

EFFECTIVENESS OF TRAINING ON ORNAMENTAL GARDENING**Meena Sanadhya¹ and Dhriti Solanki²****INTRODUCTION**

With a view to incline towards the value added agricultural products and export orientation, floriculture has now taken an important place in the agricultural economy in India. The area under cultivation of flowers has increased from 4000 hectares in 1962 to 34,000 hectares. This resulted in net earning of Rs. 200 crores per year. Besides floriculture, ornamental gardening is the field in which more and more people are being involved. Use of ornamental and bonsai plants for interior decoration in houses is gaining popularity.

A small garden in the house, certainly aids beauty besides maintaining a healthy environment. Many of the urban dwellers are interested in having a garden but due to lack of technical know-how related to maintenance of plants, they face difficulty. During informal discussion with women on many occasions it was noticed that though they are interested in acquiring information related to ornamental gardening, there is hardly any source from where they can get the required information and can improve their skills.

Thus, looking to the willingness and interest of urban women in this aspect, a six-days specialized training on 'ornamental gardening' has been organized. In order to assess effectiveness of this training programme, a systematic evaluation study has been undertaken with the following objectives:

1. To find out gain in knowledge by the participants in different aspects of ornamental gardening.
2. To study post training feedback from the trainees regarding overall effectiveness of the programme.

METHODOLOGY

The study was conducted at Directorate of Extension Education, RAU, Udaipur. The sample for the present study consisted of, 30 participants who have attended the training course. Pre and post test experimental design was used to study gain in knowledge by the trainees in different aspects of ornamental gardening. For the purpose of data collection, a schedule was developed with the help of a horticulturist. The schedule consisted of two sections. One dealt with knowledge of the trainees in eight major aspects of ornamental gardening and the second was related to the opinion of the participants regarding effectiveness of training programme in terms of its duration, course content, coverage, trainers and physical arrangement.

Questionnaire technique was used for collecting required information as the respondents were well qualified. The maximum possible score for the knowledge test was 55. The score obtained by the trainees were converted into mean percent score for the purpose of analysis. To judge effectiveness of the training programme, opinion of the trainees were recorded on the two-point continuum i.e. satisfactory and unsatisfactory.

1. Assoc. Prof., Home Science Ext. Edu., Directorate of Ext. Edu., MPUA&T, Udaipur (Raj.).
2. Asstt. Prof., Home Science Ext. Edu., Directorate of Ext. Edu., MPUA&T, Udaipur (Raj.).

RESULTS AND DISCUSSION

It is well proved and accepted fact that if maximum senses of an individual are used during teaching learning process, the learner would acquire better learning experience. Keeping this in mind, the whole training programme was planned on the principal of 'learning by doing' and the participants were provided every opportunity to practice the task by themselves; under the direct supervision of the expert. For the purpose, the participants were divided into small groups of 4 or 5.

In order to know the effectiveness of training in terms of acquisition of technical know-how related to ornamental gardening, the before and after exposure score of the

Table 1 : Overall gain in knowledge in ornamental gardening

N=30			
S. No.	Particulars	MPS	t Value
1.	Pre test	21.90	8.20*
2.	Post test	54.38	
3.	Gain	32.48	

** Highly significant of 0.01 level of probability

trainees were recorded, which is presented in Table 1.

From the t value (8.20) it could be inferred that the difference in the knowledge score obtained before and after exposure of the training was significantly high, indicating that trainees have acquired knowledge as a

result of their exposure to training programme. The initial knowledge of the respondent was only 21.90 per cent, which was increased to 54.38 per cent after completion of the training course. This indicates that programme was beneficial for the participants to acquire knowledge in ornamental gardening.

Table 2 clearly reveals that there was significant difference in the pre and post test score of the trainees in all the aspects of ornamental gardening.

Pre-test score indicates that participants had some knowledge about the ornamental gardening and were able to tell some of the names of common seasonal flowers and ornamental plants. However, they were unaware about the aspects like drying of flowers, bonsai technique, rose cultivation and plant propagation methods. The practical experience provided to the trainees during the training enabled them to acquire knowledge on different components and they obtained more than 50 per cent score in all the components except 'seasonal flowers'. The participants took active interest during the practical sessions and bonsai pots were prepared by them individually. Thus, the training has resulted into acquisition of new knowledge and enrichment of existing knowledge of the participants.

In order to know the effectiveness of the

Table 2 : Component wise gain in knowledge by trainees in ornamental gardening

N=30					
S. No.	Components	Pre test MPS	Post test MPS	Gain MPS	T value
1.	Seasonal flowers	20.17	39.20	19.03	7.6**
2.	Rose cultivation	15.45	58.18	42.73	11.76**
3.	Ornamental plants	29.27	60.71	31.49	8.80**
4.	Bonsai technique	11.336	72.72	61.36	7.62**
5.	Drying of flowers	1.13	54.54	53.41	14.53**
6.	Plant proportion and croton plants	9.84	62.12	52.28	8.94**
7.	Bulbous plants	32.95	65.90	32.95	5.60**
8.	Flower raising	59.09	74.24	15.15	4.63**

** Significant at .01 per cent level.

Table 3 : Effectiveness of the training programme as perceived by the trainees

N=30			
S. No.	Particulars	Satisfactory	Unsatisfactory
1.	Duration	9 (30.00)	21 (70.00)
2.	Timings	30(100.00)	--
3.	Utility of course content	30(100.00)	--
4.	Coverage of course content	9 (30.00)	21 (70.00)
5.	Teaching methods use	30(100.0)	--
6.	Technical literature support	18(60.00)	12(40.00)
7.	Physical arrangement	30(100.00)	--

training programme, opinion of the trainees regarding its duration, timings, course content, teaching methods, etc., was recorded and is presented in table-3.

Perusal of the table depicts that all the participants were satisfied with the timings of the training i.e. 01:00 to 05:00 pm; as majority of them were housewives and were able to complete their domestic task easily by 01:00 PM. They were also satisfied with the physical arrangements and technical literature provided during the training course. Some of them expressed that the literature should be given in advance prior to the coverage of particular topic so that they can have some idea about the content to be covered and can better understand it. The participants also suggested that

duration of the training should be extended from 6 to 10 days so as to have sufficient time to practice the specific skill during the training.

The participants also opined that specialized training on aspects like terrace gardening, cactus, fish aquarium, mist room cultivation, etc, should be organised.

CONCLUSION

On the basis of the results of the study, it could be concluded that there was significant improvement in knowledge of the participants in all the components of ornamental gardening due to their participation in the training programme. The participants took much interest in practicing the skills of lawn raising, bonsai plants and plant propagation.