EFFECTIVENESS STUDY OF CROP AND LIVESTOCK FFS, FBS AND NFS OF THE PROJECT

FINAL REPORT

SUBMITTED TO:

FOOD AND NUTRITION SECURITY ENHANCEMENT PROJECT

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CHAPTER I: INTRODUCTION

1.1 Background

The Food and Nutrition Security Enhancement Project (FANSEP) is a comprehensive initiative aimed at improving agricultural productivity, enhancing climate resilience, and promoting nutrition practices among smallholder communities in selected areas of Nepal. The project, with a total budget of US $28.7 million, received 20 million USD grant from the Global Agriculture and Food Security Program (GAFSP), with 6 million USD co-financing from the Government of Nepal.

FANSEP is implemented in eight districts, comprising four in the mid-hills region and four in the Terai region. These districts include Gorkha, Dhading, Sindhupalchok, Dolakha Saptari, Siraha, Dhanusha, and Mahottari. The project has been operating in 16 rural municipalities within these districts, focusing on targeted interventions to benefit vulnerable smallholder farmers.

The primary objectives of FANSEP are to enhance the adoption of improved agricultural technologies, increase crop and animal productivity, improve household income, address food insecurity, and enhance nutrition status among pregnant and lactating women and children between 6-24 months.

The project is divided into four components:

A. Climate and Nutrition Smart Agriculture Technology Adaptation and Dissemination: This component includes technology adaptation, testing, and dissemination activities aimed at promoting climate-resilient agricultural practices.

B. Income Generation and Diversification: This component focuses on strengthening producer groups and establishing market linkages to enhance income generation opportunities for smallholder farmers.

C. Improving Nutrition Security: This component aims to strengthen institutional capacities and implement nutrition field schools (NFS) and home nutrition gardens to improve dietary diversity and increase the consumption of nutritious food among targeted communities.

D. Project Management, Communication, and Monitoring & Evaluation: This component focuses on the overall management, communication, and monitoring and evaluation of project activities.

Under Component A, Farmer Field Schools (FFS) are implemented to disseminate improved agricultural and livestock technologies, while Farm Business Schools (FBS) under Component B enhance farmers' knowledge and skills for income generation and diversification. Additionally, Nutrition Field Schools (NFS) are implemented to provide knowledge and support for behavior change regarding dietary diversity and increasing the consumption of nutritious food among women and children below the age of two.

Given the importance of these field schools in achieving the project's objectives, FANSEP intends to conduct a study to assess the effectiveness of FFS, FBS, and NFS interventions. The study will evaluate the effectiveness of these field schools in terms of knowledge transfer, implementation approaches, and identify areas for improvement.

Nepal Engineering, Management, and Development Consultancy Pvt. Ltd. (NEMDEC), the service provider conducted field study to assess the effectiveness of the Farmer Field Schools (FFS), Farm Business Schools (FBS), and Nutrition Field Schools (NFS) implemented as part of the Food and Nutrition Security Enhancement Project (FANSEP) in Nepal. NEMDEC, using various instruments, evaluated how well these field schools are working and identified areas where improvements can be made are discussed in the chapters below.

1.2 The Food and Nutrition Security Enhancement Project (FANSEP)

1.2.1 Objective of the Project

The overall project development objective (PDO) of FANSEP is to enhance climate resilience, improve agricultural productivity and nutrition practices of targeted smallholder farming communities in selected areas of Nepal. The Project is expected to deliver (i) sustainable increase in productivity and farm incomes (food security), (ii) enhanced resilience to impacts of climate change and variability (adaptation), and (iii) reduced greenhouse gas (GHG) emissions per unit of product and increased carbon sequestration (mitigation).

1.2.2 Key Outcome Indicators of the Project (PDO level)

The key development objective indicators of the Project are: (i) farmers adopting improved agricultural technologies including CSA (of which 65% female), (ii) increased crop and animal productivity by direct beneficiaries (food grain 25%, vegetables 30%, meat 25%, (iii) Increased household income (farm and off-farm) by 25%, (iv) Improved score on the Food Insecurity Experience Scale (FIES) by direct beneficiaries, and (v) improved nutrition status and dietary intake for pregnant and lactating women and children between 6-24 months by 20%.

1.2.3 Project Components

The Project is designed to deliver its intended outcome and impact through 4 well connected components which are presented below:

- Climate and Nutrition Smart Agriculture Technology Adaptation and Dissemination – the objective of this component to improve productivity and postharvest management of crops and livestock. The objective is expected to achieve by (i) technology adoption and testing (sub-component A.1) and (ii) technology dissemination and farmers' skill development (sub-component A.2).
- Income Generation and Diversification - diversify and enhance the income generation capacity of targeted beneficiaries. The objective is expected to achieve by (i) strengthening producers' groups (sub-component B.1), and (ii) market linkages through productive alliances.
- Improving Nutrition Security – aims to address the underlying causes of malnutrition. Such objective will be fulfilled by (i) institutional capacity strengthening (sub-component C.1), (ii) nutrition field school and home nutrition gardens (sub-component C.2).
- Project management communication, and M&E – the component will ensure effective strategy and operational planning, implementation, and M&E of the project activities.

1.2.4 Project area

The Project activities focuses on 16 vulnerable rural municipalities (Gaunpalikas) from 8 hills and terai districts (4 in hills and 4 in terai districts). The district wise gaunpalikas (RM) are –

Table 1.1: Project area

Cluster Unit	District	Palika
Saptari	Saptari	Rajgadh
		Bishnupur
	Siraha	Aurahi
		Bariyarpatti
Dhanusha	Dhanusha	Mushiyapatti Musharniya
		Dhanauji
	Mahottari	Ekdara
		Pipara
Gorkha	Gorkha	Gandaki
		Barpak Sulikot
	Dhading	Gajuri
		Benighat Rorang
Sindhupalchok	Sindhupalchok	Lisankhu Pakhar

Cluster Unit	District	Palika
		Indrawoti
	Dolakha	Tamakoshi
		Kalinchowk

1.2.5 Beneficiaries

The primary beneficiary includes vulnerable households affected by earthquake, acute food insecurity, disadvantaged, marginalized, and women headed (in total 65,000). Further the targeted households are smallholder and marginalized farmers, landless and agricultural labors who will benefit from skill training and nutrition interventions. In addition, households with young children, adolescent girls, and pregnant and lactating women will be primarily targeted for nutrition interventions and it is expected that 21000 people will benefit from improved nutrition interventions.

1.3 Understanding the Field School

The study team understood the concept of the field school from the reports and the literature available at the project office.

Farmer field school (FFS) is a platform that provides farmers an opportunity to learn and achieve better control over the conditions that they face every day in their lives. Its design and implementation is influenced by principles of empowerment. It is a school without wall consisting of a field as a learning venue for farmers through interactive discussion among themselves, which enable them to sharpen their observations, research and communication skills.

FFS is a systematic training that applies learner-centered discovery-based learning approach. Every FFS is unique in its curriculum and proceedings. All learning activities in FFS apply experiential learning. Experiences are the starting points of all learnings in FFS. The topics in the FFS remain linked to the actual field situation and relevant to the local needs and conditions. Flexibility in FFS curriculum makes it easy to adapt to local situation and season. The discussion topic is synchronized with the field scenario and tailored according to the need so that it serves the interest of farmers.

The combination of two or more minds is often more successful in solving a problem – two heads are better than one. Around 25- 30 farmers meet regularly at a periodic interval (e.g., weekly field crops FFS, fortnightly in livestock FFS, stage specific interval in poultry FFS) in the field, conduct agro-ecosystem analysis, discuss the concurrent issues of the field, make their management decisions and apply it to their fields. In this way, FFS helps to empower them through collective actions.

In FFS approach, a farmer is treated as an active actor rather than a passive recipient. Farmers actively participate at each stage of learning in FFS right from its beginning by planning, curriculum development and establishment of FFS to its end by celebration of field day for dissemination of learning and outcomes. FFS Sessions are carried out by participants themselves rather than by facilitators. FFS facilitators only administer the FFS issues and learning than teaching lessons or giving lectures. Occasionally, outside experts are invited to deal in special issues. These features of FFS arouses a sense of ownership among farmers over their learning and ensure their participation in FFS proceedings. FFS fosters learning with intention that serves the interest of farmers whereby farmers can increase their control over technologies, markets, and relevant agricultural policies, their ecosystem and ultimately on the issues affecting their livelihoods. It enables them to make their voices heard.

Learning approaches in FFS

FFS is an approach focused on people development. It brings farmers together for themselves to assess their problems and seek ways of addressing them. FFS improves farmers' technical skills, boost self-confidence and enhance recognition from their communities. The learnings in the FFS is based on the following principles:

1. Discovery-based learning by doing is better than hearing or seeing.

Farmers learn best from doing rather than from hearing. In other words, it is better to make conducive environment for farmers to use new techniques or practices by helping them to apply it rather than telling and showing those techniques. Therefore, in the FFS, practice and the farmer's experience are very important. Farmers are encouraged to try out their own suggestions and to conduct small experiments.

2. Experiences are the beginning of all learning.

Most learnings take place after analysis of experiences and the application of the outcome of this analysis to new situations. For this reason, the field school provides farmers with a lot of new experiences, which they then compare with old experiences. Assisted by the facilitator, the farmers then analyze these experiences together and draw conclusions. A possible outcome of this analysis might be a suggestion for a solution of an existing problem. This suggestion is then tested in the farmers' field, resulting in observations about the effectiveness of the suggestion (a new experience). Again, this is followed by an analysis of the outcome. This process of experience - analysis - conclusion - application is called the experiential learning cycle and actually describes the way most people learn.

It is the role of the facilitators to assist the farmers in going through all the steps of the experiential learning cycle and in gaining a lot of practical experiences.

3. The field is the classroom

The crop field or farm is where the farmers work and that is where the training should take place to make it relevant to the farmers. Since learning in the FFS takes place in a field similar to their own, it is easy for the farmers to apply what they have learned in the FFS to their own fields. In the FFS, farmers learn to observe familiar aspects of their crop in a new way and they collect specimens in the field that can also be found in their own field.

4. The topics in the farmer field school should be linked to the actual field situation

The curriculum of the field school is flexible. It is adapted to the field situation and the season. Topics are discussed when they occur in the field, so farmers can learn from the field situation and apply what they have learned straight away.

Furthermore, it is the responsibility of the facilitator to adapt the curriculum to the conditions as they are in the area of the FFS and to the needs of the farmers in the field school. There is no point in discussing a new technology if it is not available to the farmers in that area. If farmers have a particular crop management problem in that village, it should be discussed in the field school. This is one of the reasons why each farmer field school (on crop) starts with a baseline survey and making a cropping calendar.

5. Farmers become experts

The farmers in the field school normally conduct a number of field trials and numerous small experiments. The subjects of these trials and experiments are often selected by the farmers themselves and are based on the field situation. During the FFS, the farmers follow the steps of doing research, leading to an analysis of the outcome of these trials and experiments. This is followed by a discussion of the applicability of their findings to their own situation.

These trials are conducted so that underlying causes of crop management problems can be identified and possible solutions suitable to their particular physical and socio-economic situation can be tested.

Through this process of experimentation and comparison, farmers become experts in crop management. They acquire the means to find solutions for existing and future problems. Farmers will no longer be dependent on extension workers to provide them with solutions; and they will be able to evaluate solutions that are being offered to them.

6. Farmers are decision-makers

The field school deals with the practices of farming in a real context, with farmers mastering and applying field management skills and with implementing their own decisions in their own fields. In the FFS, farmers make observations in their own fields/ farms, analyze the crop/ livestock situation and make decisions based on this analysis. Farmers learn to identify problems, discuss possible solutions, field-test these solutions, analyze the results of these tests and draw conclusions. Based on these conclusions, they make crop management/ livestock management related decisions. The field school aims to improve the decision-making skills of farmers by providing them with tools for decision making.

Non-negotiable Features of FFS

- Farmers' needs define and drive FFS
- Farmers' local knowledge co-produces and co-creates new knowledge, science and public services [i.e., extension] alongside science-based knowledge.

The learning process and knowledge generation are central to FFS :

- FFS are based on fields through which to learn and experiment;
- structured hands-on, experiential learning is primarily used; adult learning cycles emphasize observation, critical analysis, sharing and debate, conclusion/decision and implementation to enhance knowledge and decision-making skills that combine local and science-based knowledge;
- learning is a continuous process – regular meetings are held at critical crop/ livestock development stages to correspond to the decision-making of farmers;
- the practical and critical development of skills and competences is the main focus;
- diversity in age, gender and experience enriches FFS when all are involved in production.

Building trust and strengthening groups in order to develop:

- critical analysis skills;
- feedback and evaluation skills;
- planning skills;
- basics of group work and collaboration (group dynamics exercises).

Facilitation of the learning process: competent master trainers and facilitators (technical, methodological and organizational skills).

- Situation/location-specific activities, i.e., locally appropriate learning curriculum.

Based on above principles and the procedures of the field school, the project has assisted to conduct the field schools in the project locations. The detail of the farmers field school have been presented in **Annex 1.**

1.4 The Assignment: Effectiveness Study of Crop & Livestock FFS, FBS and NFS of Project

Farmer Field School (FFS) is a key intervention of FANSEP to disseminate improved, climate and nutrition sensitive agricultural and livestock technologies in the project area. Farmer field schools in various crop and livestock commodities (dairy, goat and poultry) are implemented under component A; Farm Business Schools (FBS) are implemented under component B to enhance knowledge and skills of farmers for income generation and diversification; Nutrition Field Schools (NFS) are implemented to enhance knowledge and support in behavior change in regards with dietary diversity, increasing nutritious food intake of women and children below two years. In this backdrop, FANSEP has designed to carry out a study on effectiveness of FFS, FBS and NFS.

1.5 Objective of the Assignment

The main objective of this study was to evaluate the impact of field schools as a project intervention in terms of imparting knowledge and skills to the participants, assessing the implementation approach and processes, and identifying areas for improvement. Additionally, the study aimed to assess the relevance of Farmer Field Schools (FFS) in disseminating climate and nutrition smart agricultural and livestock technologies to the targeted beneficiaries of the project.

1.6 The Scope of the Assignment

The study was intended to cater the information required and analyzed accordingly to assess the effectiveness of Field Schools considering the specific parameters for each FFS type as follows:

For FFS (Crop and Livestock) and FBS:

- Relevancy and effectiveness of preparatory meetings for field school.
- Adequacy and relevancy of FFS content from the beneficiaries' perspective.
- Application of learned technologies and practices in real-life situations.
- FFS in fostering experimentation, problem-solving, and development of new farming technologies
- FFS on farmers' behavior change in production practices
- Enhancing the capacity and empowerment of disadvantaged and marginalized community members, including women.
- Establishment of networking capacity for knowledge exchange, sustainable technology expansion, and farmer education.
- Inclusivity of participation, particularly by disadvantaged, women, and marginalized groups.
- Dissemination of FFS experiences and learning within the community.
- The results of FFS, such as improved husbandry practices, access to technologies, and increased animal productivity.
- Engagement of women and youth in farm business and profit-making.
- Sustainability and profitability of adopted technologies and practices.
- Feedback on FFS processes for future improvements, including training duration, facilitator quality, and logistics.
- Competency of facilitators and their facilitation methods.
- Logistics and venue convenience for FBS participants.

For Nutrition Field Schools:

- Change in dietary intake of meat, eggs, milk, vegetables, fruits, and legumes/lentils.
- Knowledge and skills acquired by pregnant and nursing women in nutrition and behavior change communication (BCC).
- Sufficiency of the NFS curriculum in enhancing awareness, knowledge, and skills related to food and nutrition security.
- Adequacy of NFS session time and duration.
- Relevancy of behavior change communication messages and recommended behaviors.
- Feedback for improving the effectiveness of NFS in the future.
- Role of NFS in women and community empowerment

The NEMDEC was responsible for implementing data collection activities and delivering quality data according to the expectations and protocols, within a timeframe defined by FANSEP. The study team formed by the consulting firm had worked under the direct supervision of PMU. The team developed a web based tool to collect the quantitative data electronically for performing the household survey from the study area; and organized focus group discussions / Key Informant Interviews in FFS/FBS/NFS groups.

The study team initially designed the set of questionnaires and checklists and submitted to PMU for their feedback and suggestions before finalization and administration.

Data collection was completed in all sampled area through a household survey, FGD, and KII. An intensive household-level survey was carried out in 464 households ensuring their participation in FFS (crop & livestock), FBS, and NFS from the sampling framework of the study as indicated in the sampling framework. The survey work included the sections on household composition ensuring their participation in FFS (crop/livestock), FBS, and NFS and only the relevant questionnaires were asked to the specific FFS/NFS/FBS group. The survey team designed a data quality control protocols to ensure the consistency and quality of collected data.

CHAPTER II: APPROACH AND METHODOLOGY

The chapter details on the approach taken to gather primary information, sources of information, methodology used for sample size determination, survey tools, data collection techniques and related information. Collection of required information was done using different secondary and primary sources. The primary data was collected using beneficiary household survey and focused group discussions with concerned stakeholders. For the purpose of household survey, a total of 446 households were interviewed across 16 municipalities of Saptari, Siraha, Dhanusha, Mahottari, Gorkha, Dhadhing, Sindhupalchok and Dolakha. The household survey employed Computer Assisted Personnel Interviewing (CAPI) technique.

2.1 Study Approach

The study team's efforts was made comprehensively streamlined to meet the main and specific objectives of the study as outlined in the TOR. The study team adopted the following approaches for the execution of the study process:

- **Worked closely with project team and concerned Service Providers**: The study team worked closely with the PMU official of FANSEP, concerned personnel and respective staff member of project team during finalization of study tools, administering field study, analyzing the findings and strategic recommendations.
- **Participatory and Qualitative Approach:** Qualitative and participatory approach were applied to design tools, methods during administration of the field study. The focus group discussion (FGD), key informant interview (KII), participatory observation were appropriately used to collect the information.
- **Confidentiality:** The study team bind to maintain confidentiality and maintain information available from the study. The study team will not disclose or publish any part or full report without taking approval of the Client.

2.2 Study Methodology

The study focused first to determine sample size for HH survey and groups for focused group discussions/KII. Data collection was done through a household survey, FGD, and KII. An intensive household-level survey was carried out in 446 households ensuring their participation in FFS (crop & livestock), FBS, and NFS from the sampling framework of the study as indicated. The survey includes sections on household composition ensuring their participation in FFS (crop/livestock), FBS, and NFS and only the relevant questionnaires was asked to the specific FFS/NFS/FBS group.

The methodology for the assignment involved a combination of household surveys, focus group discussions (FGDs), and key informant interviews (KIIs) to collect data and assessed the impact and effectiveness of field schools implemented by the FANSEP project. The sampling frame provided was used to select the appropriate field schools, households, and participants for data collection.

2.2.1 Household Survey:

Sampling: Approximately 20% of the Farmer Field Schools (FFS), Farm Business Schools (FBS), and Nutrition Field Schools (NFS) groups were selected as the sampling units for the household survey. The specific field schools were chosen randomly from the total number of field schools implemented by the project in each district.

Sample Size: Within each selected field school group, three households were randomly selected for the survey.

Data Collection: Enumerators were equipped with required orientation to collect data using tablet-based questionnaires (electronically designed questionnaire using open digital platform for data collection purposes) and checklists prepared by the study team. The survey covered required

number of sections on household composition and relevant questionnaires based on the specific FFS/NFS/FBS group.

Table 2.1: Sampling framework of HH survey

Sampling framework for HH survey													
FFS type	Number of FFS implemented				Sample frame				Number of Individual HHS to be surveyed in FFS (random selection of 3 HHs from field school groups)				
	Dhanusha	Saptari	Sindhupalchok	Gorkha	Dhanusha	Saptari	Sindhupalchok	Gorkha	Dhanusha	Saptari	Sindhupalchok	Gorkha	Total
Crop	124	124	90	94	19	18	14	15	57	54	42	44	197
Livestock	35	35	34	34	10	9	9	10	30	27	27	30	114
FBS	6	6	6	6	4	4	4	4	12	12	12	12	48
NFS	36	36	36	36	9	9	9	9	27	27	27	24	105
Total	201	201	166	170	42	40	36	38	126	120	108	110	464

2.2.2 Focus Group Discussions (FGDs):

- **Sampling:** FGDs were conducted in field schools that were not included in the household survey to increase the representation of field school groups.
- **Sample Size:** The number of FGDs were conducted in each FFS, FBS, and NFS type be based on the provided table, ensuring representation from each district.
- **Data Collection:** FGDs were organized to facilitate group discussions among participants from the selected field schools. The discussions were helped to explore various aspects of field school implementation, including content relevance, learning application, sustainability, and feedback for improvement.

Table 2.2: Sampling Framework of FGDs

FFS type	No of field schools for FGD				Total
	Dhanusha	Saptari	Sindhupalchok	Gorkha	Total
Crop	2	2	2	2	8
Livestock	1	1	1	1	4
FBS	1	1	1	1	4
NFS	1	1	1	1	4
Total	5	5	5	5	20

2.2.3 Key Informant Interviews (KIIs):

- **Sampling:** KIIs were also conducted with FFS facilitators and other relevant key personnel involved in implementing field schools in each project cluster.
- **Data Collection:** KIIs were conducted to gather insights and perspectives from key individuals regarding the implementation of field schools, facilitation methods, challenges faced, and suggestions for improvement.

Overall, the consulting team was responsible in the implementation of data collection activities, ensuring quality data collection, and conducting the necessary analyses to address the objectives of the assignment. The consultant was worked under the direct supervision of the Project

Management Unit (PMU) and with the development of data quality control protocol the data consistency and quality throughout the study was ensured. The collected data was analyzed to evaluate the impact of field schools, assess the implementation approach and processes, and provide recommendations for future improvements.

2.3 Study/Data Quality Control

The study team developed and implemented a data quality control protocol to ensure consistency and quality. When using the Open Data Kit (ODK) survey tool for data collection, it's essential to implement effective data quality control mechanisms to ensure the accuracy, reliability, and integrity of the collected data. Following are the processes adopted to ensure the data quality control during the survey task:

- **Pre-survey Training**: A comprehensive training was provided to the data collectors on how to properly use the ODK tool, understand the survey questions, and collect data accurately. Emphasize was given the importance of data quality and the specific quality control measures they need to follow.
- **Clear Instructions:** Clear and concise instructions were provided to the data collectors, outlining the data collection process, including how to navigate the survey, enter responses, and handle specific scenarios. This helped to reduce errors and inconsistencies during data collection.
- **Data Validation Constraints:** The team set constraints and rules for data entry using ODK's built-in data validation features. For example, the team specified ranges for numeric fields or defined answer options for multiple-choice questions. This helped enforce data quality standards during data entry and reduced the likelihood of incorrect or inconsistent data.
- **Skip Logic and Data Relevance:** The team also implemented skip logic in survey design to ensure that respondents directed to relevant questions based on their previous answers. This helped to reduce the chances of irrelevant or missing data and enhances the overall data quality.
- **Field-Level Data Checks:** Regular field-level data checks were conducted to identify potential errors or inconsistencies. This involved reviewing the data as it was collected or periodically monitoring the sampling and reviewing completed surveys. Data Manager looked for missing or illogical values, outliers, or patterns that indicate potential data quality issues.
- **Data Cleaning and Validation:** The team performed data cleaning and validation procedures to identify and correct errors, inconsistencies, and missing values. This involved checking for data completeness, removing duplicate entries, resolving inconsistencies, and conducting logical checks to ensure data integrity.
- **Quality Assurance/Quality Control (QA/QC):** A QA/QC process was implemented to verify the accuracy and quality of the collected data. This involved independent verification of a subset of completed surveys or double data entry for comparison purposes. The team also addressed any discrepancies or issues found during this process.
- **Documentation:** Detailed documentation was maintained throughout the data collection process, including the survey design, data collection protocols, and any changes made during the process. This documentation helped ensure transparency, replicability, and auditability.
- **Continuous Monitoring:** Monitoring task was a continuous activity for the data collection process to identify any potential issues or challenges. Regular communication was maintained with data collectors, addressed their queries, and provided feedback to maintain data quality standards.
- **Regular Data Review:** Periodic review of the collected data was performed to assess its quality and identify any potential improvements or modifications needed in the data collection process. This helped ensure ongoing data quality control throughout the project.

2.4 Study Tools

The desk review and consultation with project team was supposed to be the prime tools in designing sample size for HH survey and FGD/KII for group and facilitators perception. Since the data collection was completed through a household survey, FGD, and KII, there were a set of questionnaire that was designed using ODK tool developed and agreed to apply for HH survey. Likewise, checklists for FGD and the KII were designed and annexed with this document. All the tools once developed and agreed for the application in this study process have been annexed in this document.

2.5 Study Matrix Table

Respondent	Key Questions	Methods/Tools
Beneficiary Household	Personal background; effectiveness of farmers school in capacity building, knowledge sharing, behavioral changes, nutrition and dietary habits, sessions duration, relevant content delivery, adoption of new technologies, etc.	An individual survey using a structured questionnaire and observation
Focus Group Discussion (in the groups not included for HH survey)	Evaluate the impact of field schools in terms of imparting knowledge and skills among the participants, assessment of field school implementation approach / processes and identifying areas of improvement, enhancing knowledge of school participants adopting adult literacy and innovative learning by doing approach	Focus group discussions using a checklist
Facilitators	Relevancy and effectiveness of farmer schools in enhancing the capacity of participating households	Key informant interview using a semi-structured questionnaire

2.6 Organization of the report

The first chapter of the report contains the background of the study. The second chapter is more focused on the approaches and the methodology of the study. The third chapter, which is the main part of the report from a thematic perspective, presents the effectiveness of the field schools. The last chapter i.e. chapter 4 briefly presents the conclusion and recommends a way forward.

