study.

For determining the importance, adequacy and need of the training the scale developed and tested by Khan (1994) was used. The data so collected were transferred on work tables and tally sheets were prepared. The data were further processed, tabulated, classified and given statistical treatments. The appropriate tables were prepared and the data were interpreted in light of the objectives of the study.

RESULTS and DISCUSSION

Importance of training

Eight training practices in crop cultivation were taken for evaluating their extent of importance for farm women (Table 1).

The data in Table 1 show the relative importance of different training practices as apprehended by farm women in crop production. Data show that 32.07 per cent farm women felt training for all the eight items as most important while 34.87 per cent as important and 33.06 per cent as least important. 87.78 per cent farm

Table 1. Relative importance of training practices in crop cultivation as perceived by farm women

Practice	Percentage of farm women			Mean score	Rank
	MI	I	LI		
Dry farming practices	87.78	6.30	5.92	2.82	I
Mixed farming practices	15.56	60.00	24.44	1.91	IV
Crop rotation practices	42.96	54.07	2.97	2.40	III
Forage crops cultivation	8.73	15.34	75.93	1.33	VIII
Intercropping	56.12	38.32	5.56	2.51	II
Forest crop production	27.78	33.33	38.89	1.89	V
Plantation crop production	16.56	38.89	48.55	1.64	VI
Mushroom cultivation	5.03	32.72	62.25	1.43	VII
Overall	32.07	34.87	33.06	1.99	

MI: most important, I: important, LI: least important

women realized that dry farming practices training was the most important. Mushroom cultivation (5.03%) and forage crop cultivation (8.73) areas were least important areas of training for the farm women. For maximum number of farm women (60.00%) training in mixed farming practices was the important field. Least importance was given to training in forage crop cultivation by the women (75.93%). Farm women gave first rank to dry farming practices and last (VIII) rank to forage crop cultivation among all items of training in crop production.

Training in dry farming practices was reported the most important by maximum number of farm women. This could be due to the reason that in Rajasthan annual rainfall is very low and irregular. Sometimes there are conditions of draught and sometimes the crops are destroyed by the untimely rainfall and hail storming. Mihin Dollo (2007) reported that women groups in Arunachal Pradesh play a pivotal role in achieving and maintaining sustainable production in a specific agro-ecosystem by participation in field nursery preparation, seed sowing, weeding and transplantation of rice.

Adequacy of training

Eight training practices in crop cultivation were taken for evaluating their extent of adequecy for farm women (Table 1).

Table 2. Relative adequacy of training practices in crop cultivation as perceived by farm women

Practice	Percentage of farm women			Mean score	Rank
	MA	A	LA		
Dry farming practices	11.11	22.22	66.67	1.44	VII
Mixed farming practices	33.33	50.00	16.67	2.17	II
Crop rotation practice	41.27	22.84	35.89	2.05	III
Forage crops cultivation	33.33	55.56	11.11	2.22	I
Intercropping	16.67	61.11	22.22	1.94	IV
Forest crop production	22.22	38.89	38.89	1.83	V
Plantation crop production	4.81	44.07	51.12	1.54	VI
Mushroom cultivation	8.37	21.51	70.12	1.38	VIII
Overall	21.39	39.52	39.09	1.82	

MA: most adequate, A: adequate, LA: least adequate

The Table 2 depicts the relative adequacy of different subjects of training as perceived by farm women in crop production. It is clear from the data that 21.39, 39.52 and 39.09 per cent farm women felt training for all the eight items as most adequate, adequate and least adequate. 41.27 per cent farm women found training in crop rotation practices as most adequate. 61.11 per cent farm women considered that training in intercropping was adequate whereas 70.12 per cent women said that training in mushroom cultivation was least important for them.

The respondents gave first rank to training in forage crop cultivation and the second rank to mixed farming practices. Last rank (VIII) was given to mushroom cultivation. It could be because mushroom cultivation requires cool and humid climate throughout the year. This type of climate is prevalent only during three months of winter in some parts of Rajasthan. The research area is not having the preferable climate for mushroom cultivation and therefore it was not a profitable crop for them. Sajeev and Singha (2010) revealed that even in the most popular areas of training there was an inadequacy in terms of frequency of training imparted.

Future training needs of farm women

Eight training practices in crop cultivation were taken for finding out the future training needs of farm women (Table 3).