CHAPTER III: PRESENTATION OF DATA AND EFFECTIVENESS ANALYSIS

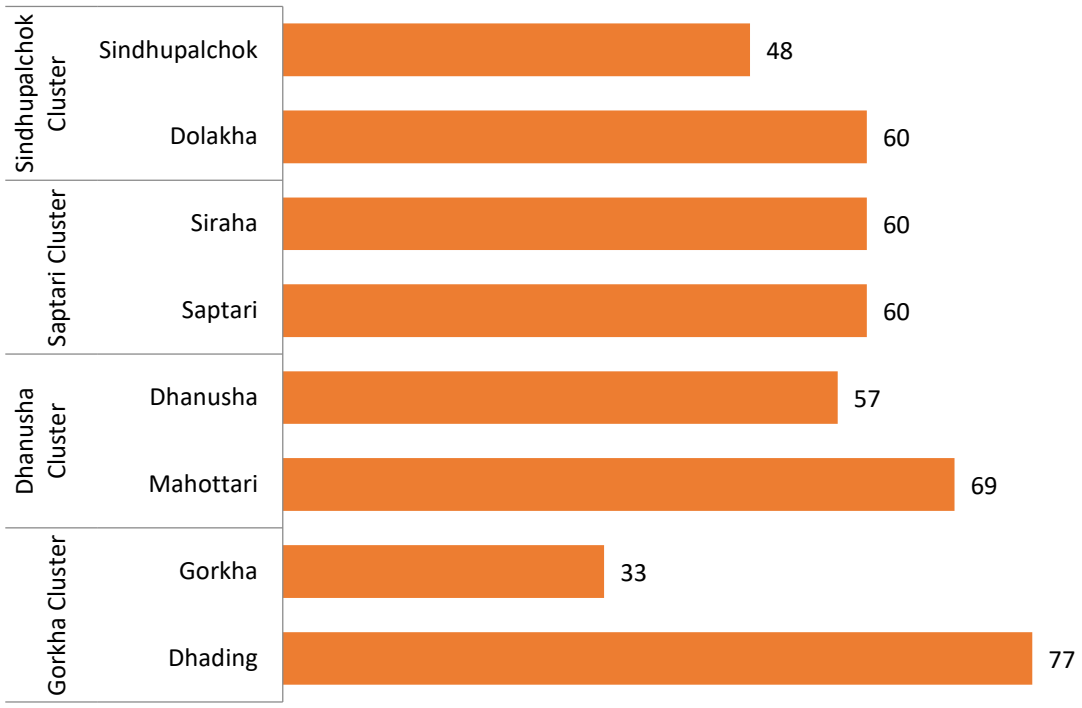
Chapter III of the report presents the collected data and conducts an analysis to assess the effectiveness of Farmer Field Schools (FFS), Farm Business Schools (FBS), and Nutrition Field Schools (NFS). The chapter includes information on the relevance and effectiveness of preparatory meetings, adequacy of content, application of learned technologies, behavior change, capacity building, networking, inclusivity, dissemination of experiences, results achieved engagement of women and youth, sustainability of practices, feedback for improvements, competency of facilitators, and logistics convenience.

3.1 Demographic Charectristics

3.1.1 Surveyed household by cluster and by districts

The survey collected data from 464 households in various rural municipalities involved in the project. The households were distributed across different districts and PCUs (Project Cluster Units). In Gorkha, there were 33 households surveyed, and 77 in Dhading. Dhanusha had 57 households surveyed, and 69 in Mahottari district. Saptari and Siraha both had 60 households surveyed, while Sindhupalchok had 48 households surveyed and 60 in Dolakha district. The survey sample provides a diverse representation of rural communities, offering valuable insights for the project's FFS effectiveness analysis.

Figure 3.1.1: No. of HHs Surveyed (District wise)



3.1.2 Composition of respondents by gender and by marital status

Out of the respondents, 229 were household heads (49.35%) and 235 were family members (50.65%). In terms of gender, there were 353 female respondents (76.08%) and 111 male respondents (23.92%). Similarly, interms of marital status of the respondents, there were 445 were currently married (95.91%), 10 were unmarried (2.16%), and 9 were widowed (1.94%).

3.1.3 Composition of respondents by academic qualification

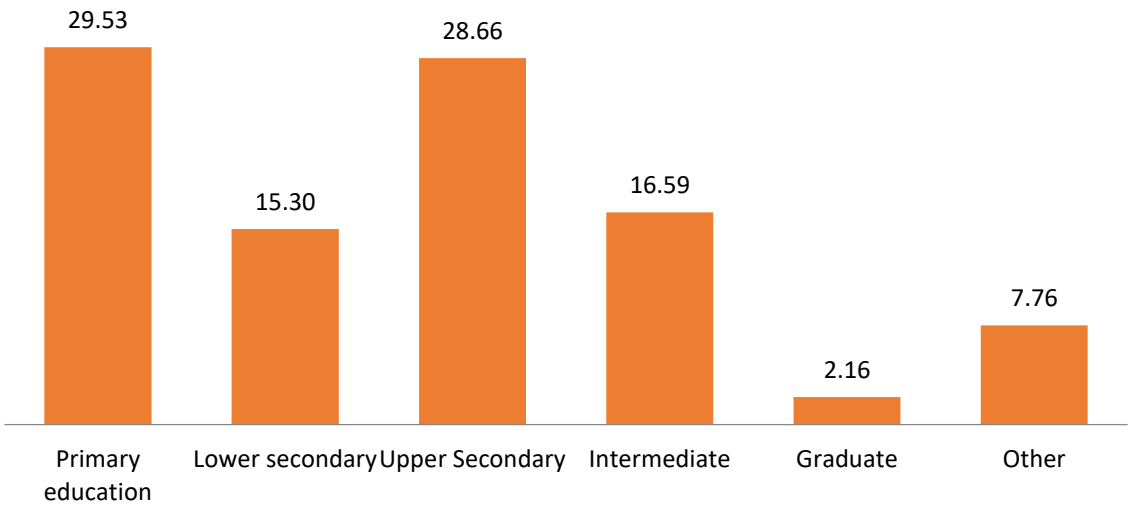
Based on the data, the highest level of education among the respondents is distributed as follows:

- Primary education: 29.53% of respondents have completed primary education.

- Lower secondary: 15.30% of respondents have completed lower secondary education.
- Upper Secondary: 28.66% of respondents have completed upper secondary education.
- Intermediate: 16.59% of respondents have completed intermediate education.
- Graduate: Only 2.16% of respondents have completed a graduate-level education.
- Other: 7.76% of respondents have education levels categorized as "Other."

The majority of respondents have completed primary and upper secondary education, with a relatively small percentage having reached the graduate level. A notable portion falls under the "Other" category, suggesting a diverse range of educational backgrounds among the respondents. The detail of the education level of the respondents is shown in the graph below.

Figure 3.1.2: Education Status (% of respondents)



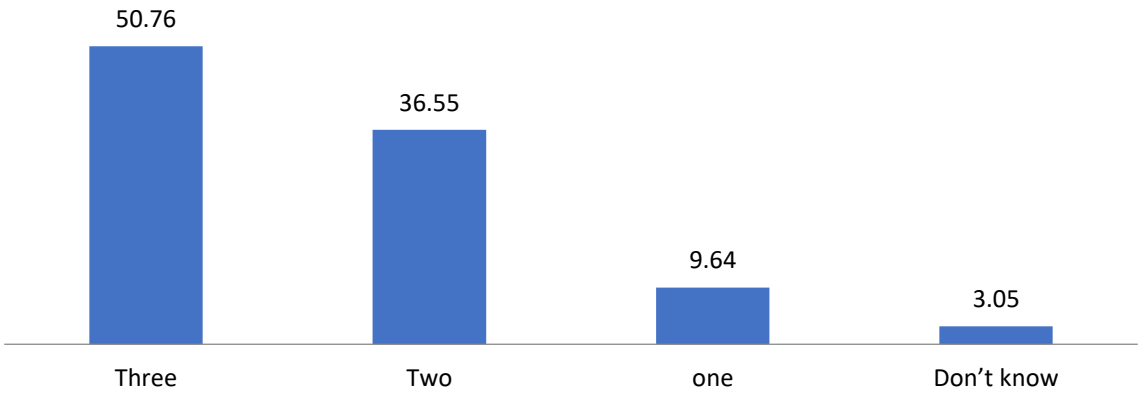
3.2 Farmer Field Schools – Crop

The survey was conducted with 197 participants from households to assess Farmer Field Schools (FFS) for crop cultivation. The main focus of the survey was to understand the effectiveness of the FFS process, the participants' knowledge improvement, and the practices they could adopt in their agriculture.

3.2.1 Preparatory meeting conducted

A significant majority (50.76%) conducted three preparatory meetings to run the FFS while around 46% of the respondents informed that they hold less than 3 prepratory meetings. Small portions (3.05%) were uncertain about the number of meetings held.

Figure 3.2.1: No. of meetings for operating FFS (%)



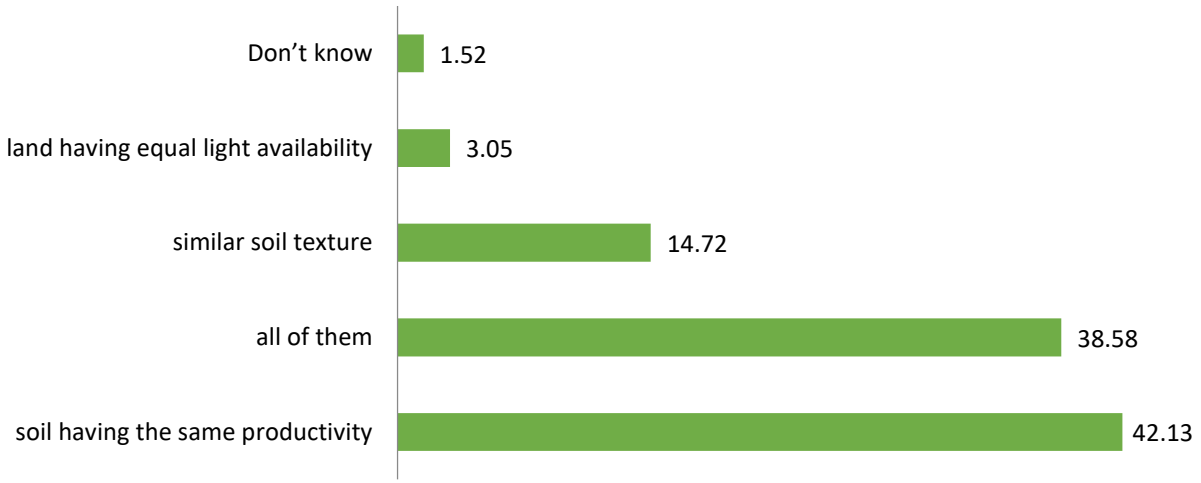
3.2.2 Selection of participants and group/subgroup formation

The analysis indicates that at what level the participants are aware on the process of participant selection and group/subgroup formation in the Crop FFS. 44.67% of the respondents (44.67%) reported that the second preparatory meeting was devoted in the selection process. A considerable proportion (34.01%) mentioned the process of participants and group/sub group formation was completed during the third meeting, indicating a slightly delayed approach to forming groups. On the other hand, a smaller percentage (17.77%) reported this process taking place in the first meeting, implying an early grouping strategy. The uncertainty expressed by a few respondents (3.55%) highlights the importance of clearer communication regarding this aspect of the FFS program.

3.2.3 Main considerations for selecting a plot for FFS trials

The analysis of plot selection for FFS trials reveals that the significant proportion (38.58%) considers all factors, indicating a comprehensive approach to plot selection that takes into account various relevant variables. The majority of respondents (42.13%) prioritize choosing soil with the same productivity. Additionally, a smaller percentage (14.72%) focuses on selecting plots with similar soil texture, recognizing the importance of this specific characteristic. Furthermore, a limited number of respondents (3.05%) emphasize ensuring equal light availability on the land. However, a small percentage (1.52%) remains uncertain, underscoring the need for clearer guidelines in the FFS program regarding plot selection criteria.

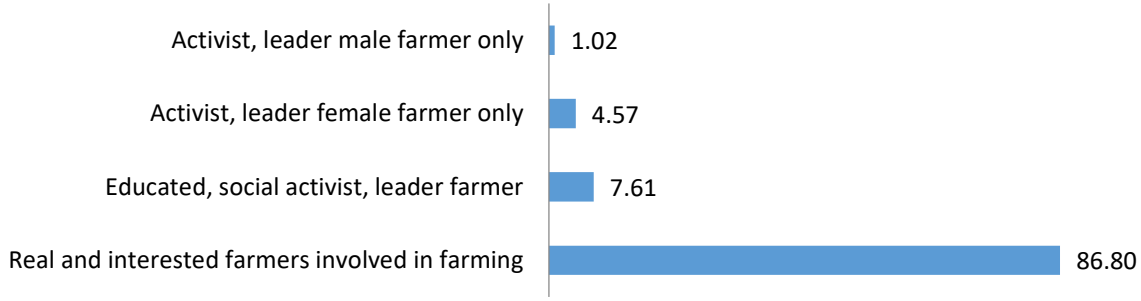
Figure 3.2.2: Main consideration for selecting a plot for FFS trials (% of respondents)



3.2.4 Criteria for the selection of participant for FFS

The analysis of participant selection criteria for FFS indicates that the primary focus lies on involving "Real and interested farmers involved in farming," as reported by a significant majority of respondents (86.80%). Still around 13% of the respondents are found not clear regarding the criteris for particpants selection for FFS. The findings highlight the preference for engaged and committed farmers, emphasizing the program's practicality and potential for community leadership development.

Figure 3.2.3: Criteria for the selection of participant for FFS (% of respondents)



3.2.5 Establishment of comparative trial

The analysis of preferences for trial establishment in the FFS reveals that a considerable proportion (42.13%) suggested starting with the farmer's practice trial, indicating a preference for evaluating existing methods before introducing changes. While the majority of respondents (55.33%) favored establishing the improved practice trial first. A small percentage of respondents (2.54%) expressed uncertainty, highlighting the need for clearer communication and guidance on the trial establishment process within the FFS program.

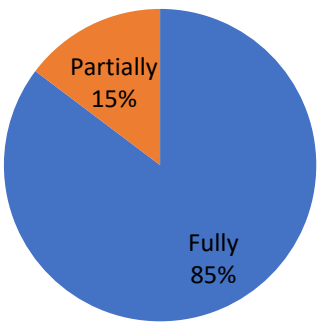
3.2.6 Conveniency of FFS locations

Almost all participants (99.49%) found the FFS site convenient, which means they liked using it. Very small number (0.51%) didn't find it convenient, so most people were happy with the site. This shows that the site is easy to use and meets the needs of the users. Overall, the majority of participants had a positive experience with the site.

3.2.7 Expectations from FFS

In the survey, 85% of respondents expressed that the contents of the FFS fully met their expectations, indicating a high level of satisfaction and usefulness. However, a smaller proportion, comprising 15% of participants, reported that the FFS content was only partially useful to them.

Figure 3.2.4: Contents of FFS meet expectation (% of respondents)



3.2.8 Relevancy of contents covered

The data shows the percentage of households (HHs respondents) who reported being covered in various topics related to crop cultivation in the FFS (Farmer Field School) program. The particpants were asked to express the topics that were relevant to them. The highest coverage were "Fertilizer application – dose, method, and timing of application" and "Planting method," each reaching 73.10% of respondents. Following closely were "Number and timing of irrigations and irrigation techniques" (61.93%) and "Seed/planting materials selection" (60.91%).Other topics, like "Homemade bio/botanical pesticide (Jholmol) preparation and use" and "Method of weeding and hoeing," also received significant attention from 60.91% and 57.36% of respondents, respectively.Less frequently covered areas included "Critical growth stages of the crops for various operations" (27.92%), "Post-harvest practices" (28.93%), and "Time and method of harvesting" (32.99%).It's important to note that one respondent (0.51%) could not remember the specific topics covered. The details contents covered by FFS are shown in the table below.

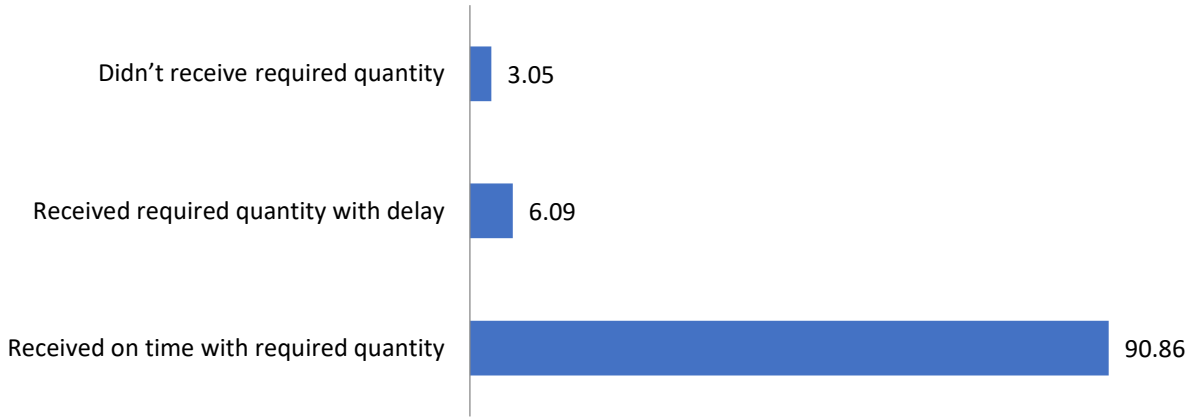
Table 3.2.1: Relevancy of contents covered

Content covered by FFS Crop	No. of HHS respondent(Multiple)	Percentage
Fertilizer application – dose, method and timing of application	144	73.10
Planting method	144	73.10
Number and timing of irrigations and irrigation techniques	122	61.93
Seed/planting materials selection	120	60.91
Homemade bio/botanical pesticide (Jholmol) preparation and use	120	60.91
Method of weeding and hoeing	113	57.36
Soil preparation	103	52.28
Safe and efficient use of safer pesticides	103	52.28
Importance of quality seeds and seed selection	79	40.10
Identification of beneficial insects and pest management	74	37.56
Nursery management	69	35.03
Time and method of harvesting	65	32.99
Post-harvest practices	57	28.93
Critical growth stages of the crops for various operations,	55	27.92
Can't remember	1	0.51

3.2.9 Availability of inputs to run FFS

A substantial majority of respondents (90.86%) expressed that they received the necessary inputs to run the FFS program on time and in the required quantity, indicating a well-managed supply process. A smaller percentage (6.09%) acknowledged receiving the required quantity but with a delay, suggesting potential logistical challenges or occasional disruptions. However, a minority (3.05%) reported not receiving the required quantity at all, which could have hindered their participation or impacted the effectiveness of the FFS program for those individuals. Timely and adequate provision of inputs is crucial for the success and benefits of initiatives like the FFS.

Figure 3.2.5: Availability of inputs to run FFS (% of respondents)



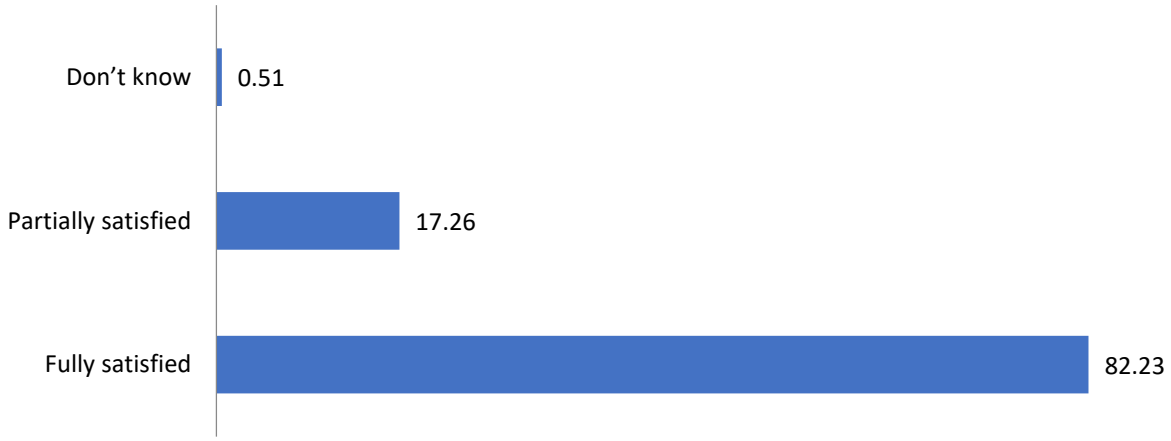
3.2.10 Knowledge and understanding of participants

- In the survey, 80.71% of respondents indicates that the color red with the extremely toxic label of the pesticide. Still around 19% of the respondents were found not much aware on the toxixity label of pesticides.
- In the survey, respondents were asked about their understanding of "quality seeds." The majority (73.60%) defined quality seeds as genetically pure, fertile, physically healthy, and free from pests, indicating a comprehensive understanding of seed quality. A smaller percentage believed it referred to any seed obtained from a dealer (13.20%) or any grains used for planting (8.12%). Some respondents (5.08%) were unsure about the definition.
- In the panicle initiation stage of wheat, 47.72% of respondents considered irrigation as the most important task, reflecting the significance of water management during this critical phase. Nitrogen top dressing was identified by 24.37%, while 10.15% emphasized weed management. 17.77% of respondents were unsure about the correct task.
- According to the survey, 50.25% of respondents believe that reducing the use of chemical pesticides for crop pest management is the most important measure to reduce greenhouse gas emissions from rice farming. 22.84% identified reducing the use of chemical fertilizers as crucial, while 22.34% were unsure. Only 4.57% mentioned cultivating paddy without plowing the field.
- Almost all respondents (98.48%) believed that the FFS approach is suitable for sharing agricultural technology with other farmers like themselves. Only a very small percentage (1.52%) thought it was not appropriate.

3.2.11 Level of Satisfaction on contents delivered by facilitators

The survey results showed that a significant majority of respondents (82.23%) expressed full satisfaction with the content delivered by FFS facilitators, indicating a high level of contentment with the training provided. A smaller proportion (17.26%) reported being partially satisfied, suggesting that some participants had certain expectations that were partially met. Merely a tiny fraction (0.51%) stated uncertainty about their satisfaction level, possibly due to a lack of clarity or varying experiences. Overall, the majority's positive response reflects the effectiveness of the FFS facilitators in delivering valuable content.

Figure 3.2.6: Satisfaction level on the contents delivered by facilitators (% of respondents)



3.2.12 Satisfaction level of demonstrations/examples/group exercises of the FFS

The majority of respondents (80.71%) were very happy with the demonstrations, examples, and group exercises led by the FFS facilitators. They found them effective and helpful in their learning. A smaller percentage (19.29%) mentioned being partially satisfied, indicating that most participants were content with the facilitators' teaching methods.

3.2.13 Usefulness of sessions in farming practices

According to the responses from participants, a significant majority (75.63%) found the FFS sessions to be entirely beneficial for their farming practices. This suggests that the training provided during these sessions significantly contributed to improving their agricultural methods and knowledge. Conversely, a smaller percentage (24.37%) indicated that the sessions were only partially useful, possibly implying that while some aspects were beneficial, they might have had specific expectations that were not fully met.

3.2.14 Capacity to identify problems related to disease and pests

According to the survey results, a majority of respondents (70.05%) reported that the FFS played a significant role in fully helping them identify problems related to diseases and pests in their farming practices. This indicates that the training and knowledge acquired through the FFS were highly effective in disease and pest identification. Additionally, a smaller percentage (29.95%) mentioned that the FFS partially assisted them in recognizing such problems, suggesting that while beneficial, there might have been certain limitations or specific challenges in this area.

3.2.15 Identification of critical growth stages

In the survey, 70.56% of respondents reported that the FFS fully helped them identify the critical growth stages of the crop within which the FFS was conducted. This indicates that the training was highly effective in educating participants about these crucial stages. Additionally, 28.93% mentioned that the FFS partially assisted them in recognizing these critical stages, suggesting that they gained some understanding but not to the same extent as the majority. Only a small percentage (0.51%) indicated that the FFS did not help them in this aspect.

3.2.16 Reducing pesticide use

Based on the responses from participants, 69.04% reported that the FFS was fully effective in reducing pesticide use in their farming practices. This indicates that the training and knowledge gained from the FFS significantly contributed to minimizing their reliance on pesticides. Moreover, 29.95% mentioned that the FFS partially assisted in reducing pesticide usage, suggesting that while helpful, there might have been certain limitations or challenges in achieving a complete

reduction. A small minority (1.02%) stated that the FFS did not help in reducing pesticide use, possibly due to specific circumstances or experiences.

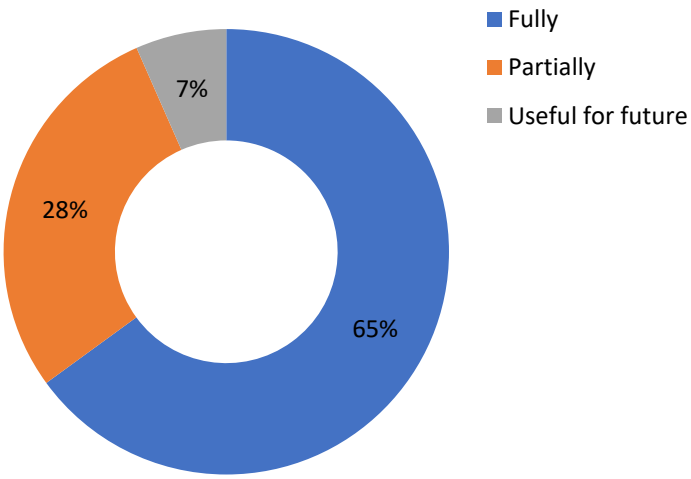
3.2.17 Fertilizer application

According to the survey results, 75.13% of respondents reported that the FFS was fully beneficial in improving their fertilizer application, including increasing the number of topdressings. This indicates that the training provided by the FFS was highly effective in enhancing their knowledge and skills in fertilizer management. Additionally, 24.87% mentioned that the FFS partially contributed to achieving better fertilizer application, suggesting that while helpful, some participants might have experienced certain challenges or limitations in fully implementing the learned practices. Overall, the majority found the FFS instrumental in optimizing their fertilizer usage.

3.2.18 Team building or group mobilization

According to the survey, the majority of respondents (64.97%) reported that the FFS was fully useful for team building or group mobilization. This suggests that the FFS program effectively fostered a sense of teamwork and cooperation among participants. Additionally, 28.43% mentioned that the FFS was partially useful for these purposes, indicating that some participants experienced positive outcomes in group dynamics but might have encountered certain challenges. A smaller percentage (6.60%) found the FFS beneficial for future team building and group mobilization, implying that they believed the acquired skills and experiences would have lasting impacts on their ability to work collaboratively in the future.

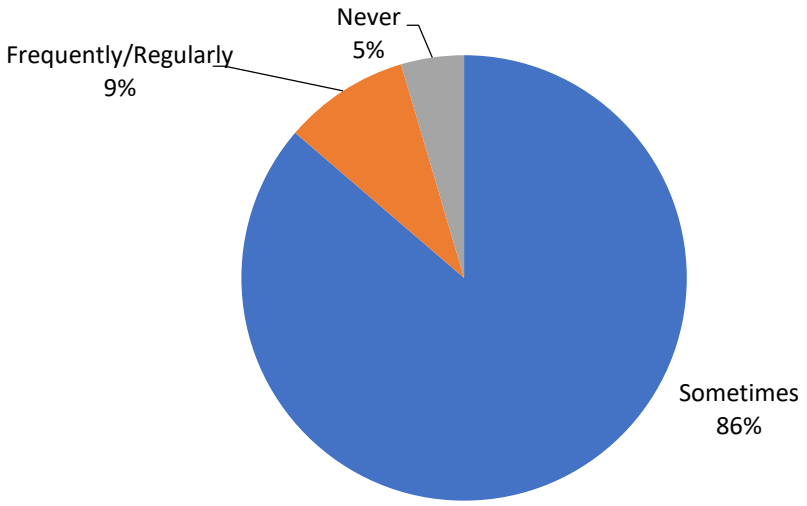
Figure 3.2.7: Usefulness for team building or group mobilization (% of respondents)



3.2.19 Dissemination of FFS learnings

According to the survey, a significant majority (86.29%) of participants reported occasionally sharing their FFS learning with their neighbors who did not participate in the program. This suggests that they are willing to pass on the knowledge they gained to benefit others in their community. A smaller percentage (9.14%) mentioned sharing their FFS learning frequently or regularly, showing a higher level of engagement in knowledge dissemination. Only a few respondents (4.57%) indicated that they never share their FFS learning, possibly due to personal reasons or preferences.

Figure 3.2.8: Learning/sharing with outside the participants of FFS (% of respondents)

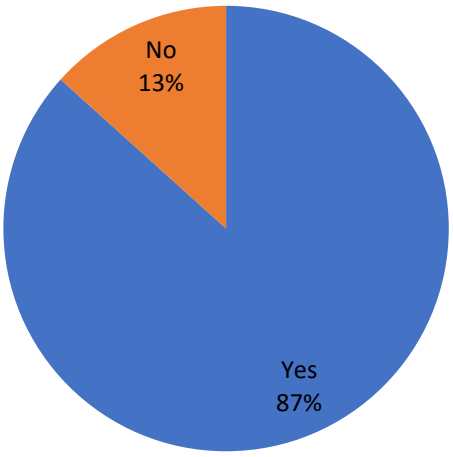


3.2.20 Adoption of new variety/technology

According to the survey, 56.85% of participants reported adopting a new crop variety after participating in the FFS program, indicating that the training and exposure to different varieties influenced their farming practices positively. On the contrary, 43.15% mentioned that they did not adopt any new variety, possibly due to factors such as existing preferences, availability, or suitability of their current varieties. The results highlight the program's impact on some farmers in embracing new agricultural practices.

Similarly, the survey revealed that a significant majority (86.67%) of participants adopted new agricultural technologies after attending the FFS program, indicating its effectiveness in promoting modern farming practices. On the other hand, a smaller percentage (13.33%) reported not adopting any new practices or technologies, possibly due to factors like their current practices suiting their needs or resistance to change. The results highlight the substantial impact of the FFS in encouraging farmers to embrace and implement innovative agricultural technologies.

Figure 3.2.9: Adoption of new practice/technology after FFS (% of respondents)



Based on the analysis of responses from 184 participants, various technologies and practices were reported to be adopted after engaging in the FFS program:

- Botanical pesticides were adopted by 28.66% of respondents, indicating a shift towards more eco-friendly pest control methods.
- The use of cattle urine as a pesticide alternative was embraced by 24.57% of participants, showcasing an innovative and locally available pest management approach.
- Alternative pest control methods, like pheromone traps and light traps, were adopted by 14.87% of farmers, indicating a willingness to explore sustainable pest control solutions.
- Mulching was implemented by 13.15% of respondents, showcasing a commitment to conserving soil moisture and improving crop health.
- A change in top dressing frequency was practiced by 10.34% of participants, indicating an improved fertilizer management strategy.
- Enhancing farmyard manure was adopted by 8.41% of farmers, reflecting a focus on organic matter enrichment for better soil health.
- Cattle shed improvement was undertaken by 6.25% of respondents, indicating efforts towards better livestock management practices.
- A smaller percentage (3.45%) adopted drought and flood-tolerant varieties, showcasing resilience to adverse weather conditions.

These findings demonstrate the positive impact of the FFS program in encouraging the adoption of sustainable and innovative agricultural practices, leading to more resilient and environmentally friendly farming approaches.

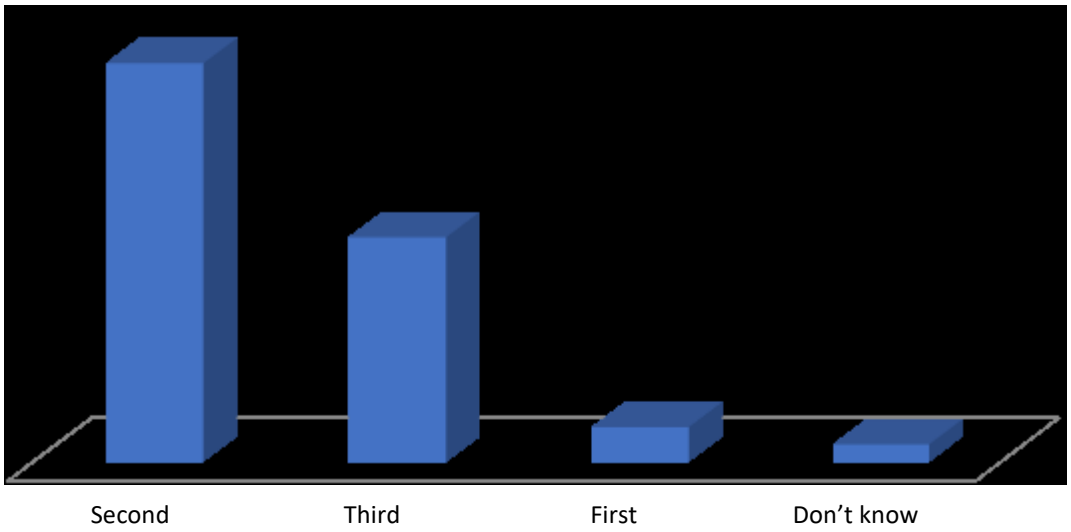
3.3 Farmer Field Schools – Livestock-Goat

A survey was conducted with 39 participants from households to assess Farmer Field Schools (FFS) for livestock goat. The main focus of the survey was to understand the effectiveness of the FFS process, the participants' knowledge improvement, and the practices they could adopt in their goat production.

3.3.1 Preparataory meetings for selecting particpants and group formation

The participant selection and group/subgroup formation were predominantly conducted during the second preparatory meeting, as reported by 58.97% of the respondents. These findings provide valuable insights into the structure and organization of the Goat FFS program, allowing for potential improvements in future implementations.

Figure 3.3.1: Preparatory meeting numbers (% of respondents)



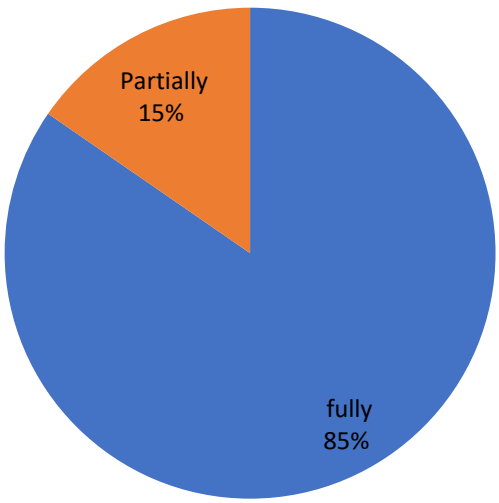
3.3.2 Allotted durartion for each FFS session and interval

Based on the surveyed, a significant majority (92.31%) responded favorably to the 2-week interval of the FFS sessions and its overall duration, considering them appropriate for acquiring new knowledge and skills. A minority (7.69%), however, held the viewpoint that the interval and duration were not suitable.

3.3.3 Adherence of Facilitators to Session Plan or Training Schedule

Based on feedback received from participants, an analysis of the data reveals that a substantial majority (84.62%) acknowledged that the facilitators meticulously followed the session plan or training schedule outlined in the manual. These participants affirmed the facilitators' commitment to maintaining the prescribed structure. In contrast, a smaller faction (15.38%) observed instances where adherence was partial rather than complete. These findings suggest a predominantly positive assessment of the facilitators' adherence to the established plan, with a minority noting minor deviations during the sessions or training schedule.

Figure 3.3.2: Adherence of session plans (% of respondents)



3.3.4 Allignment of expectations

The analysis indicates that the majority (79.49%) reported that the contents of FFS were fully useful in meeting their expectations. A smaller percentage (20.51%) mentioned that the contents were only partially useful.

3.3.5 Highly relevant contents

Upon analyzing the responses, it becomes evident that the participants highlighted the top five most significant topics covered in the FFS program. The majority of them (approximately 74.36%) found the information about enhancing goat sheds or pens and effectively managing manure particularly relevant. A substantial proportion (around 69.23%) emphasized the importance of learning about producing and using green forage or fodder. Similarly, a noteworthy number (roughly 64.10%) recognized the value of understanding techniques for conserving forage, including hay and silage making. Additionally, a considerable percentage (about 56.41%) acknowledged the significance of sessions about vaccinating goats against PPR disease and comprehending common infectious diseases like PPR.

Table 3.3.1: Relevancy of contents covered

Contents(multiple choice)	Percentage
Goat shed/ pen improvement and manure management	74.36
Green forage/fodder production and utilization (seasonal, perennial, shrubs, fodder trees)	69.23
Forage conservation (hay and silage making)	64.10
Vaccination against PPR disease in goat	56.41
Major common infectious diseases of goats (PPR)	56.41
Selection and breeding of goats for genetic improvement	53.85
Feeding of pregnant does	51.28
Internal and external parasite control in goats	46.15
Feeding of goat kids	46.15
Feeding of breeding bucks	43.59
Suitable breeds of goats	38.46
Care and management of newly born kids	35.90
UMMB preparation or use	35.90
Preparation of low-cost feed from locally available feed ingredients for goats	33.33
Role of different feed nutrients and deficiency symptoms/ signs	33.33
Supplementary feeding of does before breeding (flushing)	30.77
Biosecurity management (including disinfection of goat pen/ shed)	23.08
Supplementary feeding of does at advance stage of pregnancy (steaming up)	20.51

3.3.6 Availability of inputs to run FFS

All reported that the necessary inputs for conducting FFS were provided on time and in the required amounts, constituting 100%

3.3.7 Variation in Farmer Member Participation Across Sessions

A substantial majority (82.05%) indicated that farmer members from the same household generally participated consistently across various FFS sessions. A smaller portion (12.82%) noted occasional variations in participation. Only a few (5.13%) perceived a likelihood of distinct participation patterns. These responses suggest that most households maintained consistent engagement, while a minority observed differing levels of involvement among family members throughout the FFS sessions.

3.3.8 Knowledge and understanding of participants

- Out of the 39 respondents, the majority (61.54%) believed that the growth and development calendar was prepared in farmers' schools primarily to understand the existing techniques of animal husbandry. A smaller proportion (15.38%) saw its purpose as acquiring knowledge about modern methods. Fewer participants (12.82%) thought it helped choose topics for special classes. Additionally, some (10.26%) recognized both options as **To know the existing techniques of animal husbandry** and **To choose a subject for a special classes**.
- The majority (79.49%) identified the utilization of improved breeds of buck as the technique for achieving higher meat productivity in goats. A smaller fraction (10.26%) recognized the combined efficacy of options **use of improved breeds of buck** and **artificial insemination**. Only a few (7.69%) mentioned artificial insemination, while a single participant (2.56%) indicated breeding using the same family buck as a method for enhancing goat meat productivity.
- The majority (64.10%) identified internal parasites (Worms, Juka Namle) as a significant issue affecting goats. A notable portion (33.33%) recognized the threat of PPR (Peste des Petits Ruminants). A minor fraction (2.56%) mentioned abortion as another concern for goats' health.

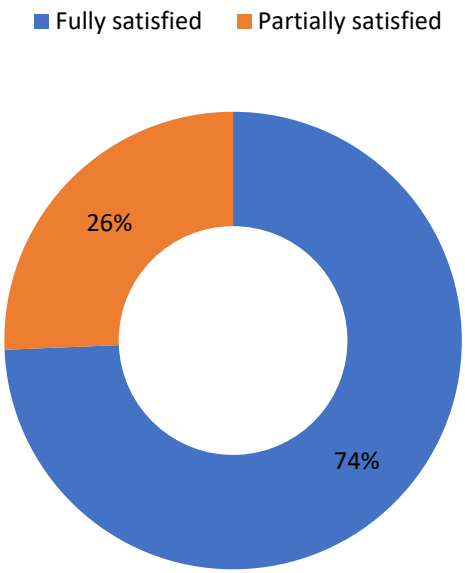
3.3.9 Dissemination of FFS approach appropriate for technology

Almost all of the surveyed household (94.87%) thought that the FFS approach was a good way to share farming technology with other farmers like themselves. Only a few (5.13%) didn't think it was a good fit for this purpose.

3.3.10 Level of Satisfaction on contents delivered by facilitators

The analysis revealed that a significant majority (74.36%) expressed complete satisfaction with the content presented by FFS facilitators. A smaller group (25.64%) conveyed partial satisfaction, implying that while content was appreciated, some aspects fell short of meeting expectations.

Figure 3.3.3: Satisfaction level on contents (% of respondents)



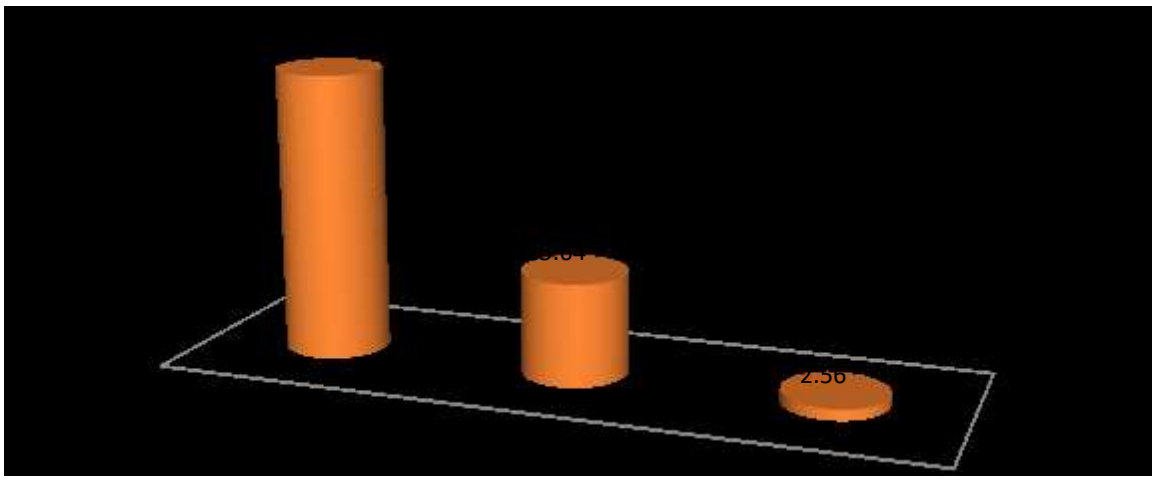
3.3.11 Usefulness of sessions in goat farming practices/capacity to identify problems related to disease and pests

As per the analysis, a notable majority (87.18%) found the FFS sessions highly beneficial for enhancing their goat farming practices. A smaller subset (12.82%) indicated partial usefulness, suggesting that while valuable, some elements of the sessions had limited relevance to their practices. All of them (100%) reported that the FFS played a significant role in identifying issues related to goat diseases and pests.

3.3.12 Team building /group mobilization

According to the analysis, 71.79% reported that the FFS was fully useful for team building or group mobilization. Additionally, 25.64% mentioned that it was partially useful for these purposes, and a small percentage (2.56%) indicated that it would be useful for future team building and group mobilization.

Figure 3.3.4: Usefulness for team building /group mobilization (% of respondents)



3.3.13 Usefulness for empowering the participants

Based on the evaluation of 39 participants responses, a substantial portion (74.36%) acknowledged the FFS as a highly effective tool for empowerment. A smaller yet notable fraction (25.64%) found it partially useful in fostering empowerment. This suggests that the FFS played a significant role in enhancing participants' sense of empowerment.

3.3.14 Sharing the experiences with neighbors

Based on the assessment of respondents, a significant majority (69.23%) recognized the FFS as a valuable tool for sharing their experiences with neighbors to successfully expand the technology. Another notable group (30.77%) indicated that while partially helpful, the FFS played a role in facilitating knowledge dissemination to scale up the technology. These findings suggest that a substantial portion of participants perceived the FFS as a useful means for promoting technology adoption within their communities.

3.4 Farmer Field Schools – Livestock-Dairy

A survey was conducted with 54 participants from households to assess Farmer Field Schools (FFS) for livestock Dairy. The main focus of the survey was to understand the effectiveness of the FFS process, the participants' knowledge improvement, and the practices they could adopt in their Dairy production.

3.4.1 Preparation for FFS operation

In the Dairy Farmer Field School, people attended around 16 sessions, each lasting about 3.5 hours. The data showed that most participants (55.56%) had 2 preparatory meetings, and a good number (40.74%) had 3 meetings before the actual program. Only a small percentage (3.70%) had just 1 preparatory meeting. This tells us that having 2 or 3 preparatory meetings is popular, showing that people like to plan well before starting the Dairy FFS program.

3.4.2 Selection of participants and group/subgroup formation

The analysis, based on 54 participants' responses, reveals the key stages of participant selection and group formation for the Dairy Farmer Field School (FFS). Interestingly, the majority of respondents (61.11%) indicated that these crucial steps occur during the second preparatory meeting, while 33.33% mentioned it takes place in the third meeting. A mere 5.56% stated that these activities happen in the initial preparatory meeting. This highlights the significance of the second preparatory meeting, followed by the third, in organizing and forming participant groups, showcasing their pivotal role in the Dairy FFS program.

3.4.3 Allotted durartion for each FFS session and interval

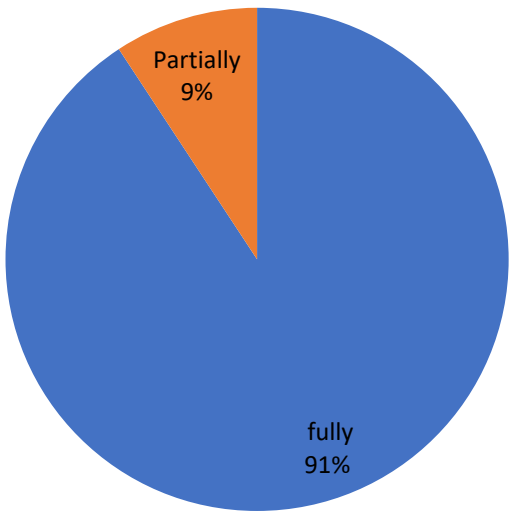
The analysis shows that all of them (100%) agreed that the time allocated for each FFS session was sufficient to deal with the planned contents. This indicates that the participants found the duration of the FFS sessions to be appropriate for covering the intended topics and activities as per the session plan.

The analysis shows that the majority (98.15%) found the 2-week interval of FFS and the total duration to be reasonable in terms of learning new knowledge and skills. Only a small percentage (1.85%) expressed that the interval and duration were not reasonable. This indicates that the participants generally believed that the provided time frame allowed for effective learning and skill development in the FFS program.

3.4.4 Adherence of Facilitators to Session Plan or Training Schedule

According to the responses, the analysis shows that the majority (90.74%) reported that the facilitators fully adhered to the session plan or training schedule as per the manual. A smaller percentage (9.26%) indicated that the facilitators only partially adhered to the plan or schedule.

Figure 3.4.1: Adherence of session plans (% of respondents)



3.4.5 Allignment of expectations

The analysis indicates that the majority (79.63%) reported that the contents of FFS were fully useful in meeting their expectations. A smaller percentage (20.37%) mentioned that the contents were only partially useful.

3.4.6 Availability of inputs to run FFS

The data indicates that a majority (96.3%) received the required inputs on time and in the required quantity, with a minimal portions (1.85%) receiving the required quantity with a delay, and another 1.85% not receiving the required quantity at all. This suggests a generally positive outcome, but there is room for improvement in timely delivery for a small minority.

3.4.7 Variation in Farmer Member Participation Across Sessions

The data indicates that among respondents, the majority i.e. 77.78%) reported that farmer members from the same household do not participate differently across various FFS sessions. However, a significant portion (22.22%) acknowledged some variation: 11.11% mentioned that participation is "Sometime" different, and another 11.11% noted it is "Most likely" different. This suggests a potential need for further investigation into factors driving divergent participation within households.

3.4.8 Knowledge and understaning of FFS participants

- The data reveals that respondents identified parasites (47.37%) as a major concern for cattle health. "Udder infection" (41.05%) was also recognized, possibly referring to mild infections. Infertility (11.58%) was less frequently mentioned. The knowledge suggests a focus on external factors affecting cattle health.
- The data indicates that a majority of respondents (88.89%) view the appropriate use of animal urine, specifically urea, as a viable alternative for topdressing in vegetable crops.
- The data suggests that the majority (79.63%) of respondents understand "Farmyard Manure improvement" as protecting the manure from sun, wind, and rain, which helps maintain its quality. A smaller percentage didn't know (18.52%), and a negligible few mentioned sun-drying the manure (1.85%).
- The data shows that 61.11% of respondents correctly understand the Urea Molasses Mineral Block (UMMB) block as a mixture of urea, molasses, mineral mixture, and other ingredients in suitable proportions. A significant portion (29.63%) doesn't know, while a smaller percentage (9.26%) incorrectly associates it with regular cattle feeding.
- The data indicates that respondents have diverse views on techniques to enhance calf milk production capacity. Using inbred bulls (38.89%) and local breeds (27.78%) were prominent, followed by artificial insemination (27.78%). A small percentage didn't know (5.56%).

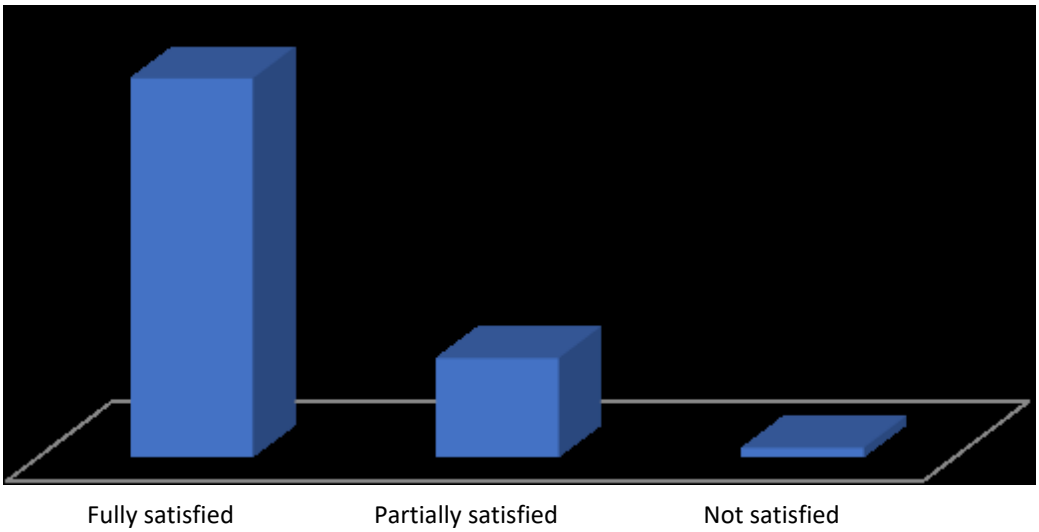
3.4.9 Dissemination of FFS approach appropriate for technology

Based on the responses from participants, the analysis shows that the majority (98.15%) believed that the FFS approach is appropriate for technology dissemination to other farmers like themselves. Only a small percentage (1.85%) indicated that they had no idea about the appropriateness of the FFS approach. This suggests that the participants recognized the value of the FFS approach in sharing and disseminating agricultural technologies to fellow farmers.

3.4.10 Level of Satisfaction on contents delivered by facilitators

According to the analysis of respondents, 77.78% reported being fully satisfied with the content delivered by the FFS facilitators. 20.37% reported partially satisfied and a smaller percentage i.e. 1.85% indicated being not satisfied.

Figure 3.4.2: Satisfaction on contents (% of respondents)



3.4.11 Usefulness of FFS sessions in practice

Based on the responses from participants, the analysis shows that the majority (70.37%) reported that the FFS sessions were fully useful to their dairy farming practices. Additionally, 27.78% mentioned that the sessions were partially useful. Only a small percentage (1.85%) indicated that the sessions were not relevant to their dairy farming practices. This indicates that the FFS sessions had a significant positive impact on the participants' dairy farming practices, providing them with valuable knowledge and skills applicable to their dairy operations.

3.4.12 Capacity to identify problems related to cattle disease and pests

Based on the responses from participants, the analysis shows that the majority (90.74%) reported that the FFS helped them identify problems related to cattle disease and pests. Only a small percentage (9.26%) indicated that the FFS did not assist them in identifying such problems. This suggests that the FFS played a significant role in enhancing participants' awareness and knowledge regarding cattle diseases and pests, enabling them to effectively identify and address these issues in their farming practices.

3.4.13 Team building or group mobilization

According to the analysis of respondents, 70.37% reported that the FFS was fully useful for team building or group mobilization. Additionally, 27.78% mentioned that it was partially useful for these purposes, and a small percentage (1.85%) indicated that it would be useful for future team building and group mobilization.

3.4.14 Usefulness in empowering participants

Based on the responses from participants, the analysis indicates that the majority (72.22%) reported that the FFS was fully useful for empowerment. Additionally, 25.93% mentioned that it was partially useful for empowerment. Only a small percentage (1.85%) indicated that the FFS was not useful for empowerment. This suggests that the FFS had a positive impact on participants' empowerment, providing them with knowledge, skills, and confidence to take control of their dairy farming practices and make informed decisions.