Table 3. Relative needs of training in crop cultivation practices as perceived by farm women

Practice	Percentage of farm women			Mean score	Rank
	MA	A	LA		
Dry Farming practices	72.22	11.11	16.67	2.56	I
Mixed Farming practices	6.67	30.74	62.59	1.44	VII
Crop rotation practices	16.67	50.00	33.33	1.83	III
Forage crops cultivation	9.37	12.51	78.12	1.31	VIII
Intercropping	22.22	40.37	37.41	1.85	II
Forest crop production	23.07	27.78	49.15	1.74	V
Plantation crop production	5.56	50.00	44.44	1.61	VI
Mushroom cultivation	25.41	31.22	43.37	1.82	IV
Overall	22.65	31.72	45.63	1.77	

MN: most needed, N: needed, LN: least needed

The data given in Table 3 explain the relative need for different fields of training as perceived by farm women in crop production. It is revealed from the data that 22.65, 31.72 and 45.63 per cent farm women felt training for all the eight items as most needed, needed and least needed respectively. Majority (72.22%) of the farm women realized that training in dry farming practices was most needed. Equal number of farm women (50.00%) opined that training in crop rotation practices and plantation crop production were needed by them whereas maximum number of farm women (78.12%) reported that training in forage crops cultivation was least needed by them.

The training in dry farming practices was the most needed subject of the farm women. They also gave first rank to it. It might be because there is scarcity of water in Rajasthan and farm women are interested to get knowledge of water conservation through dry farming. The last rank (VIII) was given to the subject forage crop cultivation because with scarcity of water it is not possible to earn a good crop by adopting forage crop cultivation. Naveed et al (2009) revealed in a study that short training programmes for crop production skill development of the farm women were intensively required. Sajeev and Singha (2010) stated that training on integrated farming system was the most sought after by farmers (45%) in Arunachal Pradesh followed by water conservation and irrigation management (36%) of the field crops and training on production of organic inputs. Training on weed management in

field crops, nursery management of field crops, integrated crop management, cropping systems and agro-forestry based integrated farming systems also were closely followed.

CONCLUSION

The study shows that the farm women perceived dry farming practices as most important whereas intercropping, crop rotation practices, mixed farming practices, forest crop production, plantation crop production and mushroom cultivation were important and forage crop cultivation was the least important item of training in decreasing order of their importance. Regarding the adequacy the knowledge exposure to forage crops cultivation was reported the most adequate followed by mixed farming practices, crop rotation practices, inter cropping, forest crop production, plantation crop production and dry farming practices were reported the adequate and mushroom cultivation was found to be least adequate . The training on dry farming practices was most needed while intercropping, crop rotation practices, mushroom cultivation, forest crop production, plantation crop production and mixed farming practices were important and forage crop cultivation was least needed item of training as perceived by farm women.

REFERENCES

Anonymous 2002. Johannesburg Summit 2002: Ethiopia-country Profile. United Nations (2002), <http: //www.un.org/ esa/agenda21/ natlinfo/wssd/ethiopia.pdf> (Retrieved 4 December 2007).

Christopher U 1996. Gender, agricultural production and the theory of the household. Journal of Political Economy **104:** 1010-1046.

Katrine S, Mekonnen H and Spurling D 1994. Raising the productivity of women farmers in sub-Saharan Africa. (discussion paper # 230). Washington, DC, World Bank.

Khan Ishaq Mohammed 1994. A study of training priorities, their adequacy and needs for the farmers under Krishi Vigyan Kendras in Rajasthan. PhD thesis, Sri Karan Narendra Agriculture University, Jobner, Rajasthan, India.

Mihin Dollo 2007. Traditional farmers' groups supporting sustainable farming. LEISA, India **9(1):** 12.

Naveed I, Ali T, Ahmad M, Maan AA and Qamar-ul-Haq 2009. Training needs of rural women in agriculture: a case study of district Bahawalpur, Pakistan. Pakistan Journal of Agricultural Sciences **46(3):** 200-208.

Odame HH, Hafkin N, Wesseler G and Boto I 2002. Gender and agriculture in the information society. International Service for National Agricultural Research Briefing Paper # 55, ISNAR, The Hague, The Netherlands.

Sajeev MV and Singha AK 2010. Capacity building through KVKs: training needs analysis of farmers of Arunachal Pradesh. Indian Research Journal of Extension Education **10(1):** 83-90.

Received: 2.8.2014 ***Accepted: 13.11.2014***