3.4.15 Learning/sharing of skills

According to the responses from participants, the analysis shows that the majority (98.15%) reported learning skills by participating in the FFS. Only a small percentage (1.85%) indicated that they did not learn any skills. This highlights the effectiveness of the FFS in providing participants

with practical knowledge and hands-on experience, enabling them to acquire new skills relevant to dairy farming. The high percentage of participants who reported learning skills indicates the value and impact of the FFS in enhancing their capacity and empowering them in their farming practices.

3.5 Farmer Field Schools – Livestock-Poultry

A survey was conducted with 21 participants from households to assess Farmer Field Schools (FFS) for livestock Poultry. The main focus of the survey was to understand the effectiveness of the FFS process, the participants' knowledge improvement, and the practices they could adopt in their Poultry production.

3.5.1 Preprations for FFS

The distribution of preparatory meetings reveals that 57.14% of respondents held 2 meetings, suggesting a common and balanced approach. Notably, 28.57% conducted 3 meetings, indicating a deeper preparation level, while 9.52% conducted 5 meetings, showing a high level of readiness. In contrast, 4.76% conducted just 1 preparatory meeting, possibly due to constraints or a unique approach. This data underscores the varied engagement levels and provides valuable insights for program organizers.

3.5.2 Selection of participants and group/subgroup formation

Based on the data provided, the analysis shows the following distribution of participant selection and group/subgroup formation in the preparatory meetings:

- 61.90% of the respondents reported that participant selection and group/subgroup formation are done in the second preparatory meeting.
- 23.81% of the respondents mentioned that this process takes place during the third preparatory meeting.
- 9.52% of the respondents stated that participant selection and group/subgroup formation occur in the first preparatory meeting.
- 4.76% of the respondents indicated that they don't know in which preparatory meeting this process happens.

This suggests that the majority of participants reported participant selection and group/subgroup formation happening in the second preparatory meeting, followed by the third meeting. A small percentage mentioned the first preparatory meeting for this process, and one participant was unsure. These preparatory meetings play a crucial role in organizing and forming the participant groups for the FFS program.

3.5.3 Allotted duration for sessions and interval

Based on the data provided, the analysis shows that the majority (95.24%) agreed that the time allocated for each FFS session was sufficient to deal with the planned contents. Only a small percentage (4.76%) expressed that the allocated time was not sufficient.This indicates that the participants generally found the duration of the FFS sessions appropriate for covering the intended topics and activities as per the session plan. The high percentage of respondents who considered the time sufficient suggests that the FFS sessions were effectively designed to accommodate the planned contents within the allocated timeframe.

The 2-week interval for FFS was deemed reasonable, indicating 100% agreement. Further analysis suggests strong consensus, but a larger sample and more diverse perspectives could provide a more comprehensive assessment.

3.5.4 Usefulness of contents of the FFS

The analysis shows that the majority (85.71%) reported that the contents of the FFS were fully useful in meeting their expectations. A smaller percentage (14.29%) mentioned that the contents

were only partially useful.This indicates that the participants found the content delivered during the FFS sessions valuable and relevant to their expectations. The high percentage of respondents who reported the contents as fully useful suggests that the FFS program effectively addressed their learning needs and provided them with the desired knowledge and skills.

3.5.5 Highly relevant contents

The top three topics deemed relevant were "Green forage/fodder production and utilization" (95.24%), "Feeding of different age groups of animals/birds" (90.48%), and "Forage conservation" (71.43%). Other notable areas included "Animal shed/pen improvement and manure management," "Supplementary feeding for milk, meat, and egg production," and "Vaccination of animals and poultry," all of which received substantial attention. It's evident that practical aspects of animal husbandry, nutrition, and health management garnered significant interest. The responses suggest a focus on improving livestock and poultry production, ensuring proper nutrition, and enhancing overall animal welfare. Additional analysis with a larger sample and diverse perspectives could provide deeper insights into specific preferences within the group.

Table 3.5.1: Relevancy of contents covered

Content Covered	Percentage
Green forage/fodder production and utilization	95.24
Feeding of different age groups of animals/ birds; calves, kids, hogget, heifers, pregnant does, pregnant cows, breeding bucks, bulls, chicks, growers and laying birds.	90.48
Forage conservation	71.43
Animal shed/ pen improvement and manure management	61.90
Supplementary feeding for milk, meat and egg production	57.14
Vaccination of animals and poultry	57.14
Teat dipping for Mastitis control	57.14
Selection of hatching eggs	47.62
Internal and external parasite control in dairy animals, goats and poultry	38.10
Suitable breeds of cattle and buffaloes/goat/backyard poultry	38.10
Diseases and parasites of animals and poultry birds (cattle, buffaloes, goat, poultry)	33.33
Selection and breeding of animals (genetic improvement)	33.33
Biosecurity management	33.33
UMMB preparation or use	19.05
Housing requirements of animals and birds	19.05
Preparation of low-cost feed from locally available feed ingredients for poultry/goat/dairy animals	19.05

3.5.6 Dissemination of FFS approach for technology

The analysis shows that all of them (100%) believed that the FFS approach is appropriate for technology dissemination to other farmers like themselves.This indicates that the participants recognized the value and effectiveness of the FFS approach in sharing and disseminating agricultural technologies to fellow farmers. They found the FFS approach to be suitable for transferring knowledge, skills, and practices, highlighting its potential for wider adoption and impact in the farming community.

3.5.7 Availability of inputs to run FFS

95.24% reported receiving the necessary inputs on time, while a minor 4.76% experienced a delay in obtaining the required quantity. The majority received resources as needed.

3.5.8 Level of understanding and knowledge of FFS participants

- 57.14% identified "Ranikhet" as a major poultry disease, while 33.33% indicated "all (ranikhet, gambaro and chickenpox)," possibly referring to multiple significant poultry diseases. Only a small percentage mentioned other diseases like "Gambaro" and "Chickenpox".
- The understanding level of farmers about the purpose of the growth and development calendar in FFS is moderately aligned with practical aspects: 52.38% seek to learn existing techniques, 33.33% aim to grasp modern methods, and a small minority (14.29%) consider it for selecting specialized topics. This suggests a predominant interest in improving animal husbandry practices.

3.5.9 Level of satisfaction on contents delicered by facilitators

The analysis shows that the majority (71.43%) reported being fully satisfied with the content delivered by the FFS facilitators. Additionally, 23.81% of the respondents reported being partially satisfied, and a small percentage (4.76%) indicated that they were not satisfied.This indicates that the majority of participants found the content delivered by the FFS facilitators to be satisfactory, meeting their expectations. The FFS facilitators were successful in providing relevant and valuable information to the participants, resulting in a high level of satisfaction. However, it's important to address the feedback and concerns of the participants who reported being partially satisfied or not satisfied to further improve the content delivery in future FFS programs.

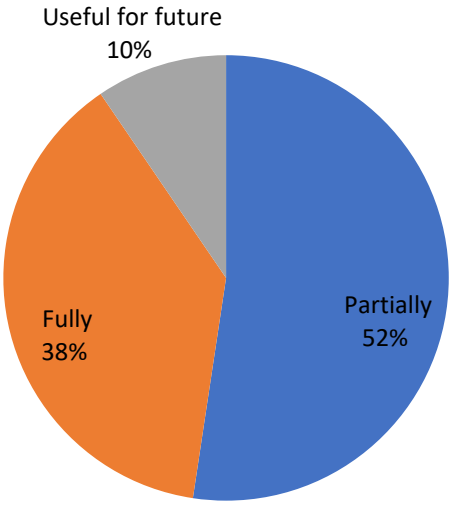
3.5.10 Usefulness in identifying problems related to poultry disease and pests

The analysis shows that the majority (90.48%) reported that the FFS helped them identify problems related to poultry disease and pests. Only a small percentage (9.52%) indicated that the FFS did not assist them in identifying such problems.This suggests that the FFS played a significant role in enhancing participants' awareness and knowledge regarding poultry diseases and pests. The program provided participants with the necessary skills and information to identify and address issues related to disease and pest management in their poultry farming practices. The high percentage of participants who reported the FFS's effectiveness in identifying poultry-related problems indicates its value in promoting improved poultry health and management practices.

3.5.11 Team building/group mobilization

The analysis shows that a majority (52.38%) mentioned that the FFS was partially useful for team building or group mobilization. A significant percentage (38.10%) reported that the FFS was fully useful for this purpose. Additionally, a small percentage (9.52%) indicated that the FFS would be useful for future team building and group mobilization.This suggests that the FFS program had a positive impact on promoting collaboration, teamwork, and group mobilization among participants. It provided a platform for farmers to come together, share experiences, and collectively work towards common goals in their poultry farming practices. The FFS approach facilitated interaction, knowledge exchange, and mutual support, fostering a sense of community and collective action. The findings highlight the potential of FFS in not only imparting technical knowledge but also in building social capital and promoting cooperative relationships among participants.

Figure 3.5.1: Usefulness in team building or group mobilization (% of respondents)



3.5.12 Useful for empowering participants

The analysis shows that a majority (57.14%) reported that the FFS was partially useful for empowerment. Additionally, a significant percentage (42.86%) mentioned that the FFS was fully useful for empowerment.This indicates that the FFS program had a positive impact on empowering the participants in various aspects. It provided them with knowledge, skills, and confidence to take control of their poultry farming practices and make informed decisions. The FFS approach facilitated capacity building, enabling participants to enhance their understanding of poultry farming techniques, management strategies, and problem-solving abilities. It also promoted self-reliance, self-esteem, and a sense of agency among the participants. The findings highlight the effectiveness of the FFS in empowering farmers and fostering their active participation and engagement in their poultry farming enterprises.

3.6 Farmer Business Schools (FBS)

A survey was conducted with 48 participants from households to assess Farmer Business Schools (FBS). The main focus of the survey was to understand the effectiveness of the FBS process, the participants' knowledge improvement, and the practices they could adopt in their Agribuisness Business.

3.6.1 Selection of participants for FBS

- 95.83% answered "Yes," indicating that they had participated in a Farmer Field School (FFS) before participating in the current survey where as only 4.17%) answered "No," indicating that they had not participated in a Farmer Field School before participating in the current survey.
- The analysis shows that the vast majority of respondents (approximately 95.83%) had prior experience with Farmer Field Schools before participating in the current survey. Only a small percentage (approximately 4.17%) had not participated in FFS before. It is important to note that the sample size is relatively small, and the data might not be fully representative of the entire population being surveyed.

3.6.2 Participants experience with previous FFS

According to the respondents who had taken part in a Farmer Field School (FFS) before participating in the survey as follows:

- About 89.58% of them had experience with Crop FFS, which focuses on crops and farming practices related to plants.
- A smaller group, around 8.33% of respondents, had participated in Livestock FFS with a focus on Goats.
- An even smaller percentage, approximately 2.08%, had experience in Livestock FFS specifically focused on Dairy.

This data shows that Crop FFS was the most common type of FFS among those who had prior FFS experience. It indicates that more people had participated in FFS related to crops compared to Livestock FFS, especially those focusing on Goats or Dairy farming.

3.6.3 Preparation for FBS

According to the data provided by respondents, the average duration spent per day during the FBS session was 4.03 hours and additionally, on average, there were 24.94 sessions in the Farmer Business School (FBS) program.

Based on the data provided, it shows that the majority of respondents (approximately 68.75%) conducted 3 preparatory meetings for running Farmer Business School (FBS).

This analysis indicates that the majority of participants in the FBS program preferred and felt the need to conduct 3 preparatory meetings, suggesting that they believed more meetings were necessary for thorough planning and preparation before the start of the FBS sessions.

3.6.4 Selection of participants and group/subgroup formation

The analysis shows the following distribution of participant selection and group/subgroup formation in the preparatory meetings:

- 50.0% of the respondents reported that participant selection and group/subgroup formation are done in the second preparatory meeting.
- 41.7% of the respondents mentioned that this process takes place during the third preparatory meeting.
- 6.3% of the respondents stated that participant selection and group/subgroup formation occur in the first preparatory meeting.
- 2.1% of the respondents indicated that they don't know in which preparatory meeting this process happens.

This suggests that the majority of participants reported participant selection and group/subgroup formation happening in the second preparatory meeting, followed by the third meeting. A small percentage mentioned the first preparatory meeting for this process, and one participant was unsure. These preparatory meetings play a crucial role in organizing and forming the participant groups for the FBS program. The data indicates that the second and third preparatory meetings are the most common choices for conducting participant selection and group formation activities, which may allow for sufficient time to carefully, consider the composition of the groups and subgroups before the FBS sessions begin.

3.6.5 Allotted time for each FBS session

The analysis shows that the majority (93.75%) agreed that the time allocated for each FBS session was sufficient to deal with the planned contents. Only a small percentage (6.25%) expressed that the allocated time was not sufficient.

This indicates that the participants generally found the duration of the FBS sessions appropriate for covering the intended topics and activities as per the session plan. The high percentage of respondents who considered the time sufficient suggests that the FBS sessions were effectively designed to accommodate the planned contents within the allocated timeframe. However, it's essential to take into account the feedback of the participants who reported that the time was not

sufficient and consider adjustments if needed in future FBS programs to ensure that all planned contents can be adequately covered within the available time.

The analysis shows that 95.83% found the 2-week interval and overall duration of the FBS program reasonable for learning. This suggests the program worked well, giving enough time for learning, practice, and better understanding. The positive feedback indicates the program was structured effectively; meeting participants' learning needs and helping them develop new skills.

3.6.6 Adherence of facilitators to the session plan or training schedule

The analysis shows that the majority (87.5%) reported that the facilitators fully followed to the session plan or training schedule as per the manual. A smaller percentage (12.5%) mentioned that the facilitators adhered partially.

The high percentage of respondents who reported that the facilitators fully followed the session plan or training schedule indicates that the FBS program was well-organized and executed according to the designed plan. This suggests that the facilitators effectively managed the sessions and covered the intended topics as per the manual, providing a structured and comprehensive learning experience to the participants.

The positive feedback regarding the adherence to the session plan reflects the professionalism and commitment of the facilitators in delivering the FBS program. It also highlights the importance of having a well-prepared manual and training schedule, which helps ensure consistency and quality in the program implementation. The small percentage of respondents who mentioned partial adherence may indicate that there were some deviations or adjustments made during the sessions, but overall, the facilitators managed to deliver the key content and activities according to the program's plan.

3.6.7 Usefulness of contents in practice

The analysis shows that the majority (87.5%) reported that the contents of the FBS were fully useful in meeting their expectations. A smaller percentage (12.5%) mentioned that the contents were only partially useful.The high percentage of respondents who reported the contents as fully useful suggests that the FBS program effectively addressed their learning needs and provided them with the desired knowledge and skills. Participants found the content delivered during the FBS sessions valuable and relevant to their expectations, indicating a positive impact of the program on their learning outcomes.

The positive feedback regarding the usefulness of the contents reflects the quality and appropriateness of the training materials and topics covered in the FBS program. It indicates that the FBS program was well-designed and aligned with the participants' needs and interests, leading to a satisfying learning experience for the majority of respondents.

The smaller percentage of respondents who mentioned partial usefulness may indicate that there were some aspects of the contents that could be further improved or expanded upon. It is essential to consider this feedback to continuously enhance the program's effectiveness and relevance for future participants. Overall, the data suggests that the FBS successfully met the expectations of the majority of respondents in terms of content delivery and learning outcomes.

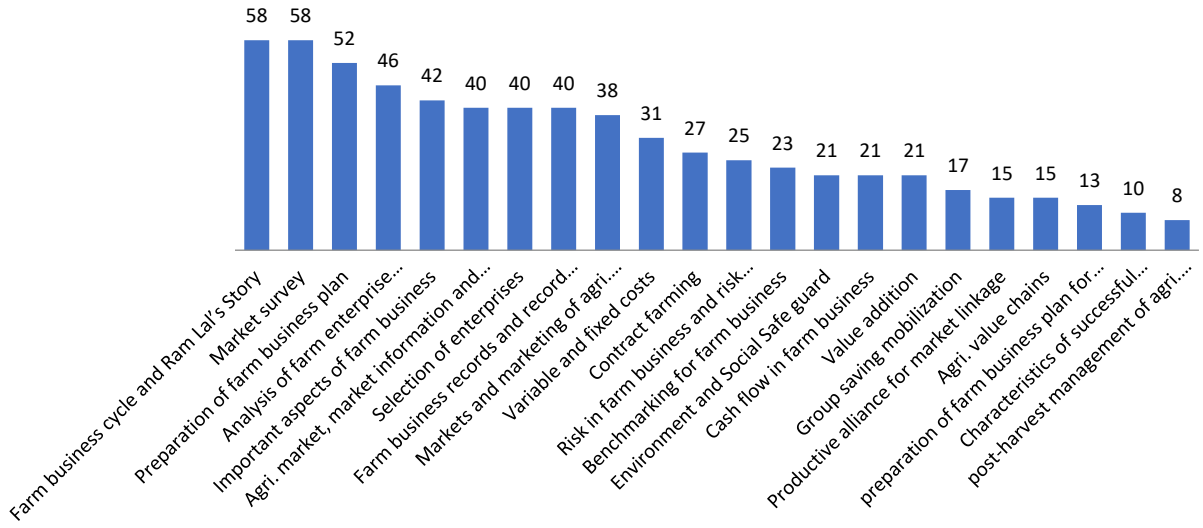
3.6.8 Most relevant contents

Based on the provided data, the top five most relevant content areas covered in Farm Business School (FBS) based on respondent percentages are as follows:

- Farm business cycle and Ram Lal’s Story (58.33%)
- Market survey (58.33%)
- Preparation of farm business plan (52.08%)
- Analysis of farm enterprise profitability, break-even point, and depreciation (45.83%)
- Important aspects of farm business (41.67%)

These topics seem to be the most impactful and important to the respondents, suggesting that they likely find these areas essential for their understanding and success in the field of farm business.The details of the situation is mentioned in below graph.

Figure 3.6.1: Relevancy of contents covered



These results indicate that participants highly valued topics related to farm management and business planning, including understanding the farm business cycle and learning from practical experiences like Ram Lal's Story. Market survey and preparation of a farm business plan were also considered important by the respondents, as they play crucial roles in decision-making and future planning for their farming enterprises.

Other contents that received notable recognition include the analysis of farm enterprise profitability, market information, selection of enterprises, and farm business record-keeping. These contents contribute to enhancing participants' knowledge and skills in managing their agricultural enterprises efficiently and profitably.

The data suggests that the FBS program effectively covered a wide range of relevant topics, aligning with the participants' interests and needs. The diverse selection of relevant contents indicates that the FBS successfully addressed various aspects of farm business management and marketing, empowering the participants with valuable knowledge to improve their farming practices and business operations.

3.6.9 Availability of Inputs

89.58% of FBS participants reported receiving the required inputs on time and in the right quantity. However, 6.25% faced delays in receiving the inputs, and 4.17% did not receive the required quantity. Timely and adequate input delivery is essential for the success of FBS programs, emphasizing the need for efficient planning and coordination to ensure optimal learning outcomes for farmers.

3.6.10 Level of understanding and knowledge of FFS participants

- The data reveals that options a including background, production plan, market plan, expenditure/finance plan, risk management plan, and action plan, was selected by 50%. Options a and b were chosen by 60.42% and 66.67%, respectively, indicating a preference for comprehensive business plans encompassing production, market, financial, and risk management aspects. Only 6.25% chose "None of the above."

- Understanding level of basics that should be taken into account while making an agricultural business plan, 60.42% emphasized high-demand products, 50% considered resource availability, 29.17% chose "All of the above," and 14.58% valued input from agricultural extension workers.
- Understanding level of Break Even point (BEP), The data suggests that 60.42% emphasized the importance of high-demand products, 50.00% considered the availability of production resources, 29.17% believed in considering "All of the above" factors, and 14.58% valued advice from agricultural extension workers.

3.6.11 Allignment of sessions with the participants satisfaction

According to the analysis, 75% reported being fully satisfied with the content delivered by FBS facilitators, while 25% were partially satisfied. This data indicates a significant majority expressed high satisfaction with the FBS's content. The positive feedback highlights the effectiveness of the facilitators in delivering valuable and relevant information to meet participants' expectations. However, it is crucial to address the concerns of the partially satisfied respondents to further enhance the program's overall impact and participant satisfaction.

3.6.12 Satisfaction with the FBS demonstrations/examples/group exercises

According to the respondents, 77.08% indicated they were fully satisfied with the FBS demonstrations/examples/group exercises (option a). 20.83% reported being partially satisfied (option b). Only 2.08% expressed uncertainty (option d). This high level of satisfaction suggests that the FBS facilitators effectively delivered the demonstrations and exercises, leaving a positive impression on the majority of participants.

3.6.13 Allignment of expectations

According to the surveyed HHs, 70.83% reported that the FBS sessions were fully useful in meeting their expectations to increase their farm income. 20.83% stated that the sessions were partially useful, while 8.33% found them useful for future purposes. These results indicate that a significant majority of participants felt that the FBS program positively impacted their farm income goals. The feedback reflects the program's effectiveness in providing valuable knowledge and skills to enhance agricultural practices and improve income opportunities for farmers.

3.6.14 Team building or group mobilization

According to the analysis, 70.83% reported that the FBS was fully useful for team building or group mobilization. 20.83% stated that it was partially useful in this aspect, while 8.33% found it useful for future purposes. These results indicate that a significant majority of participants felt that the FBS program had a positive impact on team building and group mobilization. The program likely facilitated collaboration and cooperation among participants, creating a favorable environment for learning and knowledge-sharing within the group setting.

3.6.15 Usefulness in empowering participants

According to the data, 72.92% reported that the FBS was fully useful for empowerment. 22.92% stated that it was partially useful, while 2.08% found it not useful, and another 2.08% considered it useful for future purposes. These results suggest that a significant majority of participants perceived the FBS program as empowering, indicating that it had a positive impact on enhancing their knowledge, skills, and confidence to make informed decisions and take actions to improve their farm businesses. The small percentage of respondents who did not find it useful may indicate individual differences in perception or specific areas for improvement in the program's design or delivery.

3.6.16 Changes in existing marketing strategy

The analysis shows 91.67% reported that they changed their marketing strategy after participating in the FBS training. This suggests that the FBS program had significant effects on their approach to marketing, likely equipping them with new knowledge and skills to make informed decisions and improvements in their marketing practices. The relatively small percentage (8.33%) that did not change their marketing strategy.

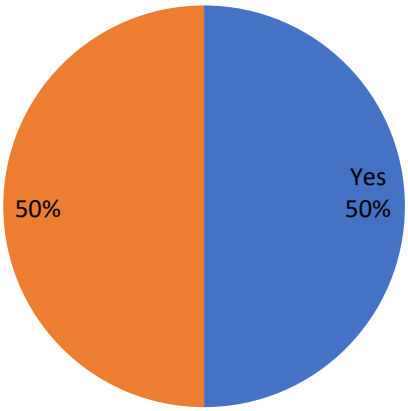
3.6.17 Getting more profits

According to the analysis, 83.33% reported getting more profits from their crop/livestock commodities after participating in FBS. This indicates that the FBS program had a positive impact on their farming practices and financial outcomes. 16.67% did not see an increase in profits, possibly due to various factors affecting their businesses.

3.6.18 Reducing the cost of production

According to the anlaysis, 54.17% reported that the FBS learnings were fully useful in reducing the cost of production. Additionally, 39.58% found the learnings useful to some extent. Only a small percentage (4.17%) had no idea about the impact, and 2.08% did not find the learnings useful. These results suggest that a significant proportion of participants found the FBS program beneficial in managing production costs, contributing to improved farming practices and profitability.

Figure 3.6.2: Usefulness in reducing production cost (% or respondents)



3.6.19 Reducing post-harvest losses

The analsysis shows that 87.5% reported that the FBS was helpful in reducing post-harvest losses of their farm produce. Conversely, 12.5% stated that it was not helpful in this regard. These results indicate that a significant majority of participants found the FBS program beneficial in addressing post-harvest losses, potentially leading to better storage and handling practices, ultimately contributing to increased income and food security.

3.6.20 Value addition activites

The analysis shows that 72.92% reported that they have started value addition activities for agricultural commodities like cleaning, grading, sorting, packaging, etc., after participating in the FBS. However, 27.08% stated that they have not engaged in such activities. These findings suggest that a significant portion of participants found the FBS to be influential in adopting value addition practices, which can lead to improved product quality, marketability, and potentially higher profits.

3.6.21 Establishment of Market Linkage

Regarding the establishment of market linkage, the analysis shows 70.83% indicated that they were able to establish market linkages with traders through group purchases of inputs and marketing their produce after participating in the FBS. On the other hand, 29.17% of the respondents stated that they had not yet achieved such linkages. These findings suggest that the FBS program has been effective in facilitating market connections for a significant portion of participants, enabling them to enhance their market access and potentially improve their income opportunities.

3.6.22 Access to financial services

According to the respondents, 33.33% reported that they had received financial services from banks, cooperatives, or finance companies, while 66.67% stated that they had not received any such services. This data indicates that a significant portion of the respondents did not access financial services from formal institutions. Expanding access to financial services may be beneficial for these farmers, as it can support their agricultural activities and improve their overall financial stability and resilience.

3.6.23 Contract farming initiation

Out of the 48 respondents, 29.17% stated that their group had started contract farming with buyers or traders, while 70.83% reported that they had not engaged in contract farming. This data indicates that a relatively smaller proportion of the respondents' groups have initiated contract farming arrangements. Contract farming can offer various benefits, such as assured markets and better prices for produce. Encouraging more groups to explore contract farming opportunities may enhance income stability and market linkages for farmers.

3.7 Nutrition Field School (NFS)

A study was done involving 105 people from households to check how helpful Nutrition Field Schools (NFS) are. The main goal was to see if NFS helps people learn more about nutrition and if they start eating better because of it.

3.7.1 Prepration and planning

A significant majority (45.71%) held two preparatory meetings, while 40% had three, and 8.57% only one. Uncertainty surrounded this for 5.71%. This data highlights the preference for thorough planning, where multiple meetings (two or three) allowed participants to effectively cover NFS aspects, but a small subset having just one meeting could hinder effective planning. Moreover, 43.81% conducted participant selection and group formation in the second preparatory meeting, 34.29% during the third, 14.29% in the first, and 7.62% were uncertain. This shows that most participants preferred group formation during the second or third preparatory meetings, enabling careful consideration before NFS sessions commenced.

3.7.2 Allotted time and interval

The majority (97.14%) of respondents found the allocated time for each NFS session adequate to cover planned content, with a small minority (2.86%) indicating it was insufficient, suggesting effective time management in the program.

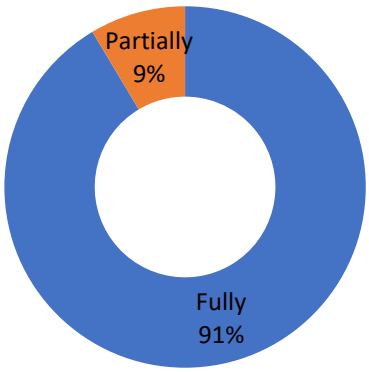
The current interval for NFS sessions is 15 days. A suggested change to a 7-day interval may increase participant engagement and retention by providing more frequent interactions, reinforcing learning, and maintaining momentum in the program.

Based on the data from respondents, 77.14% considered the duration of 4.5 hours per NFS session appropriate, while 22.86% found it not suitable. The majority of participants found the session length adequate, suggesting that the duration effectively allowed for comprehensive learning and engagement. However, the concerns of those who felt it was inappropriate should be considered for future NFS program planning and adjustments.

3.7.3 Allignment of contents with participants expectations

A significant majority (91.43%) of respondents reported that the contents of NFS fully met their expectations, highlighting its usefulness. A smaller portion (8.57%) found the content partially useful, indicating overall positive satisfaction with the program's educational material.

Figure 3.7.1: Usefulness in meeting expectations (% of respondents)



3.7.4 Appropriateness of learning materials

Based on the data, 97.14% of the respondents found the learning materials used by the facilitators for NFS to be adequate. Only 2.86% expressed dissatisfaction. The majority's positive feedback indicates the effectiveness of the materials in supporting the learning process.

3.7.5 Availaibility of inputs for NFS

Based on the data, 93.33% of respondents received the required inputs for NFS on time and with the necessary quantity. Only 5.71% experienced delays, and 0.95% did not receive the required quantity. Overall, the majority had timely access to the necessary inputs for effective participation in NFS.

3.7.6 NFS locations

Based on the data, 94.29% of respondents found the NFS site convenient, while 5.71% disagreed. The majority expressed satisfaction with the NFS site's suitability, suggesting that it was accessible and appropriate for most participants. However, a small percentage of participants had concerns about the site's convenience, which could be valuable feedback for future program planning.

3.7.7 Level of understanding and knowledge of NFS participants

- 77.14% correctly understood "harek bar khana char" as "Feed four times in a day." A smaller percentage i.e. 14.29% interpreted it as "Eat four items as per food categories in each feed." Only a few 5.71%, were unsure about its meaning, and a very small proportion 2.86%, associated it with "Make a separate menu for each day." This indicates that the majority had a proper understanding of the phrase's meaning.
- 43.81% mentioned legumes, 36.19% said food grains, 13.33% included fruits and green vegetables, and 6.67% considered animal protein. This suggests a general understanding of the diverse food items needed for a nutrition corner.
- 46.67% correctly defined exclusive breastfeeding as "Feeding breast milk only for the first six months after birth." 26.67% mistakenly included "liquid and milk" in their definition, while 25.71% thought it meant "feeding only milk of all types." A very small proportion (0.95%) did not provide any of the above definitions. This indicates a varied level of understanding, with a significant majority understanding the correct concept.

- Among respondents, 61.90% correctly identified growth monitoring in nutrition as involving "All of above," which includes measuring height, arm circumference, and weight. However, there were some misconceptions; with 21.90% thinking it's just measuring height, and smaller proportions considering only arm circumference (8.57%) or weight (7.62%). This indicates that while a significant majority had a comprehensive understanding, a portion had a narrower perspective on growth monitoring, possibly missing some key aspects.
- Among respondents, 85.71% correctly identified the use of MUAC (Mid-Upper Arm Circumference) tape to "Measure the arm circumference of a child." A small proportion (2.86%) mistakenly thought it measures the height, and even fewer (1.90%) believed it measures weight. A small percentage (9.52%) didn't know. This suggests a strong understanding of MUAC's primary purpose among the majority, while some confusion exists, primarily regarding its measurement target.

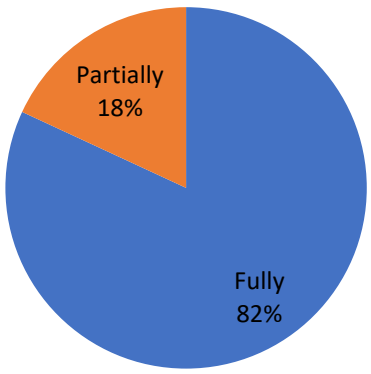
3.7.8 Level of satisfaction on the contents delivered

Based on respondents, the analysis shows that the majority (approximately 84.76%) were fully satisfied with the content delivered by the NFS facilitators. A smaller percentage (approximately 13.33%) expressed partial satisfaction. Only a very small percentage (0.95%) reported not being satisfied, and another 0.95% was unsure. Overall, the data indicates a high level of satisfaction with the NFS's content, reflecting the effectiveness of the facilitators in meeting participants' expectations.

3.7.9 Usefulness of NFS sessions in practice

Based on the data respondents, 81.90% reported that the NFS sessions were fully useful in improving the nutrition status of women, children, and adolescents. Additionally, 18.10% mentioned that the sessions were partially useful in this aspect.

Figure 3.7.2: Usefulness in improving nutrition status (% of respondents)



3.7.10 Usefulness in raising awareness, knowledge, and skills

According to respondent data, 80% found the Nutrition Field School (NFS) content highly beneficial in enhancing awareness, knowledge, and skills concerning nutrition and Behavior Change Communication (BCC). This indicates the program effectively fulfills its role in disseminating this crucial information. Meanwhile, 20% reported partial usefulness, suggesting room for further improvement in meeting these objectives for some participants.

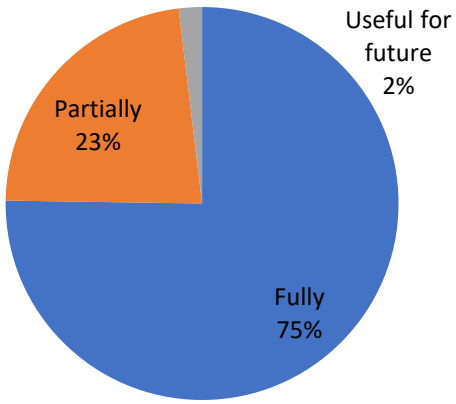
3.7.11 Impact in the family dietary habits

All the participants (100%) said their families changed their usual diet after taking part in the Nutrition Field School (NFS), showing that the NFS program helped families improve their eating habits.

3.7.12 Team building or group mobilization

The data shows that most people (about 75.24%) found the Nutrition Field School (NFS) very helpful for building teamwork and group cooperation. Some (around 22.86%) thought it was somewhat useful, and a small percentage (1.90%) saw its value for future purposes. This indicates NFS positively influenced collaboration among participants.

Figure 3.7.3: Usefulness in team building (% of respondenets)



3.7.13 Contribution to the empowerment of women

The data shows that approximately 76.19% believed that NFS sessions fully contributed to the empowerment of women. About 23.81% reported partial contribution. The results indicate that NFS played a significant role in empowering women, enhancing their knowledge, skills, and involvement in decision-making processes.

CHAPTER IV: KEY FINDINGS AND RECOMMENDATIONS

4.1 Key Findings

4.1.1 Farmer Field Schools - Crop

The analysis of the Farmer Field School (FFS) program for crop cultivation highlights several key findings related to the process applied, participants' understanding, and the adoption of new knowledge and practices in agriculture.

Process Applied:

- A majority of participants (50.76%) conducted three preparatory meetings for running the FFS, indicating a proactive approach to program implementation.
- Most respondents (44.67%) reported that the second preparatory meeting was devoted to the selection of participants and group/subgroup formation, with a delayed approach for some (34.01%) during the third meeting.
- A significant proportion of participants (38.58%) considered all factors for plot selection, demonstrating a comprehensive approach, while others prioritized soil productivity (42.13%) and soil texture (14.72%).
- The primary focus was on involving real and interested farmers (86.80%), emphasizing practicality and community leadership development.
- Preferences were split between starting with the farmer's practice trial (42.13%) and the improved practice trial (55.33%), with a small percentage expressing uncertainty (2.54%).
- Almost all participants found the FFS site convenient (99.49%), indicating a positive experience and meeting users' needs.

Understanding of Knowledge:

- A significant portion of respondents (80.71%) associated the color red with the extremely toxic label of pesticides, indicating awareness of pesticide safety.
- The majority (73.60%) had a comprehensive understanding of quality seeds as genetically pure, fertile, healthy, and pest-free.
- A majority (70.56%) fully identified critical growth stages, demonstrating effective education on this aspect.
- Many respondents (50.25%) believed reducing chemical pesticide use is crucial, indicating awareness of environmental concerns.
- Nearly all respondents (98.48%) believed the FFS approach is suitable for sharing agricultural technology with other farmers.

Practices Adopted:

- More than half of participants (56.85%) reported adopting a new crop variety, showcasing the program's impact on promoting diversity in farming practices.
- A significant majority (86.67%) adopted new agricultural technologies, demonstrating a positive response to innovative practices.
- A notable portion of respondents adopted botanical pesticides (28.66%) and other eco-friendly pest control methods, showcasing a shift towards sustainable practices.
- Practices such as mulching (13.15%) and enhancing farmyard manure (8.41%) were adopted, highlighting a focus on soil health improvement.

In summary, the FFS program for crop was effective in implementing a structured process, improving participants' understanding of various agricultural aspects, and leading to the adoption of diverse and sustainable farming practices. The findings emphasize the positive impact of FFS in enhancing knowledge, skills, and overall agricultural practices within the community.

4.1.2 Farmer Field Schools - Goat

The analysis of the Farmer Field School (FFS) program for livestock goat reveals important findings related to the process applied, participants' understanding, and the adoption of new knowledge and practices in goat production.

Process Applied:

- The majority (58.97%) reported that participant selection and group/subgroup formation took place during the second preparatory meeting, indicating an efficient organizational approach.
- A significant majority (92.31%) found the 2-week interval and overall duration of FFS sessions appropriate for acquiring new knowledge and skills.
- A majority (84.62%) acknowledged that facilitators exactly followed the session plan or training schedule, indicating a positive assessment of the facilitators' commitment to maintaining the prescribed structure.

Understanding of Knowledge:

- A significant majority (79.49%) reported that the contents of the FFS fully met their expectations, demonstrating a high level of satisfaction.
- Topics like enhancing goat sheds/pen management and manure (74.36%), green forage/fodder production (69.23%), and understanding techniques for conserving forage (64.10%) were considered highly relevant by participants.
- 61.54% recognized the growth and development calendar's purpose to understand existing techniques of animal husbandry.
- 79.49% identified the utilization of improved breeds of bucks for higher meat productivity.
- 64.10% considered internal parasites (worms) a significant health concern for goats.

Practices Adopted:

- All participants reported that the necessary inputs for conducting FFS were provided on time and in the required amounts, indicating effective logistical management.
- A majority (82.05%) indicated that farmer members from the same household consistently participated across various FFS sessions, demonstrating consistent engagement within households.

Usefulness and Impact:

- Almost all participants (94.87%) found the FFS approach suitable for sharing farming technology with other farmers, highlighting its potential for knowledge dissemination.
- A majority (74.36%) expressed complete satisfaction with the content presented by FFS facilitators.
- A notable majority (87.18%) found the FFS sessions highly beneficial for enhancing their goat farming practices.
- 71.79% found the FFS fully useful for team building or group mobilization, indicating positive outcomes in fostering cooperation.
- A significant portion (74.36%) perceived the FFS as a highly effective tool for empowerment, demonstrating its positive impact on participants' sense of empowerment.

Knowledge Dissemination:

- A significant majority (69.23%) recognized the FFS as a valuable tool for sharing their experiences with neighbors, indicating its potential for scaling up technology adoption within communities.

In summary, the FFS program for goat livestock demonstrated an efficient process, a high level of participant satisfaction, and the adoption of relevant knowledge and practices. The findings

suggest that the FFS approach is well-received and effective in promoting knowledge dissemination, skill development, and empowerment among participants in goat production.

4.1.3 Farmer Field Schools - Dairy

The findings of the Farmer Field Schools (FFS) program for livestock dairy, based on the responses from participants, provide valuable insights into the applied processes, participants' understanding, and the adoption of new knowledge and practices in dairy production.

Process Applied:

- Most participants (55.56%) attended 2 preparatory meetings, with a significant number (40.74%) participating in 3 meetings before the actual program. This indicates that participants value thorough planning and preparation, demonstrating a proactive approach to the Dairy FFS program.
- The majority (61.11%) mentioned that participant selection and group/subgroup formation primarily occurred during the second preparatory meeting, highlighting the significance of this stage in organizing and forming participant groups for the Dairy FFS program.

Understanding of Knowledge:

- The majority (79.63%) reported that the contents of the FFS fully met their expectations, indicating a high level of satisfaction and relevance in the program.
- Respondents identified parasites (47.37%) and udder infection (41.05%) as major cattle health concerns, reflecting a focus on both external factors and udder-related issues.

Practices Adopted:

- A significant majority (96.3%) received the required inputs on time and in the required quantity, highlighting effective logistical management.
- A majority (77.78%) reported that farmer members from the same household did not significantly vary their participation across FFS sessions, indicating consistent engagement within households.

Knowledge and Practices Adoption

- 88.89% recognized the appropriate use of animal urine (urea) as a viable alternative for topdressing in vegetable crops.
- 79.63% understood "Farmyard Manure improvement" as protecting manure from sun, wind, and rain, maintaining its quality.
- 61.11% correctly identified the Urea Molasses Mineral Block (UMMB) as a mixture of specific ingredients.
- Participants recognized diverse techniques (inbred bulls, local breeds, artificial insemination) for enhancing calf milk production capacity.

Usefulness and Impact:

- Almost all participants (98.15%) believed that the FFS approach is appropriate for technology dissemination to other farmers, emphasizing its value in sharing agricultural knowledge.
- A significant majority (77.78%) expressed complete satisfaction with the content delivered by FFS facilitators.
- A majority (70.37%) found the FFS sessions fully useful for their dairy farming practices, indicating a positive impact on their knowledge and skills.

Empowerment and Learning:

- A majority (72.22%) reported that the FFS was fully useful for empowerment, suggesting that the program played a significant role in enhancing participants' confidence and decision-making abilities.

- An overwhelming majority (98.15%) reported learning skills by participating in the FFS, indicating the practical value of the program in equipping participants with relevant and applicable skills.

In summary, the FFS program for livestock dairy demonstrated effective preparation, high participant satisfaction, and the adoption of relevant knowledge and practices in dairy production. The findings suggest that the Dairy FFS approach is well-received and valuable in promoting knowledge dissemination, skill development, empowerment, and improved dairy farming practices among participants.

4.1.4 Farmer Field Schools - Poultry

The findings of the Farmer Field Schools (FFS) program for poultry can be summarized in terms of the process applied, knowledge gained, and practices adopted by the participants. Based on the provided information, the FFS program demonstrated several positive outcomes:

Process Applied:

- A balanced approach to preparation was evident with 57.14% conducting 2 meetings, indicating a reasonable level of readiness. A notable 28.57% held 3 meetings, indicating a deeper level of preparation. However, there were constraints evident, as 4.76% managed only 1 preparatory meeting.
- The majority of participants (61.90%) reported that the crucial process of participant selection and group formation took place during the second preparatory meeting.

Knowledge Gained:

- A majority (85.71%) of participants found the content of the FFS fully useful, meeting their expectations. This suggests that the program effectively addressed their learning needs and provided valuable knowledge and skills.
- Participants identified key topics such as green forage production, feeding, forage conservation, and animal health management as highly relevant, indicating a focus on practical aspects of poultry raising, nutrition, and health.

Practices Adopted:

- The FFS helped participants (90.48%) in identifying problems related to poultry disease and pests, demonstrating its effectiveness in promoting improved poultry health and management practices.
- High satisfaction (85.71%) with FFS content, meeting expectations and providing valuable knowledge and skills.
- A significant percentage (42.86%) mentioned that the FFS was fully useful for empowerment. The program enabled participants to take control of their poultry farming practices, make informed decisions, and enhance their problem-solving abilities.
- The FFS facilitated collaboration, teamwork, and group mobilization among participants. A significant portion (38.10%) reported that the FFS was fully useful for team building, highlighting the positive impact on fostering cooperative relationships within the farming community.

Overall, the findings suggest that the FFS program for poultry was effective in terms of knowledge dissemination, empowerment, problem-solving, and fostering a sense of community among participants. The varied levels of engagement and the positive perception of content usefulness indicate that the FFS approach has the potential for wider adoption and positive impacts on the farming community.

4.1.5 Farmer Business Schools (FBS)

Based on the analysis of the Farmer Business Schools (FBS) program, the findings can be summarized in terms of the process applied, technology gained, and practices adopted by the participants. These findings reflect the effectiveness of the FBS program in improving participants' knowledge and skills in agribusiness, enhancing their farming practices, and empowering them for better decision-making. Here are the key findings in each aspect:

Process Applied:

- Most participants (95.83%) had prior experience with Farmer Field Schools (FFS), suggesting a foundation for learning. A majority (89.58%) had experience with Crop FFS, indicating familiarity with crop-related practices.
- A significant number of participants (68.75%) preferred 3 preparatory meetings, highlighting the importance of thorough planning before FBS sessions.
- A majority (50.0%) reported group formation during the second preparatory meeting (41.7% in the third meeting), indicating careful planning and collaboration.
- The vast majority (93.75%) found the FBS session duration sufficient, ensuring effective content coverage within the allocated time.
- A high proportion (87.5%) noted facilitators fully followed the session plan, showcasing a well-organized FBS program.
- The majority (87.5%) found FBS content fully useful, indicating the program effectively addressed participants' learning needs.
- Key relevant topics included the farm business cycle, market survey, farm business plan, profitability analysis, and important aspects of farm business.
- Most participants (89.58%) received required inputs on time, essential for successful FBS implementation.

Knowledge Gained:

- Participants showed interest in comprehensive business plans, emphasizing production, market, financial, and risk management aspects.
- Key factors considered were high-demand products (60.42%), resource availability (50%), and input from agricultural extension workers (14.58%).
- Understanding the importance of high-demand products (60.42%), resource availability (50%), and input from extension workers (14.58%) regarding BEP.
- A significant percentage (72.92%) began value addition activities after FBS, which can improve product quality and marketability.
- Many participants (91.67%) changed their marketing strategy post-FBS, suggesting effective knowledge transfer in this area.
- A substantial majority (83.33%) reported increased profits from crop/livestock commodities after FBS, showcasing its impact.
- Over half (54.17%) found FBS learnings useful in reducing production costs, important for profitability.
- Most participants (87.5%) found FBS helpful in reducing post-harvest losses, a significant gain for food security and income.
- A notable percentage (70.83%) established market linkages through group purchases and marketing after FBS, enhancing market access.
- A majority (72.92%) found FBS fully useful for empowerment, reflecting improved knowledge, skills, and confidence for decision-making.

Practices Adopted:

- Many participants (72.92%) began value addition activities, such as cleaning, grading, sorting, and packaging, for enhanced product quality.

- A high proportion (91.67%) changed their marketing strategy after FBS, demonstrating a practical application of gained knowledge.
- A substantial percentage (83.33%) reported increased profits, indicating successful implementation of new practices.
- A significant portion (54.17%) found FBS useful in reducing production costs, leading to better cost management.
- A majority (87.5%) found FBS helpful in reducing post-harvest losses, indicating improved handling and storage practices.
- Many participants (70.83%) established market linkages through group activities, expanding market access and improving income.
- A majority (72.92%) felt empowered, indicating increased autonomy, decision-making ability, and confidence in farm business management.
- A smaller proportion (29.17%) initiated contract farming, potentially leading to assured markets and better prices for produce.
- Participants engaging in value addition activities (72.92%) likely contributed to enhancing their position within the value chain, improving product quality and market opportunities.
- A notable minority (33.33%) received financial services, potentially contributing to improved financial stability and investment in agricultural activities.

In summary, the FBS program demonstrated its effectiveness in enhancing participants' knowledge, skills, and practices in agribusiness. The process of combining Farmer Field Schools, thorough preparatory meetings, well-structured sessions, and relevant content contributed to positive outcomes for participants. The adoption of practices such as value addition, market linkage, improved marketing strategies, and reduced post-harvest losses reflects the practical impact of the program. The findings highlight the importance of continuous improvement, considering participant feedback to further enhance the program's effectiveness and relevance.

4.1.6 Nutrition Field Schools (NFS)

The findings from the analysis of the Nutrition Field School (NFS) program can be summarized in terms of the process applied, knowledge gained, and practices adopted:

Process Applied:

- A balanced approach with multiple preparatory meetings (45.71% holding two, 40% three) allowed thorough planning. Group formation in the second (43.81%) or third (34.29%) meetings indicated careful consideration before NFS sessions began.
- A vast majority (97.14%) found the allocated time for each NFS session adequate, suggesting effective time management. A suggestion for a 7-day interval might enhance engagement and retention.
- A significant majority (91.43%) reported NFS content fully met expectations, indicating high usefulness.
- Learning materials were deemed adequate by 97.14% of respondents, reflecting their effectiveness in supporting the learning process.
- Most respondents (93.33%) received the required inputs for NFS on time, ensuring effective participation.
- The majority (94.29%) found NFS sites convenient, indicating accessibility and suitability for most participants.

Knowledge Gained:

- Participants showed varied understanding but generally recognized "Feed four times in a day" (77.14%), diverse food items needed for a nutrition corner, exclusive breastfeeding (46.67%), and aspects of growth monitoring.
- A strong majority (85.71%) correctly identified MUAC tape's purpose as measuring arm circumference; while some confusion existed (9.52% didn't know).

- Most participants (81.90%) found NFS fully useful in improving the nutrition status of women, children, and adolescents.

Practices Adopted:

- All participants reported that their families changed their diet after NFS participation, indicating a significant positive impact on eating habits.
- NFS was helpful for team building and group cooperation (about 75.24%), fostering collaboration among participants.
- NFS sessions significantly contributed to women's empowerment (76.19%), enhancing their knowledge, skills, and involvement in decision-making processes.

General Observation

- The daughter-in-law who attended the school stated that she was able to improve her family's dietary behaviors by explaining the issue even within her own family.
- It has been demonstrated that this effort has made a big contribution to taking care of one's own health, as well as the health of the child, and that one may easily continue to do some everyday things.
- It has been observed that there has been a significant shift in the perception of junk foods. It was said that the school sessions were really beneficial in establishing the concept that pregnant women and children should eat nutritious foods rather than junk food.
- The technical session starts with the analysis of nutrition ecosystem analysis (NESA) by participating women is found effective tool for decision making to make sound and health growth and development.
- Anthropometry studies have been observed to be beneficial in enhancing participants' interest and awareness in improving their behavior by emphasizing the significance of nutritional proper dietary habits.
- Ballot box test tools used in NFS for participant evaluation by facilitators were found to be useful in identifying knowledge gaps.
- It was observed that there is uniformity on the procedures and methods for running a school. In most of the schools 24 sessions are found important to enhance the knowledge and behavioral skill.
- Participants were able to learn new technologies and practices including behavior change and results were encouraging for technology adoption as the facilitators were from the same community.
- Women who could not ordinarily go out and speak were able to express themselves and speak after participating in the school. The women who took part in the school, gained confidence in speaking in numerous events given by the local gathering/meetings.

The findings highlight the effectiveness of NFS in delivering relevant content, engaging participants, and driving positive changes in nutrition knowledge and practices, underscoring the program's valuable role in improving nutritional awareness and dietary habits.

4.2 Recommendations

4.2.1 Farmer Field Schools - Crop

Based on the above findings, here are some major recommendations for improving the effectiveness of Farmer Field Schools (FFS) for Crop Cultivation:

- The project needs to give focus on conducting more preparatory meetings before the FFS sessions to give participants ample time to understand the program's objectives, group formation process, and expectations. Clear communication about the selection criteria and group/subgroup formation during these meetings is essential.
- While certain topics like "Fertilizer application – dose, method, and timing of application" and "Planting method" received significant attention, efforts should be made to cover a

broader range of topics related to crop cultivation. Include more focus on post-harvest practices, critical growth stages, and other advanced farming techniques to provide a comprehensive learning experience.

- Encourage participants to share FFS learnings with their neighbors and communities more frequently. Implement knowledge dissemination strategies, such as farmer-to-farmer exchanges, field demonstrations, and community workshops, to maximize the program's impact and reach.
- Continue promoting eco-friendly and sustainable farming practices, such as botanical pesticides, integrated pest management, and organic fertilizer usage. Highlight the benefits of these practices for long-term soil health, environmental conservation, and human health.
- Ensure timely and adequate provision of necessary inputs required for running the FFS program. Address any logistical challenges to avoid hindering participation and the effectiveness of the training.
- Regularly assess and update the FFS session content based on participant feedback and emerging agricultural practices. Collaborate with experts and local agricultural institutions to provide up-to-date and relevant information to participants.
- Create more opportunities for female farmers to participate actively in the FFS program. Encourage the formation of female-focused groups and provide targeted support to empower women in agriculture, promoting gender equality and inclusive participation.
- Conduct follow-up assessments to measure the long-term impact of the FFS program on participants' adoption of new agricultural practices. Collect feedback from farmers about the challenges they face in implementing the practices and provide support and guidance as needed.
- Extend the FFS program to reach a larger number of farmers, especially those in remote or underserved areas. Collaborate with local agricultural extension services and NGOs to scale up the program and maximize its impact on rural communities.
- Regularly assess the performance of FFS facilitators to ensure they are delivering content effectively and engaging participants. Provide continuous training and support to facilitators to enhance their teaching methods and knowledge base.
- Schedule FFS sessions based on crop seasons for practical learning and easier technology adoption, ensuring participants gain hands-on knowledge.
- Give participants input support, tools, and technology based on successful trial outcomes, promoting wider adoption.

4.2.2 Farmer Field Schools - Goat

Based on the findings from the Farmer Field Schools (FFS) for goat, several recommendations can be made to enhance the effectiveness and impact of future FFS programs in goat farming:

- While the structured approach of FFS sessions is effective, consider incorporating diverse learning formats, such as hands-on practical exercises, interactive demonstrations, and group discussions, to cater to different learning styles and maximize participant engagement.
- Given that a majority of participant selection and group formation occurred during the second preparatory meeting, consider starting the participant selection process even earlier, possibly during the first preparatory meeting. This would allow for better group formation and planning.
- Develop strategies to ensure the continuity and sustainability of FFS outcomes. Consider establishing follow-up sessions or mentoring programs to reinforce knowledge and practices after the FFS program concludes.

- While the majority of participants found the content useful, identify the specific topics that received lower satisfaction ratings (if any) and work on improving the relevance and applicability of those topics to the participants' needs.
- Given the importance of disease prevention and management, consider expanding the focus on common infectious diseases like PPR and internal parasites. Provide participants with more in-depth knowledge and practical strategies for disease control.
- Encourage participants to share their local knowledge and innovations within the FFS sessions. Foster an environment where traditional practices and local expertise can be integrated with new techniques, leading to more holistic and effective goat farming practices.
- Ensure that facilitators are well-trained and updated on the latest advancements in goat farming. Regular refresher training can help facilitators provide accurate and up-to-date information to participants.
- Emphasize the importance of knowledge sharing among participants beyond the FFS. Facilitate community-based networks or forums where participants can continue to exchange experiences, best practices, and challenges even after the program concludes.
- Integrate climate-resilient practices into the FFS curriculum, helping participants adapt to changing environmental conditions, mitigate risks, and ensure sustainable goat production.
- Conduct systematic post-program evaluations to measure the long-term impact of FFS on participants' goat farming practices, income, and overall well-being. Use this feedback to continuously improve future FFS implementations.
- Add sessions on marketing and sales strategies, helping farmers connect their products to potential markets.
- Give participants input support, tools, and technology based on successful trial outcomes, promoting wider adoption.

4.2.3 Farmer Field Schools - Dairy

Based on the findings from the survey on Farmer Field Schools (FFS) for livestock dairy, the following major recommendations can be made to further enhance the effectiveness and impact of the FFS program:

- Since participants demonstrated a preference for having 2 or 3 preparatory meetings before the start of the FFS program, it's recommended to maintain this practice. Adequate preparation allows participants to plan and engage more effectively in the FFS sessions.
- Given that the majority of respondents (90.74%) reported that facilitators adhered to the session plan, it's essential to maintain this high standard. Consistency in following the curriculum ensures a structured and organized learning experience.
- To build upon the positive perception of the FFS approach (98.15% believed it's appropriate for technology dissemination), consider incorporating more interactive and hands-on learning activities, such as group discussions, practical demonstrations, and field visits. This approach can enhance engagement and skill acquisition.
- Since a significant portion (22.22%) acknowledged variations in participation among farmer members from the same household, further investigation is needed to understand the factors driving this divergence. Tailor strategies to ensure all members of a household benefit equally from the FFS sessions.
- While participants showed good knowledge about external factors affecting cattle health, it's important to expand the curriculum to cover more advanced health issues. This will enable participants to handle a broader range of health challenges effectively.

- Leverage the positive perception of using animal urine in crop growth (88.89%) to introduce and promote other sustainable agricultural practices. Highlight the benefits of eco-friendly approaches that contribute to both dairy production and crop cultivation.
- Given the positive impact on team building (70.37%) and empowerment (72.22%), the FFS program should continue to foster collaboration among participants. Create opportunities for farmers to share experiences, resources, and best practices, building a supportive network within the farming community.
- Establish regular assessment and feedback mechanisms within the FFS program. Encourage participants to provide ongoing feedback on the relevance and effectiveness of the content, facilitation quality, and the overall impact on their dairy farming practices. Use this feedback to continuously improve the program.
- Given the overwhelming support (98.15%) for the FFS approach as a means to disseminate technology, encourage participants to become ambassadors of knowledge within their communities. Promote peer-to-peer training, where participants can share what they've learned with other farmers, thereby expanding the program's reach.
- Add sessions on marketing and sales strategies, helping farmers connect their products to potential markets.
- Give participants input support, tools, and technology based on successful trial outcomes, promoting wider adoption.

4.2.4 Farmer Field Schools - Poultry

Based on the findings of the Farmer Field Schools (FFS) program for poultry, several recommendations can be made to further enhance the effectiveness and impact of the program:

- While the majority of participants found the content useful, it's essential to periodically review and update the curriculum. Incorporate emerging best practices, innovative technologies, and sustainable farming methods to ensure that participants stay informed about the latest developments in poultry farming.
- Recognize the diverse needs and knowledge levels of participants. Tailor the FFS program to address specific challenges faced by individual farmers, allowing them to focus on areas where they need the most improvement.
- Establish a mechanism for continuous learning and knowledge sharing beyond the FFS sessions. Encourage participants to form networks or support groups where they can exchange experiences, troubleshoot problems, and stay connected with each other and with agricultural experts.
- Implement a robust system for monitoring and evaluating the impact of the FFS program. Track the progress of participants, gather feedback, and assess the long-term outcomes of the knowledge and practices adopted. Use this data to make informed adjustments to the program.
- Ensure that necessary resources, such as inputs (feed, vaccines, etc.), are readily available to participants. Timely provision of resources is crucial for the successful implementation of the practices learned during the FFS program.
- Provide ongoing mentorship and support to participants even after the formal FFS sessions have ended. Arrange periodic follow-up visits or virtual interactions to address challenges, provide additional guidance, and encourage the adoption of best practices.
- Explore opportunities to scale up the FFS program to reach more farmers in the community. Collaborate with local agricultural agencies, NGOs, and other stakeholders to expand the program's reach and impact.

- Pay attention to the feedback provided by participants who reported being partially satisfied or not satisfied with certain aspects of the program. Use this feedback to refine the content, facilitation methods, and overall structure of future FFS sessions.
- Integrate sessions or modules that focus on economic aspects, such as marketing, and income generation. Empower participants to not only improve their farming practices but also enhance their overall economic well-being.

4.2.5 Farmer Business Schools (FBS)

Based on the findings from the analysis of the Farmer Business Schools (FBS) program, several recommendations can be made to further improve the program's effectiveness and ensure that it continues to have a positive impact on participants' agribusiness knowledge, practices, and outcomes:

- Since a vast majority of respondents had prior experience with FFS, it's essential to ensure that FFS is widely accessible to potential FBS participants. This foundation helps prepare participants for the more comprehensive FBS program.
- Given the preference for conducting three preparatory meetings, organizers should continue to emphasize the importance of thorough planning and preparation. These meetings serve as crucial platforms for participants to align their goals, expectations, and strategies before the start of the FBS sessions.
- Maintain the high standard of facilitators fully following the session plan or training schedule. This consistency contributes to a well-organized and structured FBS program, ensuring that all intended topics and activities are covered.
- While the majority found the FBS contents useful, it's essential to periodically update and diversify the content to cater to emerging needs, technological advancements, and market trends in the agribusiness sector.
- Given that a significant portion of participants did not access financial services, consider incorporating financial literacy components into the program. Empowering participants with knowledge about accessing and utilizing financial services can enhance their financial stability.
- Offer a certificate to acknowledge participants' basic enterprise creation and development skills. This certificate can help them access finance for starting their agribusiness more easily.
- Encourage more groups to explore contract farming arrangements. Provide guidance and support on contract farming practices, including negotiating favorable terms, to help participants access assured markets and improve income stability.
- Given the positive response to value addition activities, continue to promote and expand value addition practices among participants. Emphasize the benefits of quality enhancement, better marketability, and increased profits.
- Pay close attention to the concerns of the participants who reported partial satisfaction. Gather specific feedback on areas that need improvement and use this feedback to refine the program's design, content, and delivery.
- Although a majority reported reduced post-harvest losses, continue to monitor and provide support to ensure that participants maintain these improvements over time. Implement best practices in storage and handling to sustain this positive outcome.
- Encourage participants to share their success stories, lessons learned, and innovative practices with their peers. This peer-to-peer learning can further enhance the program's impact and create a supportive network among participants.

- Conduct regular evaluations of the program's impact, collect feedback from participants, and be open to making necessary adjustments based on the evolving needs and challenges faced by farmers in the agribusiness sector.
- Review the exiting FBS manuals and Simplify with plain language, visuals, practical demos, and local examples. Short, focused sessions, interactive learning, and continuous improvement ensure effective education for all participants.
- Give participants printed forms and formats for their business needs. This helps them effectively manage their activities, promoting practical application of skills gained in the program.

4.2.6 Nutrition Field Schools (NFS)

Based on the findings from the analysis of the Nutrition Field School (NFS) program, several recommendations can be made to further enhance the program's effectiveness and impact:

- Consider implementing a shorter interval between NFS sessions, such as the suggested 7-day interval, to increase participant engagement, reinforce learning, and maintain momentum in the program. This change could help participants better retain and apply the knowledge gained.
- In some specific cases, instead of operating at a frequency of 4 hours each session for 15 days, it has been shown that operating at a rate of 2 hours per session every week allows the things learnt to be put into practice and memorized. When it is observed that a mother with a newborn infant is not comfortable sitting in a 4-hour session with a child constantly, this is recommended.
- As a consequence, it is believed that by checking health measurements in one week and discussing the subject in the next week, it would be possible to efficiently review the previous week.
- While the majority found the content of NFS to be fully useful, consider periodically assessing participants' needs and preferences to ensure the content remains relevant and engaging. Incorporate real-life scenarios and practical examples to enhance the application of nutrition knowledge.
- Incorporate a variety of learning formats, such as group discussions, hands-on activities, and interactive demonstrations, to cater to different learning styles and keep participants engaged throughout the sessions.
- Address the misconceptions identified in the understanding of growth monitoring. Emphasize the importance of measuring height, arm circumference, and weight as part of comprehensive growth monitoring to ensure participants have a holistic understanding of this critical aspect of nutrition assessment.
- While the majority received inputs on time and in the necessary quantity, continue to ensure consistent and timely distribution of required materials to all participants. Address any delays promptly to avoid hindering participants' ability to fully engage in the program.
- Consider reaching out to a broader audience, including additional households, communities, or demographic groups that could benefit from NFS. Identify ways to make the program accessible to more participants, especially those with limited access to nutrition education.
- Regularly collect feedback from participants to assess their satisfaction with the program's content, structure, and overall experience. Use this feedback to make continuous improvements and adjustments to meet participant expectations effectively.
- Provide facilitators with ongoing training and support to ensure they can deliver the content effectively, address participants' questions, and create a positive learning environment. Empowered facilitators can have a significant impact on the success of the NFS program.

- Building on the positive contribution of NFS to the empowerment of women, consider developing specific modules or sessions that focus on women's empowerment, decision-making, and leadership skills. Strengthening the empowerment component can have long-lasting benefits for both individuals and communities.
- All possible audio visual tools like pictorial diagram, audio/video documentary, sharing of cases have to be incorporated into the practical sessions
- It is quite important that providing information on the availability and usage of items such as a height measuring board, weighing machine, arm measuring tape, and other materials made available for schools should maintain their continued use.
- Separate rooms for children and appropriate toys, if established, might be beneficial for successful learning for mothers who come to school with children during NFS sessions.
- Because this is an activity to improve family behaviors, including eating, it indicates that other key members of the family should be included in some specific sessions to share knowledge on critical nutritional practices.
- It seems that it would be appropriate if the key session to understand the pregnant woman's state could be further revised and conducted in a setting where the responsible members of the family also could participate.
- If the refresher session can be conducted on a frequent basis in schools that have completed NFS Day, it believes that it will improve in the sustainability of learning.
- It seems that it would be appropriate to conduct sessions and exercises that provide skills that can be stored in a systematic manner for a long period in order to preserve the products available during the season.
- If it is possible to visit a neighboring school and participate in mutual study of the activities taking place in other groups, it can contribute to empowerment on the one hand, and it serves to promote the sharing of learning on the other.
- The nutrition corner, together with the experiences and research-based activities provided by the participants and other relevant knowledge obtained from the school, was beneficial in promoting the NFS approach at the NFS Day ceremony. If representatives of the local government visit the school on a regular basis, it is way to understand about its importance and support to its sustainable application.

ANNEX 1: Description of FFS

1. Farmers Field School in Crop Production

Farmer Field School (FFS)

FFS is a platform that provides farmers an opportunity to systematic learn and achieve better control over the conditions that farmers face every day in their lives. It applies learner-centred discovery-based learning approach with unique curriculum and proceedings. All learning activates in FFS apply experiential learning. Its design and implementation is influenced by principles of empowerment. FFS is learning venue for farmers through interactive discussion among themselves, which enable farmers to enhance their observations, research and communication skills. Learning sessions of FFS remain linked to the actual field situation and relevant to the local field conditions. As a result of that FFS curriculum tailored according to the need so that it serves the interest of farmers makes it easy to adapt to local field condition and seasons. About 25-30 farmers meet regularly at a specific location in a define periodic interval (e.g., weekly field crops FFS) in the field, conduct agro-ecosystem analysis in FFS. Similarly, participants discuss the concurrent issues of the local field conditions, make their management decisions and apply it to their situations. In this way, FFS helps to empower school participants through collective actions.

In a FFS approach, farmers are treated as an active actor rather than a passive recipient. Farmers actively participate at each stage of learning in the school right from its beginning by planning, curriculum development and establishment of FFS to its end by celebration of field day for dissemination of learning and outcomes. FFS sessions are carried out by farmers themselves rather than by facilitators. Field school facilitators only administer the field issues and learning than teaching lessons or giving lectures. In a need basis, outside subject matter specialists are invited to deal in special issues. These features of FFS in field school proceedings. FFS fosters learning with intention that serves the interest of farmers whereby participants can increase their control over technologies and ultimately on the issues affecting their livelihoods.

Principles of Field School

FFS approach are focused on people development. It brings farmers together for themselves to assess their problems and seek ways of addressing them. FFS improves farmers' technical skills, boost self-confidence and enhance recognition from their communities. The learnings in the FFSs are based on the following principles:

- Discovery-based learning by doing is better than hearing or seeing;
- Experiences are the beginning of all learning;
- The field is the classroom;
- The topics in the farmer field school should be linked to the actual field situation;
- Farmers become experts;
- Farmers are the decision-makers.

Main features of crop production FFS

- Farmers' needs define and drive FFS.
- Farmers' local knowledge co-produces and co-creates new knowledge, science and public services [i.e., extension] alongside science-based knowledge.
- The learning process and knowledge generation are central to FFS:
  - FFS are based on fields through which to learn and experiment;
  - structured hands-on, experiential learning is primarily used;
  - adult learning cycles emphasize observation, critical analysis, sharing and debate, conclusion/decision and implementation to enhance knowledge and decision-making skills that combine local and science-based knowledge;
  - learning is a continuous process–regular meetings are held at critical crop growth and development stages to correspond to the decision-making of farmers;
  - the practical and critical development of skills and competences is the main focus;
  - diversity in age, gender and experience enriches FFS when all are involved in production.
- Building trust and strengthening groups in order to develop:

- critical analysis skills;
- feedback and evaluation skills;
- planning skills;
- basics of group work and collaboration (group dynamics exercises).

- Facilitation of the learning process: competent master trainers and facilitators (technical, methodological and organizational skills).
- Situation/location-specific activities, i.e., locally appropriate learning curriculum.

Stages of FFS

a. Preparatory and Planning of FFS

During the preparatory stage, three meetings have to organize by the facilitators with potential participants and stakeholders in the area are conducted. These meetings are conducted in the selected site/field in order to inform, introduce and collect information for successful implementation and completion of FFS. In FANSEP only two preparatory meeting were done as the purposive group were already identified and formed by the project. During these preparatory meetings, the program objectives are introduced, farmer participants are selected and a site (field) is chosen. The meeting will be useful to get commitments of the different agencies and the participants as well as in defining their respective roles and responsibilities.

b. Technical sessions

Number of sessions depend on type of crop and its duration. Generally, 16 technical sessions were conducted by two trained farmer facilitators, normally 4-5 hours per day session at an interval of one week. Curriculum and lesson plans are prepared for each day sessions in advance by facilitators. There are 4 special topics/ classes are allocated for each FFS.

With a set guidelines participants, crop and its variety is selected for FFS with the help of farmer facilitators. Cropping calendar of existing practices is prepared with the consensus of participants during third preparatory meeting which is the guiding activities to be carried out in **Existing Practice Plot** of mandatory comparative study, whereas **Improve Practice** include the recommended practice in the FFS. Prescribed schedules and norms are followed to conduct FFS. Participating farmers perform Agro-ecosystem analysis (AESA) which is a farmer's tool for decision making to make sound crop management decisions based on the analysis of the many factors relevant to crop by collective investigation with the purpose of initiating discovery based learning in comparative study plots. Supportive trials are established based on community prioritized problems which forms a base to create a learning process in FFS through which farmers test, monitor and evaluate new ideas, technologies or innovations for improving productivity of farming systems.

Ballot box test tools used in FFS for participant evaluation by facilitator which help to find out gaps in knowledge at the start of the FFS.

c. Field day

FFS Field Day is a ceremony organized at the end of FFS to share the learnings gained by participants through experiential and discovery based activities and other relevant information obtained from research. This is a platform for advocacy of FFS approach.

Major course contents

a) Seed/planting materials selection
b) nursery management
c) soil preparation
d) planting method
e) weeding and hoeing
f) number and timing of irrigation/ irrigation techniques
g) harvesting
h) post-harvest technology
i) critical growth stages of the crops,
j) fertilizer dose, and timing of application

k) safe and efficient use of pesticides
l) local pesticide preparation (jholmol)
m) pest management
n) crop variety comparison or selection

Lessons learned

- Farmers were able to learn new technologies and practices and results were encouraging for adoption of improved practices including climate smart technology adoption as the facilitators were from the same community.
- Local level farmer facilitators with technical back up from technicians and cluster technical specialists played important role to enhance quality of FFSs and also to implement smoothly during pandemic of COVID-19.
- It was possible to continue and complete FFS even during COVID-19 crisis adopting alternative approach.
- Contingency budget plan should be there in FFS norms as it was required to procure mask, soap and sanitizer to run FFS during COVID period.
- Use of Technicians to conduct Field school was balancing social mobilization related tasks and working as FFS facilitators by the field level technicians (in a situation where there are no ready to use FFS facilitators).

Challenges faced

It was difficult to continue and complete FFS during COVID-19 crisis.

2. Farmer Field School on Dairy Production

Introduction:
FFS is a platform that provides farmers an opportunity to systematically learn and achieve better control over the conditions that farmers face every day in their lives. It applies learner-centred discovery-based learning approach with unique curriculum and proceedings. All learning activates in FFS apply experiential learning. Its design and implementation is influenced by principles of empowerment. FFS is learning venue for farmers through interactive discussion among themselves, which enable farmers to enhance their observations, research and communication skills. Learning sessions of FFS remain linked to the actual crop field and cow and buffalo animal shed or grazing area field situation and relevant to the local community conditions. As a result of that FFS curriculum tailored according to the need so that it serves the interest of farmers makes it easy to adapt to local field condition and seasons. About 25-30 farmers meet regularly at a specific location in a define periodic interval (e.g., fortnightly in dairy production FFS) in the field, conduct dairy agro-ecosystem (DESA) analysis in FFS. Similarly, participants discuss the concurrent issues of the local field conditions, make their management decisions and apply it to their situations. In this way, FFS helps to empower school participants through collective actions.

In a FFS approach, farmers are treated as an active actor rather than a passive recipient. Farmers actively participate at each stage of learning in the school right from its beginning to different growth and development stages of cow and buffalo production (beginning with the calves up to the production stage) by planning, curriculum development and establishment of FFS to its end by celebration of field day for dissemination of learning and outcomes. FFS sessions are carried out by farmers themselves rather than by facilitators. Field school facilitators only administer the field issues and learning than teaching lessons or giving lectures. In a need basis, outside subject matter specialists are invited to deal in special issues. FFS fosters learning with intention that serves the interest of farmers whereby participants can increase their control over technologies and ultimately on the issues affecting their livelihoods.

Principles of Field School
FFS approach are focused on people development. It brings farmers together for themselves to assess their problems and seek ways of addressing them. FFS improves farmers' technical skills, boost self-confidence and enhance recognition from their communities. The learnings in the FFSs are based on the following principles:

- Discovery-based learning by doing is better than hearing or seeing;
- Experiences are the beginning of all learning;
- The animal herd and or cow shed, is the classroom;
- The topics in the farmer field school should be linked to the actual field situation;
- Farmers become experts;
- Farmers are the decision-makers.

Main features of dairy production FFS

- Farmers' needs define and drive FFS.
- Farmers' local knowledge co-produces and co-creates new knowledge, science and public services [i.e., extension] alongside science-based knowledge.
- The learning process and knowledge generation are central to FFS.
    - FFS are based on fields through which to learn and experiment.
    - structured hands-on, experiential learning is primarily used.
    - adult learning cycles emphasize observation, critical analysis, sharing and debate, conclusion/decision and implementation to enhance knowledge and decision-making skills that combine local and science-based knowledge.
    - learning is a continuous process–regular meetings are held at critical growth and development stages of milch animals to correspond to the decision-making of farmers.
    - the practical and critical development of skills and competences is the main focus.
    - diversity in age, gender and experience enriches FFS when all are involved in production.

- Building trust and strengthening groups in order to develop:
  - critical analysis skills,
  - feedback and evaluation skills,
  - planning skills, and
  - basics of group work and collaboration (group dynamics exercises).
- Facilitation of the learning process: competent master trainers and facilitators (technical, methodological and organizational skills).
- Situation/location-specific activities, i.e., locally appropriate learning curriculum.

Stages of FFS

a. Preparatory and Planning of FFS

During the preparatory stage, three meetings have to be organized by the facilitators with potential participants and stakeholders in the area. These meetings are conducted in the selected site/field in order to inform, introduce and collect information for successful implementation and completion of FFS. In FANSEP, only two preparatory meetings were done as the purposive group were already identified and formed by the project. During these preparatory meetings, the program objectives are introduced, farmer participants are selected and a site and animals are chosen. The meeting will be useful to get commitments of the different agencies and the participants as well as in defining their respective roles and responsibilities.

b. Technical sessions

A total of 16 technical sessions are conducted by two trained farmer facilitators, normally 4-5 hours per day session at fortnightly interval. Curriculum and lesson plans are prepared for each day sessions in advance by facilitators. There are 4 special topics/ classes are allocated for each FFS. Different growth and development stages of cow and buffalo production beginning with the calves up to the milk production stage. However, comparative study in dairy farmer field school is conducted only on the major problems that are faced by the farmers during cow or buffalo production.

With a set guidelines, the participants, breed of the same growth stage lactating/pregnant animals are selected for FFS with the help of farmer facilitators. Practices of activities performed / existing practices at different growth and development stages is prepared with the consensus of participants during third preparatory meeting. It was the guiding activities to be carried out in **Existing Practice animals** of mandatory comparative study, whereas **Improved Practice** include the recommended practices of milk production in the FFS. Prescribed schedules and norms are followed to conduct FFS. Participating farmers perform dairy ecosystem analysis (DESA) which is a farmer's tool for decision making to make healthy animals, proper housing and feed management decisions based on the analysis of the many factors relevant to dairy husbandry practices by collective investigation with the purpose of initiating discovery based learning in comparative studies. Supportive trials in dairy farmer field school is conducted only on the major problems that are faced by the farmers during cow or buffalo production (such as supplementary feeding of UMMB block /deworming versus none) are established based on community prioritize problems which forms a base to create a learning process in FFS through which farmers test, monitor and evaluate new ideas, technologies or innovations for improving productivity of farming systems.

Ballot box test tools used in FFS for participant evaluation by facilitator which help to find out gaps in knowledge at the start of the FFS.

c. Field day

FFS Field Day is a ceremony organized at the end of FFS to share the learnings gained by participants through experiential and discovery based activities and other relevant information obtained from research. This is a platform for advocacy of FFS approach. On the farmers' field day, participants communicate the learning results of the FFS to other farmers of the

community. Farmers Field Day is organized by the famers themselves, which not only exposes them to prepare a program schedule but they also get chance for the successful execution of the program event.

Major course contents

a) Green forage/fodder production and utilization (seasonal, perennial, shrubs, fodder trees)
b) Forage conservation (hay and silage making)
c) Cattle shed improvement, urine and manure management
d) Biosecurity management (including disinfection of animal shed)
e) Role of different feed nutrients
f) Preparation of low-cost feed from locally available feed ingredients for dairy animals
g) Feeding of calves (colostrum feeding)
h) Feeding heifers, lactating cows and buffaloes
i) Feeding of pregnant cows and buffaloes
j) Supplementary feeding of dairy animals (flushing, steamig up practices)
k) UMMB preparation and use
l) Suitable breeds of cattle and buffaloes
m) Selection and breeding in dairy animals (genetic improvement)
n) Artificial insemination, proper heat detection
o) Care and management of newly born calves
p) Major common diseases dairy animals
q) Vaccination of dairy animals (FMD, HSBQ)
r) Internal and external parasite control in dairy animals (live fluke, round worm, tape worms)
s) Teat dipping for mastitis control in milking animals
t) Housing requirements of dairy animals (calves, heifer, milking cow,pregnant, bull)
u) Hygienic milk production

Lessons learned

- Farmers were able to learn new technologies and practices and results were encouraging for adoption of improved practices including adoption of climate smart technologies as facilitators were from the same community.
- Local level farmer facilitators with technical back up from technicians and cluster technical specialists played important role to enhance quality of FFSs and also to implement smoothly during pandemic of COVID-19.
- Control versus treatment animals for the study should be selected from different households/animal shed.
- It was possible to continue and complete dairy FFS even during COVID-19 crisis adopting alternative approach.
- Contingency budget plan should be there in FFS norms as it was required to procure mask, soap and sanitizer to run FFS during COVID period.

Challenges faced

- In some places, it was difficult to find animals of the same age and physiological conditions for the comparative trials especially lactating dairy animals if the livestock FFS are started in dry season.
- It was difficult to continue and complete FFS during COVID-19 crisis.

3. Farmer Field School on Goat Production

Introduction:
FFS is a platform that provides farmers an opportunity to systematic learn and achieve better control over the conditions that farmers face every day in their lives. It applies learner-centred discovery-based learning approach with unique curriculum and proceedings. All learning activates in FFS apply experiential learning. Its design and implementation is influenced by principles of empowerment. FFS is learning venue for farmers through interactive discussion among themselves, which enable farmers to enhance their observations, research and communication skills. Learning sessions of FFS remain linked to the actual goat husbandry field situation and relevant to the local community conditions. As a result of that FFS curriculum are tailored according to the needs so that it serves the interest of farmers, makes it easy to adapt to local field condition and seasons. About 25-30 farmers meet regularly at a specific location in a define periodic interval (e.g., fortnightly in goat husbandry FFS) in the field, conduct goat ecosystem analysis (GESA) in FFS. Similarly, participants discuss the concurrent issues of the local goat farming conditions, make their management decisions and apply it to their situations. In this way, FFS helps to empower school participants through collective actions.

In a FFS approach, farmers are treated as an active actor rather than a passive recipient. Farmers actively participate at each stage of learning in the school right from its beginning by planning, curriculum development and establishment of FFS to its end by celebration of field day for dissemination of learning and outcomes. FFS sessions are carried out by farmers themselves rather than by facilitators. Field school facilitators only administer the goat husbandry issues and learning than teaching lessons or giving lectures. In a need basis, outside subject matter specialists are invited to deal in special issues. FFS fosters learning with intention that serves the interest of farmers whereby participants can increase their control over technologies and ultimately on the issues affecting their livelihoods.

Principles of Field School
FFS approach are focused on people development. It brings farmers together for themselves to assess their problems and seek ways of addressing them. FFS improves farmers' technical skills, boost self-confidence and enhance recognition from their communities. The learnings in the FFSs are based on the following principles:

- Discovery-based learning by doing is better than hearing or seeing;
- Experiences are the beginning of all learning;
- The field goat herd and/shed is the classroom;
- The topics in the farmer field school should be linked to the actual field situation;
- Farmers become experts;
- Farmers are the decision-makers.

Main features of crop production FFS

- Farmers' needs define and drive FFS.
- Farmers' local knowledge co-produces and co-creates new knowledge, science and public services [i.e., extension] alongside science-based knowledge.
- The learning process and knowledge generation are central to FFS:
    - FFS are based on fields through which to learn and experiment;
    - structured hands-on, experiential learning is primarily used;
    - adult learning cycles emphasize observation, critical analysis, sharing and debate, conclusion/decision and implementation to enhance knowledge and decision-making skills that combine local and science-based knowledge;
    - learning is a continuous process–regular meetings are held at critical growth and development stages of goats to correspond to the decision-making of farmers;
    - the practical and critical development of skills and competences is the main focus;
    - diversity in age, gender and experience enriches FFS when all are involved in production.
- Building trust and strengthening groups in order to develop:

- critical analysis skills;
- feedback and evaluation skills;
- planning skills;
- basics of group work and collaboration (group dynamics exercises).

- Facilitation of the learning process: competent master trainers and facilitators (technical, methodological and organizational skills).
- Situation/location-specific activities, i.e., locally appropriate learning curriculum.

Stages of FFS

a. Preparatory and Planning of FFS

During the preparatory stage, three meetings have to organize by the facilitators with potential participants and stakeholders in the area are conducted. These meetings are conducted in the selected site/field in order to inform, introduce and collect information for successful implementation and completion of FFS. In FANSEP only two preparatory meeting were done as the purposive group were already identified and formed by the project. During these preparatory meetings, the program objectives are introduced, farmer participants are selected and a site and goats are chosen. The meeting will be useful to get commitments of the different agencies and the participants as well as in defining their respective roles and responsibilities.

b. Technical sessions

A total of 16 technical sessions were conducted by two trained farmer facilitators, normally 4-5 hours per day session fortnightly interval. Curriculum and lesson plans are prepared for each day sessions in advance by facilitators. There are 4 special topics/ classes are allocated for each FFS.

With a set guidelines participants, breed of the same growth stage goat is selected for FFS with the help of farmer facilitators. Practices of activities performed / existing practices at different growth stages is prepared with the consensus of participants during third preparatory meeting. It was the guiding activities to be carried out in **Existing Practice** goats of mandatory comparative study, whereas **Improved Practice** include the recommended practices of goat husbandry in the FFS. Prescribed schedules and norms are followed to conduct FFS. Participating farmers perform goat ecosystem analysis (GESA) which is a farmer's tool for decision making to make healthy, proper housing and feeds management decisions based on the analysis of the many factors relevant to goat husbandry practice by collective investigation with the purpose of initiating discovery based learning in comparative study plots. Supportive trials (drenching/deworming versus none) are established based on community prioritize problems which forms a base to create a learning process in FFS through which farmers test, monitor and evaluate new ideas, technologies or innovations for improving productivity of farming systems.

Ballot box test tools used in FFS for participant evaluation by facilitator which help to find out gaps in knowledge at the start of the FFS.

c. Field day

FFS Field Day is a ceremony organized at the end of FFS to share the learnings gained by participants through experiential and discovery based activities of goat husbandry and other relevant information obtained from research. This is a platform for advocacy of FFS approach.

Major course contents

a. Green forage/fodder production and utilization (seasonal, perennial, shrubs, fodder trees)
b. Forage conservation (hay and silage making)
c. Goat shed/ pen improvement and manure management
d. Biosecurity management (including disinfection of goat pen/ shed)
e. Role of different feed nutrients and deficiency symptoms/ signs
f. Preparation of low-cost feed from locally available feed ingredients for goats
g. Feeding of goat kids

h. Feeding of pregnant does
i. Feeding of breeding bucks
j. Supplementary feeding of does before breeding (flushing)
k. Supplementary feeding of does at advance stage of pregnancy (steaming up)
l. UMMB preparation and use
m. Suitable breeds of goats
n. Selection and breeding of goats for genetic improvement
o. Care and management of newly born kids
p. Major common infectious diseases of goats (PPR)
q. Vaccination against PPR disease in goat
r. Internal and external parasite control in goats

Lessons learned

- Farmers were able to learn new technologies and practices and results were encouraging for adoption of improved practices including climate smart technology adoption as the facilitators were from the same community.
- Local level farmer facilitators with technical back up from technicians and cluster technical specialists played important role to enhance quality of FFSs and also to implement smoothly during pandemic of COVID-19.
- Control versus treatments animal for the study selected from different households to avoid the same mangement.
- It was possible to continue and complete FFS even during COVID-19 crisis adopting alternative approach.
- Contingency budget plan should be there in FFS norms as it was required to procure mask, soap and sanitizer to run FFS during COVID period.

Challenges faced

- In some places, it was difficult to find similar goats of the same age and physiological conditions for the comparative trials.
- It was difficult to continue and complete FFS during COVID-19 crisis.

4. Farmer Field School on Poultry Production

Introduction:
FFS is a platform that provides farmers an opportunity to systematic learn and achieve better control over the conditions that farmers face every day in their lives. It applies learner-centred discovery-based learning approach with unique curriculum and proceedings. All learning activates in FFS apply experiential learning. Its design and implementation is influenced by principles of empowerment. FFS is learning venue for farmers through interactive discussion among themselves, which enable farmers to enhance their observations, research and communication skills. Learning sessions of FFS remain linked to the actual poultry shed or grazing area field situation and relevant to the local community conditions. As a result of that FFS curriculum tailored according to the need so that it serves the interest of farmers makes it easy to adapt to local field condition and seasons. About 25-30 farmers meet regularly at a specific location in a define periodic interval (e.g., fortnightly in back yard poultry farming FFS) in the field, conduct poultry - ecosystem analysis (PESA) in FFS. Similarly, participants discuss the concurrent issues of the local poultry shed conditions, make their management decisions and apply it to their situations. In this way, FFS helps to empower school participants through collective actions.

In a FFS approach, farmers are treated as an active actor rather than a passive recipient. Farmers actively participate at each stage of learning in the school right from its beginning by planning, curriculum development and establishment of FFS to its end by celebration of field day for dissemination of learning and outcomes. FFS sessions are carried out by farmers themselves rather than by facilitators. Field school facilitators only administer the field issues and learning than teaching lessons or giving lectures. In a need basis, outside subject matter specialists are invited to deal in special issues. These features of FFS in field school proceedings. FFS fosters learning with intention that serves the interest of farmers whereby participants can increase their control over technologies and ultimately on the issues affecting their livelihoods.

Principles of Field School
FFS approach are focused on people development. It brings farmers together for themselves to assess their problems and seek ways of addressing them. FFS improves farmers' technical skills, boost self-confidence and enhance recognition from their communities. The learnings in the FFSs are based on the following principles:

- Discovery-based learning by doing is better than hearing or seeing;
- Experiences are the beginning of all learning;
- The poultry farm/poultry shed is the classroom;
- The topics in the farmer field school should be linked to the actual field situation;
- Farmers become experts;
- Farmers are the decision-makers.

Main features of crop production FFS

- Farmers' needs define and drive FFS.
- Farmers' local knowledge co-produces and co-creates new knowledge, science and public services [i.e., extension] alongside science-based knowledge.
- The learning process and knowledge generation are central to FFS:
    - FFS are based on fields through which to learn and experiment;
    - structured hands-on, experiential learning is primarily used;
    - adult learning cycles emphasize observation, critical analysis, sharing and debate, conclusion/decision and implementation to enhance knowledge and decision-making skills that combine local and science-based knowledge;
    - learning is a continuous process–regular meetings are held at critical crop growth and development stages of poultry birds to correspond to the decision-making of farmers;
    - the practical and critical development of skills and competences is the main focus;
    - diversity in age, gender and experience enriches FFS when all are involved in production.

- Building trust and strengthening groups in order to develop:
  - critical analysis skills;
  - feedback and evaluation skills;
  - planning skills;
  - basics of group work and collaboration (group dynamics exercises).
- Facilitation of the learning process: competent master trainers and facilitators (technical, methodological and organizational skills).
- Situation/location-specific activities, i.e., locally appropriate learning curriculum.

Stages of FFS

a. Preparatory and Planning of FFS

During the preparatory stage, three meetings have to organize by the facilitators with potential participants and stakeholders in the area are conducted. These meetings are conducted in the selected site/field in order to inform, introduce and collect information for successful implementation and completion of FFS. In FANSEP only two preparatory meeting were done as the purposive group were already identified and formed by the project. During these preparatory meetings, the program objectives are introduced, farmer participants are selected and a site and animals are chosen. The meeting will be useful to get commitments of the different agencies and the participants as well as in defining their respective roles and responsibilities.

b. Technical sessions

A total of 18 technical sessions were conducted by two trained farmer facilitators, normally 4-5 hours per day session fortnightly interval. Curriculum and lesson plans are prepared for each day sessions in advance by facilitators. There are 4 special topics/ classes are allocated for each FFS.

With a set guidelines, the participants, new Hampshire or Black Australorp or Giriraja breed of the same growth stage poultry birds are selected for chicks to chicks cycle FFS with the help of farmer facilitators (it can be eggs to eggs cycle FFS as well). Practices of activities performed/ existing practices at different growth stages is prepared with the consensus of participants during third preparatory meeting. It was the guiding activities to be carried out in **Existing Practice** poultry farming of mandatory comparative study, whereas **Improved Practice** include the recommended practices of poultry farming in the FFS. Prescribed schedules and norms are followed to conduct FFS. Participating farmers perform poultry ecosystem analysis (PESA) which is a farmer's tool for decision making to make healthy, proper housing and feed management decisions based on the analysis of the many factors relevant to backyard poultry husbandry practices by collective investigation with the purpose of initiating discovery based learning in comparative study plots. Supportive trials (deworming, selection of hatching eggs versus none) are established based on community prioritize problems which forms a base to create a learning process in FFS through which farmers test, monitor and evaluate new ideas, technologies or innovations for improving productivity of farming systems.

Ballot box test tools used in FFS for participant evaluation by facilitator which help to find out gaps in knowledge at the start of the FFS.

c. Field day

FFS Field Day is a ceremony organized at the end of FFS to share the learnings gained by participants through experiential and discovery based activities and other relevant information obtained from research. This is a platform for advocacy of FFS approach.

Major course contents

a) Poultry coop/ pen construction (floor space, ventilation, litter management, prevention from extreme weather and predation) for chicks, grower and layers
b) Brooding management of chicks (0-8 weeks)
c) Management of grower birds (9-16 weeks)
d) Management of layers (17-72 weeks)

e) Preparation of low-cost feed from locally available feed ingredients for chicks, grower and layers
f) Feeding of different age groups of animals/ birds; calves, kids, hogget, heifers, pregnant does, pregnant cows, breeding bucks, bulls, chicks, growers and laying birds.
g) Supplementary feeding of layers (mineral and vitamin supplementation)
h) Feeding succulent green to poultry birds
i) Monitoring growth of chicks and growers, selection and culling of laying birds.
j) Suitable breeds of backyard poultry (New Hampshire, Black Austrlorp and Giriraja)
k) Selection of hatching eggs, incubation of hatching eggs,
l) Common major infectious diseases and parasites in poultry birds (Ranikhet, bird flu, fowl pox, gumboro, external and internal parasites)
m) Role of different feed nutrients and deficiency symptoms in poultry birds
n) Vaccination and deworming schedule of poultry
o) Biosecurity management (disposal of dead poultry birds, disinfection of poultry pen etc.)

Lessons learned

- Farmers were able to learn new technologies and practices and results were encouraging for adoption of improved practices including climate smart technology adoption as the facilitators were from the same community.
- Local level farmer facilitators with technical back up from technicians and cluster technical specialists played important role to enhance quality of FFSs and also to implement smoothly during pandemic of COVID-19.
- Control versus treatment poultry birds for the study should be selected from different households.
- There are certain community in terai where poultry rearing is culturally not accepted.
- It was possible to continue and complete FFS even during COVID-19 crisis adopting alternative approach.
- Contingency budget plan should be there in FFS norms as it was required to procure mask, soap and sanitizer to run FFS during COVID period.

Challenges faced

- There are certain community in terai where poultry rearing is restricted as a result of that poultry FFS was difficult to establish
- It was difficult to continue and complete FFS during COVID-19 crisis.

5. Farm Business School

Introduction:
Farm Business School (FBS) is a venue of learning designed to help smallholder farmers produce for the market and to make their farms work profitably. FBS brings farmers together to carry out collective and collaborative action to address farm business and marketing problems and opportunities. FBS provides a forum for sharing knowledge between farmers through discussion, practical exercises and self-study. FBS helps farmers learn how to make their farming enterprises and overall farm operations profitable. It enables farmers to learn and improve their knowledge, change their attitudes and enhance their skills needed for farm business-while working on their own farms. FBS is not intended to teach farmers how to produce crops or manage livestock. It is assumed that they will already have this knowledge. It is not a set of lectures. Exchanges of information and knowledge are facilitated through the meetings/sessions, with observations, dialogues, practical exercises and discussions.

Concept:
Farm Business School (FBS) operates at field level. The aim is to build farmer capacity in entrepreneurial and management skills. It does this through a 'learning-by doing' approach. It enables farmers to learn and improve their knowledge, change their attitudes and enhance their skills toward improved farm business-while working on their own farms. Trained technicians and lead farmers are trained as facilitators. They organize seasonal farm business schools, where farmers work in small groups at their own agreed time and duration. The materials for the FBS are specially designed to work with limited resources. Participants need to be FFS (crop or livestock) graduates and basically literate and numerate., but they do not have had any significant formal education. The manual provides step-by-step guidelines that take the facilitator and the farmers through the basics of farm business management-following the production patterns *(based on Farm Business Cycle)* of their own particular farms.
To increase income by taking advantage of market opportunities requires farmers to become better decision-makers and better at competing. Farm business management skills and knowledge is recognized as important for farmers to effectively respond to present day farming challenges. Farm management advice helps farmers to make the right choice between crop and/or livestock enterprises according to individual levels of financial, labour and land endowments and at their level of risk adversity. A unique characteristics of the farm business school is that learning takes place at farm level through schools set up in the individual communities. Learning about business occurs in the farmers' own environment where they work in small groups at their own pace. The FBS programme takes the school to the farmers.

Process:
FBS applies learner-centred discovery-based learning approach with unique curriculum and proceedings. All learning activates in FBS apply experiential learning. Its design and implementation is influenced by principles of empowerment. FBS is learning venue for farmers through interactive discussion among themselves, which enable farmers to enhance their observations, research and communication skills. Learning sessions of FBS remain linked to the actual field situation and relevant to the local field conditions. As a result of that FBS curriculum tailored according to the need so that it serves the interest of farmers makes it easy to adapt to local field conditions. Three preparatory meetings are organized to ensure cooperation from different agencies and stakeholders. Some exercises on resource mapping, gender & social analysis, preparation of calendar on the relationship of season with FBS and selection of participants for FBS are carried out. 27 meeting sessions and one field day with closing ceremony are conducted during the FBS. Selected 25 farmer participants meet regularly at a specific location in a define periodic interval e.g., either daily for a first 13 days of technical sessions. Remaining sessions for weekly or define interval according to selected agricultural enterprises in the field and or market, develop and learn business plan & maintain farm records, manage post-harvest activities and to establish market linkage with traders. Participants discuss the concurrent issues of the local field/market conditions, make their management decisions and apply it to their

situations. In this way, FBS helps to empower participants through collective and collaborative actions.

In FBS approach, farmers are treated as an active actor rather than a passive recipient. Farmers actively participate at each stage of learning in the school right from its beginning by planning, curriculum development and establishment of FBS to its end by celebration of field day for dissemination of learning and outcomes. FBS sessions are carried out by farmers themselves rather than by facilitators. FBS facilitators only administer the field issues and learning than teaching lessons or giving lectures. In a need basis, outside subject matter specialists are invited to deal in special issues. FBS fosters learning with intention that serves the interest of farmers whereby participants can increase their control over resources and ultimately on the issues affecting their livelihoods.

Principles of Farm Business School

FBS approach are focused on people development to maintain profitable farm business with proper farm business planning, executing planned activities by optimizing resources, monitoring farms, bench marking with other entrepreneurs and improving own farm activities, keeping farm records of enterprises. It brings farmers together for themselves to assess their problems and seek ways of addressing them. FBS improves farmers' farm management and marketing skills, boost self-confidence and enhance recognition from their communities. The learnings in the FBS approach are based on the following principles:

- Reflection and sharing- The participants in the FBS reflect on the topic, share experience, knowledge and understanding on the subject. It begins with what the participants know. *(Experiences are the beginning of all learning)*;
- Generating new knowledge- Here new knowledge is created based on existing capacity and exchanges plus new concepts derived from the FBS. *(Discovery-based learning by doing is better than hearing or seeing);*
- Motivating innovation and creativity- The new knowledge and insights help the participants to interact, to develop new ideas from old ones and to create completely new ideas. *(Farmers/entrepreneurs become experts);*
- Farm site, agricultural field and markets are the learning place for FBS *(learning takes place in local environment)*;
- The topics in the FBS should be linked to the actual farm production and the market situation *(learning takes place in the local situation)* ;
- Farmers/ entrepreneurs are the decision-makers *(learners are the key decision makers).*

Approach to Learning in FBS:

The FBS learning process closely adheres to the participatory mutual training and learning approach. This approach is a group process that facilitates training and learning among adults. The participants learn by doing and through sharing their knowledge and experiences. The process involves the participation of people with common interest and purpose. There are no instructors of teachers, but only facilitators. The participants mainly learn from each other. The learning moves from the known to unknown, from the easy to the difficult and from the simple to the complex. It is guided by a curriculum that facilitates learning. The training and learning is organized and structured. The FBS requires a facilitator and structured modules to guide and support the group training and learning process. Through the process, the participants generate new practical knowledge and ideas, they learn what to do, how to do it, the cost involved, the potential problems to be confronted and the benefits it will bring. The participatory mutual training and learning approach enables the participants to learn from each other.

The farm business school differs from conventional farm management approaches, which are tool-based methods and dependent on the availability of data. The FBS approach is 'entrepreneurial', and relies on simpler decision support tools, checklists and strategic questions. It is based on the experiences of the participants on their own farms. Discussion, practical exercises and self-study

enable farmer participants to share ideas, offer advice, experiment and formulate opinions on whether a practice will work on their farm.
It is all about building capacity among the farmers: The learning generated is consolidated and reinforced through action-that is, through implementing what they have learned on their own farms. The essence and the dynamics of this approach to learning are captured in the experimental learning model set out in the manual.

Main features of FBS

- Farmers'/ entrepreneurs needs define and drive FBS.
- Farmers' local knowledge co-produces and co-creates new knowledge, science and public services [i.e., extension] alongside farm management-based knowledge.
- The learning process and knowledge generation are central to FBS:
  - FBS are based on their priority commodity/enterprise with market focus which to learn and experiment;
  - structured hands-on, experiential learning is primarily used;
  - adult learning cycles emphasize observation, critical analysis, sharing and debate, conclusion/decision and implementation to enhance knowledge and decision-making skills that combine local and farm management-based knowledge;
  - learning is a continuous process–regular meetings are held at farm business cycle to correspond to the decision-making of farmers;
  - the practical and critical development of skills and competences is the main focus;
  - diversity in age, gender and experience enriches FBS when all are involved in production and business.
- Building trust and strengthening groups in order to develop:
  - Preparing farm business plan, enterprise profitability analysis and farm record keeping skills;
  - feedback and evaluation skills;
  - monitoring and bench marking skills of the farm;
  - basics of group work and collaboration (group dynamics exercises).
- Facilitation of the learning process: competent master trainers and facilitators (technical, methodological and organizational skills).
- Situation/location-specific activities, i.e., locally appropriate learning curriculum.

Stages of FBS

a. Preparatory and Planning of FFS

During the preparatory stage, three meetings have to organize by the facilitators with potential participants and stakeholders in the area are conducted. These meetings are conducted in the selected site/field in order to inform, introduce and collect information for successful implementation and completion of FBS. During these preparatory meetings, the program objectives are introduced, farmer participants are selected and a commodity enterprises are chosen. The meeting will be useful to get commitments of the different agencies and the participants as well as in defining their respective roles and responsibilities.

b. Technical sessions

A total of 27 technical sessions were conducted by two trained farmer facilitators, normally 4-5 hours per day session13 sessions pre-season in class room and 10 sessions during season and 4 after season in field depending upon commodity. The first 13 technical sessions were regularly (without an interval) and 14 sessions according to types of commodity interval was for a week. Curriculum and lesson plans are prepared for each day sessions in advance by facilitators. There are 6 special topics/ classes are allocated for each FBS.

With a set guidelines participants and agricultural commodity is selected for FBS with the help of farmer facilitators. Lesson plans are prepared with the consensus of participants during third preparatory meeting which is the guiding activities to be carried out in FBS. Prescribed schedules and norms are followed to conduct FBS. Participating farmers perform with farm business cycle based on Ramlal's story which is a farmer's tool for decision making to make

sound farm management decisions based on the analysis of the many factors relevant to commodity and market linkage status by collective investigation with the purpose of initiating discovery based learning in identified agricultural enterprises activities. Farm business plans are prepared, farm records are kept and post-harvest management activities are performed on selected enterprises. Similarly, group purchasing of inputs and marketing of produces are planned based on community prioritized problems which forms a base to create a learning process in FBS through which farmers test, monitor and evaluate new ideas, farm management skills or innovations for improving profitability of farming business.

Pre-test and post-test are conducted in FBS for evaluation of participants by facilitator which help to find out gaps in knowledge at the start and performance level at the end of the FBS.

c. Field day

FBS Field Day is a ceremony organized at the end of FBS to share the learnings gained by participants through experiential and discovery based activities and other relevant information obtained from research from enterprises. During the field day, farmers, entrepreneurs, traders and relevant stakeholders are invited. This is a platform for advocacy of FBS approach.

Major course contents of FBS

a. Introduction to Farm Business School, its objectives and importance
b. Farm business cycle and Ram Lal's Story
c. Important aspects of farm business
d. Variable and fixed costs
e. Agri. market, market information and prices of agri. produces
f. Market survey
g. Assessment of farm enterprise profitability, break-even point and depreciation
h. Selection of enterprises and identification of service providers
i. Understanding of farm business, goals and strategies
j. Components and preparation of farm business plan
k. Cash flow in farm business
l. Risk in farm business and risk management
m. Environment and Social Safe guard measures
n. preparation of farm business plan for matching grant
o. Farm business records and record keeping
p. Group saving mobilization
q. Productive alliance for market linkage, markets and marketing of agri. produces
r. Contract farming
s. Bench marking for farm business and characteristics of successful entrepreneur
t. Post-harvest management of agri. produces
u. Post-harvest management of agri. produces (harvesting, cleaning, sorting, grading, packaging and safe transportation)
v. Agricultural value chains, value addition and multi-stakeholders' dialogue platform

Lessons learned

- Farmers were able to learn identify new agricultural enterprises and practices and results were encouraging to establish market linkage, profitable farm business by adopting of improved farm management and marketing practices including climate smart technology adoption.
- Local level farmer facilitators with technical back up from technicians and cluster technical officers played important role to enhance quality of FBS.

- Use of technicians to conduct FBS was balancing social mobilization related tasks and working as FBS facilitators by the field level technicians (in a situation where there are no ready to use FBS facilitators).

Challenges faced

- It was difficult to manage recommended (literate and numerate) types FBS participants from a single producer group and needed to accommodate participants from 2-3 producer groups.

6. Nutrition Field School

Introduction:
Nutrition field school (NFS) is a platform that provides community member an opportunity to learn and achieve better control over the health, nutrition and behaviour change that participants face every day in their lives. Its design and implementation is influenced by principles of nutrition security of Golden 1000-days mothers. The NFS is learning venue for participants through interactive discussion among themselves, which enable them to enhance their observations, research and communication skills. Learning sessions of NFS remain linked to the actual local health and nutrition situation and relevant to the local needs and conditions. As a result of that NFS curriculum tailored according to the need so that it serves the interest of participating community member makes it easy to adapt to local situations. About 25- 30 community golden 1000-days mothers meet regularly at a specific location for two years in an interval of one month) in a community center, conduct nutrition ecosystem analysis (NESA) in NFS. Similarly, participants discuss the concurrent issues of the local health, nutrition and behaviour change messages, make their management decisions and apply it to their situations. In this way, NFS helps to empower participants through collective actions.
In NFS, participants are treated as an active actor rather than a passive recipient. Participants actively participate at each activities of learning in NFS right from its beginning by planning, curriculum development and establishment of field school to its end by celebration of field day for dissemination of learning and findings. Field school sessions are carried out by participants themselves rather than by NFS facilitators. Facilitators only administer the field school issues and learning than teaching lessons or giving lectures. As and when required basis, outside experts are invited to deal in special issues. These features of field school in field school proceedings. NFS fosters learning with intention that serves the interest of participants whereby participants can enhance their knowledge and skills over health and nutrition related improved practices/ technologies, behaviour change messages and fietary diversification, their local system and ultimately on the issues affecting their livelihoods.

Principles of Nutrition Field School
NFS approach are focused on women, children and adolescent girls development and empowerment. It brings community people together for themselves to assess their problems and seek ways of addressing them. NFS improves community people's technical knowledge and skills, awareness, boost self-confidence and enhance recognition from their communities. The learnings in NFS are based on the following principles:

- Discovery-based learning by doing is better than hearing or seeing;
- Experiences are the beginning of all learning;
- The class rooms for NFS;
- Golden 1000-days women, children attend the NFS class;
- Community people, thousand golden days' women, children and adolescent's girls, should be linked to the health, nutrition and BCC in real life situation;
- NFS participants become experts;
- NFS participants are the decision-makers.

Main features of NFS

- Women children and adolescent girls needs define and drive NFS;
- Participants' local knowledge co-produces and co-creates new knowledge alongside science-based knowledge.
- The learning process and knowledge generation are central to NFS:
    - NFS are based on community members' health sanitation, nutrition, and behaviour change aspects through which to learn and experiment;
    - structured hands-on, experiential learning is primarily used;
    - adult learning cycles emphasize observation, critical analysis, sharing and debate, conclusion/decision and implementation to enhance knowledge and decision-making skills that combine local and science-based knowledge;

  - learning is a continuous process–regular monthly meetings are held at decision-making process of the community;
  - the practical skills of anthropometry, food diversity including health, hygiene are the main focus;
  - diversity in age and experience enriches NFS when all are involved in health hygiene, food diversity and behaviour change.
- Building trust and strengthening groups in order to develop:
  - critical analysis skills;
  - feedback and evaluation skills;
  - planning skills;
  - basics of group work and collaboration (group dynamics exercises).
- Facilitation of the learning process: competent NFS facilitators (technical, methodological and organizational skills).
- Situation/community location-specific activities, i.e., locally appropriate learning curriculum.

Stages of NFS

a. Preparatory and Planning of NFS

During the preparatory stage, three meetings have to organize by the facilitators with potential participants and stakeholders in the community are conducted. These meetings are conducted in the selected community in order to inform, introduce and collect information for successful implementation and completion of NFS. During these preparatory meetings, the program objectives are introduced, community golden 1000-days women, pregnant and lactating women participants are selected and a meeting venue is chosen. The meeting will be useful to get commitments of the different agencies and the participants as well as in defining their respective roles and responsibilities.

b. Technical sessions

A total of 24 technical sessions were conducted by two trained NFS facilitators, normally 4-5 hours per day session at an interval of one month. Curriculum and lesson plans are prepared for each day sessions in advance by facilitators. There are 8 special topics/ classes are allocated for each NFS.

With a set guidelines NFS participants are selected with the help of NFS facilitators. Participating women perform Nutrition ecosystem analysis (NESA) which is a tool for decision making to make sound and health growth and development. NESA decisions are based on the analysis of the many factors growth, weight, upper arm measurement of children relevant to collective investigation with the purpose of initiating discovery based learning in comparative study groups. Anthropometry study of 20 children which included 10 from the school and 10 from outside the school are performed in NESA as mandatory study. Supportive trials are established based on community prioritized problems which forms a base to create a learning process in NFS through which participants test, monitor and evaluate new ideas, technologies or innovations for improving health, nutrition and behaviour changes of the community.

Ballot box test tools used in NFS for participant evaluation by facilitator which help to find out gaps in knowledge at the start of the NFS.

c. Field day

NFS Field Day is a ceremony organized at the end of NFS to share the learnings gained by participants through experiential and discovery based activities and nutrition corner including other relevant information obtained from research. This is a platform for advocacy of NFS approach.

Major course content

a) Basic concept of health and nutritional research;
b) Nutritional status;
c) Food availability, processing and storage;
d) Food habit and its management;

e) Healthy recommended foods;
f) Local nutritious foods and its promotion;
g) Health care and management including health post visits and administration of vaccines;
h) Importance of home nutrition garden;
i) Nutrition requirements for women, children and adolescents;
j) Social taboo and behavior change.

Lesson learned

- Participants were able to learn new technologies and practices including behaviour change and results were encouraging for technology adoption as the facilitators were from the same community.
- Trained local level mothers group as NFS facilitators with technical back up from project facilitators and Nutrition cum BCC specialists played important role to enhance quality of NFSs and also to implement smoothly during pandemic of COVID-19.
- Extra meeting rooms and lunch pack are needed for children while conducting the NFS sessions.
- The duration of NFS could be reduced to one year from 2 years by decreasing school day monthly interval to fortnightly.
- It was possible to continue and complete NFS even during COVID-19 crisis adopting alternative approach.
- Contingency budget plan should be there in NFS norms as it was required to procure mask, soap and sanitizer to run NFS during COVID period.

Challenges faced

- It was difficult to continue and complete NFS during COVID-19 crisis.
- Initially, it was a difficult task to bring out the pregnant, adolescent girls attend NFS in terai without consent of the seniors of households.

Annexes 2

FFS effectiveness survey for Questionnaire FFS participants

उत्तरदातालाई पढ्ने सुनाउनुहोस्: नमस्ते ! मेरो नाम ..... हो । आज म खाद्य तथा पोषण सुरक्षा सुधार आयोजनाद्वारा संचालित पाठशालाको प्रभावकारिता अध्ययन सर्वेक्षण गर्न आएको हुँ । म तपाईलाई पाठशाला सँग सम्बन्धित केहि प्रश्नहरु सोध्न गैरहेको छु । यो अन्तरवार्ताको लागि लगभग ४५ मिनेट जति समय लाग्नेछ । तपाईले दिनु भएका जानकारीहरु पुर्णरुपमा गोप्य राखिनेछन् । तपाईको कुनै पनि व्यक्तिगत परिचय दिने जानकारीहरु खाद्य तथा पोषण सुरक्षा सुधार आयोजना टीम बाहेक अरुलाई थाहा दिईने छैन । तपाईले दिनुभएको उत्तरको कुनै अडियो वा भिडीयो रेकर्ड गरिने छैन । यी प्रश्नहरुको जवाफ दिंदा तपाई वा तपाईको परिवारलाई कुनै हानि हुने छैन । यो अध्ययनमा सहभागि हुने वा नहुने तपाईको स्वेच्छाको कुरा हो । तपाईले चाहनु भयो भने कुनै पनि समयमा यो अन्तरवार्ता टुङ्ग्याउन सक्नुहुनेछ । यस सर्वेक्षणको बारेमा यदि तपाईलाई कुनै थप जानकारीहरु चाहिएमा तपाईले श्री रुद्र प्रसाद पौडेल (सम्पर्क नम्बर ९८५८०२७५८३) लाई सम्पर्क गर्न सक्नु हुनेछ ।

G.1. Do you consent to participate in this survey?

a. Yes
b. No

G.1. के तपाई यस अध्ययनमा सहभागि हुन चाहनु हुन्छ ?

चाहन्छु 1

चाहन्न ..... 2 ⟶ *अन्तरवार्ता टुंग्याउने ।*

SECTION A: HOUSEHOLD IDENTIFICATION

खण्ड १ घरधुरी पहिचान

A1. Location

A1. स्थान

A1.1 District:

A1.1 जिल्ला

A1.2 Rural municipalities:

A1.2 गाउँपालिकाको नाम

A1.3 Ward number:

A1.3 वडा नं

A1.4 Tole/Settlement

A1.4 टोल/वस्तिको नाम

A2. Name of the enumerator

A2. सूचना संकलकको नाम

SECTION B: RESPONDENT IDENTIFICATION

खण्ड B उत्तरदाताको पहिचान

B.1: Name of the respondent

B.1 उत्तरदाताको नाम

B.2: Is the respondent the household head?

B.2: के उत्तरदाता (तपाई) घरमुली हो ?

B.3: Age of the respondent (in Years)?

B.3: तपाईं कति वर्ष पुरा हुनु भयो ? पुरा भएको उमेर अंकमा लेख्नुहोस् ।

B.4: Gender of the respondent?

1=Male

2=Female

3=Third Gender

B.4: उत्तरदाताको लिंग

1 = पुरुष

2 = महिला

3 = तेश्रो लिङ्गी

B.5: What is the Marital Status of respondent?

1 = Unmarried
2= Currently married
3 = Widowed
4 = Divorced/ separated

B.5: उत्तरदाताको हालको वैवाहिक स्थिति के हो ?

1 = अविवाहित
2 = हाल विवाहित
3 = विदुर/विधवा
4 = पारपाचुके/छुट्टिएको

B.6: What is the highest level of education of the respondent completed?

Nursery/KG…...0;	Class 1……..…1
Class 2……..…2;	Class 3……..…3
Class 4……..…4;	Class 5……..…5
Class 6……..…6;	Class 7……7
Class 8……..…..…8;	Class 9……..…9
Class 10 (test pass)…..…10;	SLC/SEE……..11
Ten plus 2 or equivalent…12	Bachelor's Degree……13
Master's Degree……14	PhD……15
No Level/Level not clear…..91	
Don't know……98	

B.6: तपाईंले पुरा गर्नु भएको माथिल्लो शैक्षिक तह के हो?

नर्सरी/केजी…..0;	कक्षा १…… 1	• कक्षा २ ……2;
• कक्षा ३ ……3	• …….4;	• कक्षा ५…….5
• कक्षा ६…… 6;	• कक्षा ७…… 7	• कक्षा ८…….8;
• कक्षा ९…….9	• कक्षा १० (टेस्टपास)…..10	•. एस.एल.सी./एसईई……11
• १० जोड २ वा सो सरह ….12	• स्नातक वा सो सरह …….13	• स्नातकोत्तर वा सो सरह 14
• पी.एच.डी……..15	• तह नभएको नखुलेको……91	• थाहा छैन…98

B.7: Landline of mobile phone number of the respondent

B.7: उत्तरदाताको सम्पर्क नं

B.8: How many members does this household have?

B.8: तपाईंको परिवारमा कति जना हुनुहुन्छ ?

B9. Did you participate in any field school conducted by FANSEP?

1= Yes
2= No

End of the survey

B.9: तपाईं खाद्य तथा पोषण सुरक्षा सुधार आयोजना (FANSEP) ले संचालन गरेको पाठशालामा सहभागी हुनुभएको थियो

1= थिएँ
2= थिईन

अन्तरवार्ता टुङ्गाउनुहोस् ।

B10. If yes, what type of farmer field school was that?

1= Crop FFS	Go to section C and end the survey
2= Goat FFS,	Go to section D end the survey
3= Dairy FFS	Go to section E end the survey
4= Poultry FFS	Go to section F end the survey
5= Nutrition Field School (NFS)	Go to section G end the survey
6= Farm Business School (FBS)	Go to section H end the survey

B10. यदि सहभागी हुनुहुन्थ्यो भने कस्तो प्रकारको पाठशालामा सहभागी हुनुभएको थियो

1= कृषक पाठशाला(बाली तथा तरकारी)	खण्ड C मा जानुहोस् र सर्वे सम्पन्न गर्नुहोस्
2=बाख्रापालन पाठशाला	खण्ड D मा जानुहोस् र सर्वे सम्पन्न गर्नुहोस्
3=दुग्ध उत्पादन पाठशाला	खण्ड E मा जानुहोस् र सर्वे सम्पन्न गर्नुहोस्
4= कुखुरापालन पाठशाला	खण्ड F मा जानुहोस् र सर्वे सम्पन्न गर्नुहोस्
5= पोषण पाठशाला	खण्ड G मा जानुहोस् र सर्वे सम्पन्न गर्नुहोस्
6= कृषि व्यवसाय पाठशाला	खण्ड H मा जानुहोस् र सर्वे सम्पन्न गर्नुहोस्

Section C: Crop FFS
खण्ड C वाली पाठशाला

Process
प्रक्रिया

C.1. Name of FFS:

C.1 वाली पाठशालाको नाम

C.2. Name of the crop:

C.2 वालीको नाम

C.3. How many sessions were there in the FFS?

(number of sessions)……

C.3 पाठशालामा जम्माजम्मी कतिवटा सत्र संचालन भएका थिए ? (संचालन भएका सत्रहरुको संख्या उल्लेख गर्नुहोस्)

C.4. On average, how many hours a day did you spend during the FFS Session?

…… in hours

C.4 पाठशालामा सहभागी हुँदाको वखत (सत्र चलेको बखत) दैनिक सरदर कति घण्टा पाठशालामा वस्नुहुन्थ्यो ?

…… घण्टा

C.5. How many preparatory meetings did you conduct in one FFS?

1= one
2= Two
3= Three
4= None
98= Don't know

C.5 एउटा पाठशाला संचालन गर्नको लागि तयारी बैठक कतिपटक वस्नुभयो ?

1= एकपटक
2= दुइपटक
3= तीनपटक
4= तयारी बैठक बसिएन
98= थाहा छैन

C.6. Participant selection and group/subgroup formation are done in which preparatory meeting?

1= First
2= Second
3= Third

4= Don't know

C.6 कुन तयारी बैठकमा पाठशालाका सहभागी एवम् पाठशाला समूह/उपसमूहहरुको चयन गर्ने कार्य सम्पन्न भयो ?

1= पहिलो
2= दोश्रो
3= तेश्रो
98= थाहा छैन

C.7. When selecting a plot for FFS trials, what considerations should we keep in mind?

1= similar soil texture
2= soil having the same productivity
3= land having equal light availability
4= all of them
98 = Don't know

C.7 पाठशालाको दौरान गरिने परिक्षणको लागी जग्गा/प्लटको छनौट गर्दा कुन कुरामा ध्यान दिनु पर्दछ ?

1= एकैनासको भू–बनोट
2= उर्वरा शक्तिको समान स्तर
3= समान रुपमा प्रकाशको उपलव्धता
4 = माथीको सबै
5= थाहा छैन

C.8. Which among the following is the most important criteria for the selection of participant for FFS ?

1= Educated, social activist, leader farmer
2= Activist, leader male farmer only
3= Activist, leader female farmer only
4= Real and interested farmers involved in farming
98= Don't know

C.8 कृषक पाठशालाका सहभागीको छनौटका आधारहरुमा तलका मध्ये कुन महत्वपुर्ण मानिन्छ ?

1= पढेलेखेको टाठा वाठा र समाजसेवी अगुवा कृषक
2= पुरुष समाजसेवी अगुवा कृषक मात्रै
3= महिला समाजसेवी अगुवा कृषक मात्रै
4= खेतीपातीमा संलग्न इच्छुक वास्तविक कृषक
5 = थाहा छैन

C.9. Which of the comparative trial need to be established first?

1= Farmer's practice
2= Improved Practice
98= don't know

C.9 कुनचाहिँ तुलनात्मक परीक्षण पहिले स्थापना गर्नुपर्दछ ?

1= कृषकले गरिरहेको अभ्यास
2= सुधारिएको/उन्नत अभ्यास
98= थाहा छैन

C.10. Was the FFS site convenient for all participants?

1= Yes
2= No

C.10 पाठशाला संचालन भएको स्थान सवैलाई पायक पर्ने थियो ?

1= थियो

2= थिएन

C.11. Were the contents of FFS useful to meet your expectations?

1= Fully

2= Partially

3= Not useful

C.11 पाठशालामा समावेश गरिएका विषयवस्तुले तपाईंका अपेक्षालाई पूरा गर्न उपयोगी रहे ?

1= पूर्ण रुपमा उपयोगी रहे

2= आंशिक रुपमा उपयोगी रहे

3= उपयोगी रहेनन्

C.12. Among the contents covered in FFS, which do you think is the most relevant for you? (Multiple selection)

1= Seed/planting materials selection
2= Nursery management
3= Soil preparation
4= Planting method
5= Method of weeding and hoeing
6= Number and timing of irrigations and irrigation techniques
7= Time and method of harvesting
8= Post-harvest practices
9= Critical growth stages of the crops for various operations,
10= Fertilizer application – dose, method and timing of application
11= Safe and efficient use of safer pesticides
12= Homemade bio/botanical pesticide (Jholmol) preparation and use
13= Identification of beneficial insects and pest management
14= Importance of quality seeds and seed selection
99= Can't Remember

C.12 पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंके विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा सान्दर्भिक लाग्यो

1= वीउ तथा रोपण सामाग्री छनौट

2= नर्सरी व्यवस्थापन

3= माटोको तयारी

4= रोपण विधि

5= गोडमेल हेरचाह विधि

6= सिंचाई गर्ने समय, पटक, तथा विधि

7= वाली कटानको समय तथा विधि

8= उत्पादनोपरान्तका तौरतरिका

9 = वालीवृद्धिका समयमा गरिनुपर्ने महत्वपूर्ण कार्यहरु

10= मलखाद राख्ने समय परिमाण तथा तौरतरिका

11= विषादीहरुको सुरक्षित र प्रभावकारी उपयोग

12= घरेलु जैविक/वानस्पतिक विषादी (झोलमोल) को तयारी तथा प्रयोग

13= मित्रजीवहरुको पहिचान तथा कीट व्यवस्थापन

14= गुणस्तरीय वीउको महत्व र छनौट

99 = याद भएन

C.13. Among the contents covered in FFS, which do you think is the most irrelevant for you? (Multiple selection)

1= Seed/planting materials selection

2= Nursery management
3= Soil preparation
4= Planting method
5= Method of weeding and hoeing
6= Number and timing of irrigations and irrigation techniques
7= Time and method of harvesting
8= Post-harvest practices
9= Critical growth stages of the crops for various operations,
10= Fertilizer application – dose, method and timing of application
11= Safe and efficient use of safer pesticides
12= Homemade bio/botanical pesticide (Jholmol) preparation and use
13= Identification of beneficial insects and pest management
14= Importance of quality seeds and seed selection
99= Can't Remember

C.13 पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंको विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा असान्दर्भिक लाग्यो

1= वीउ तथा रोपण सामाग्री छनौट
2= नर्सरी व्यवस्थापन
3= माटोको तयारी
4= रोपण विधि
5= गोडमेल हेरचाह विधि
6= सिंचाई गर्ने समय, पटक, तथा विधि
7= वाली कटानको समय तथा विधि
8= उत्पादनोपरान्तका तौरतरिका
9 = वालीवृद्धिका समयमा गरिनुपर्ने महत्वपूर्ण कार्यहरु
10= मलखाद राख्ने समय परिमाण तथा तौरतरिका
11= विषादीहरुको सुरक्षित र प्रभावकारी उपयोग
12= घरेलु जैविक/वानस्पतिक विषादी (झोलमोल) को तयारी तथा प्रयोग
13= मित्रजीवहरुको पहिचान तथा कीट व्यवस्थापन
14= गुणस्तरीय वीउको महत्व र छनौट
99 = याद भएन

C.14. In the future, which content/topic do you think to add to the FFS curriculum for making it fruitful? (Open ended)

.....

C.14 तपाईंको विचारमा आगामि दिनमा पाठशाला संचालन गर्दा अहिले समावेश विषयवस्तु बाहेक कुन कुन विषय थप गर्दा पाठशाला अझ उपयोगी हुने लागेको छ ?

.....

C.15. Did the required inputs to run FFS available in time?

1= Received on time with required quantity
2= Received required quantity with delay
3= Didn't receive required quantity

98= Don't know

C.15 पाठशाला संचालनका लागि आवश्यक सामग्रीहरु समयमा नै प्राप्त भएका थिए ?

1= चाहिएको सामग्री समयमा नै प्राप्त भयो
2= चाहिएको सामग्री त आयो तर समयमा आएन
3= चाहिएजति सामग्री आएन
98 = थाहा छैन

C.16. Have you ever noticed the participation of different members of the same household in different sessions of FFS ?

1= Most likely
2= Sometime
2= No

C.16 पाठशाला संचालनका दौरानमा फरकफरम सत्रमा एकैघरका फरकफरक सदस्य सहभागी भएको अवस्था थियो ?

1= प्राय हुन्थ्यो
2= कहिलेकाँही
3= थिएन

Knowledge
ज्ञान

C.17. Which color is indicated in the extremely toxic label of the pesticide?

1= Green
2= Blue
3= Yellow
4= Red

C.17 अत्यन्तै/अत्याधिक खतरा (विषाक्त) विषादीको लेवलमा कुन रंग हुन्छ?

1= हरियो
2= निलो
3= पहेँलो
4= रातो

C.18. Which color is indicated in the slightly toxic label of the pesticide?

1= Green
2= Blue
3= Yellow
4= Red

C.18 गम्भिर खतरा हुने सम्भावना नरहेको (कम खतरनाक) विषादीको लेवलमा कुन रंग हुन्छ?

1= हरियो
2= निलो
3= पहेँलो
4= रातो

C.19. What is meant by quality seeds?

a. Any seed obtained from a dealer
b. Any grains used for planting
c. Genetically pure, fertile, physically healthy, and pest-free seeds
d. Don't know

C.19 गुणस्तरीय वीउ भन्नाले के बुझिन्छ

क) डिलरबाट प्राप्त हुने सबै वीउ
ख) खेती गरिने सवै वीउ
ग) अनुवांशिक शुद्धता उमारशक्ति भएको स्वस्थ किरारहित वीउ
घ) थाहा छैन

C.20. What is the most important task to be done in the panicle initiation stage of wheat?
a. Weed management
b. Nitrogen top dressing
c. Irrigation
d. Don't know

C.20 गहुँमा गाँज देखापर्ने बेलामा गरिनुपर्ने महत्वपूर्ण कार्य के हो
क) गोडमेल
ख) नाईट्रोजन टप ड्रेसिंग
ग) सिंचाई
घ) थाहा छैन

C.21. Which of the following is most important to reduce greenhouse gas emissions from rice farming?
a. Reducing the use of chemical fertilizers
b. Reducing the use of chemical pesticides for crop pest management
c. Cultivating paddy without plowing the field
d. Don't know

C.21 धान खेती गर्दा उत्सर्जन हुने हरितगृह ग्यासलाई कम गर्न तलकामध्ये कुन महत्वपूर्ण कार्य मानिन्छ
क) रासायनिक मलखादको कम प्रयोग
ख) रासायनिक विषादीहरुको कम प्रयोग
ग) खेत नजोतिकन धान खेती
घ) थाहा छैन

C.22. When do we celebrate farmer's day in FFS?
a. Before planting/seeding
b. In-between sessions
c. After harvesting a crop
d. At the end of FFS

C.22 कृषक पाठशाला संचालन गर्दा कुनदिन कृषक दिवस मनाईन्छ
क) रोपण गर्नुभन्दा पहिला
ख) पाठशाला संचालनको वीचमा
ग) वाली भित्र्याएपछि
घ) कृषक पाठशालाको अन्तमा

C.23.

C.23 कृषक पाठशाला दिवसमा के के कुराहरु समाबेश गर्नै पर्छ। (उत्तरदातालाई option नभन्ने, Multiple selection)
क) तुलनात्मक अध्ययनबाट सिकिएका कुराहरु
ख) सहायक परिक्षणका नतिजाहरु
ग) तुलनात्मक बालि पात्रोको प्रस्तुती
घ) लाभ लागतको बिष्लेषण
ङ) पिंजडा र बट्टाका अध्ययनबाटको सिकाई

च) सबै

C.24.

C.24 के गर्दा कृषक दिवसको उदेश्य पुरा भएको मानिन्छ ?

क) साँस्कृतिक कार्यक्रम गरी रमाईलो गरेर

ख) कृषक पाठशालामा सिकेका प्राविधिक ज्ञानहरु अरुहरुलाई जानकारी गराएर

ग) भाषण गरेर

घ) उचित तवरले मञ्चको सजावट गरेर

C.25.

C.25 कृषि पर्यावरण विश्लेषणको लागी तथ्यांक संकलन गर्न कुन वेला अवलोकन गर्नु राम्रो मानिन्छ ?

क) दिउसो १२ वजे पछि

ख) विहान

ग) आफुलाई अनुकुल भएको समयमा

घ) जुनसुकै वेला पनि गर्न सकिन्छ ।

C.26.

C.26 पर्यावरण अवलोकन र प्रस्तुती अभ्यास के प्रष्ट पार्न सहयोगी हुन्छ।

क) खाद्य संजालको सामान्य जानकारी

ख) सजिवहरु बिचको सम्बन्ध

ग) कुनै पनि होईन

घ) क र ख दुबै सहि हो

C.27. Is the FFS approach appropriate for technology dissemination to other farmers like you?

a. Yes
b. No
c. No idea

C.27 अन्य किसानहरुमाझ प्रविधिको विस्तारका लागि कृषक पाठशाला संचालनको दृष्टकोण कत्तिको उपयुक्त हो

क) उपयुक्त हो

ख) होईन

ग) थाहा छैन

C.28. Who were the FFS facilitators?

a. Both were Technicians
b. One Technician and one Farmer facilitator
c. Both were Farmer facilitators
d. Don't know

C.28 कृषक पाठशाला संचालनका सहजकर्ता को थिए

क) दुवै प्राविधिक थिए

ख) एकजना प्राविधिक र एकजना कृषक सहजकर्ता

ग) दुवैजना कृषक सहजकर्ता

घ) थाहा छैन

C.29. If the answer to no. 2 is "b", then,

Whose facilitation skill was relatively better?

a. Technician
b. Farmer facilitators
c. Both (technician and farmer)

d. Don't know

C.29 यदि प्रश्न नं ३।२७ को जवाफ ख भए कसको सहजीकरण तुलनात्मक हिसावले राम्रो थियो

क) प्राविधिकको

ख) कृषक सहजकर्ताको

ग) कृषक सहजकर्ता र प्राविधिक दुवैजनाको

घ) थाहा छैन

C.30. How satisfied were you with the FFS's content delivered by the FFS facilitators?

a. Fully satisfied

b. Partially satisfied

c. Not satisfied

d. Don't know

C.30 सहजकर्ताले सहजीकरण गरेको कुन पाठशालाका विषयवस्तुबाट तपाईं कत्तिको संतुष्ट हुनुभयो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) संतुष्ट हुन सकिएन

घ) थाहा छैन

C.31. How satisfied you were with the demonstrations/examples/group exercises of the FFS done by the FFS facilitators?

a. Fully satisfied

b. Partially satisfied

c. Not satisfied

d. Don't know

C.31 सहजकर्ताले सहजीकरणका दौरान गरेको प्रदर्शन उदाहरण तथा समूह अभ्यासबाट तपाईं कत्तिको संतुष्ट हुनुभयो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) संतुष्ट हुन सकिएन

घ) थाहा छैन

C.32.

C.32 सामान्य रुपमा कृषक पाठशालामा लाभ लागतको हिसाब निकाल्दा के कुरा समाबेश गरिंदैन।

क) औजार उपकरण किनेको खर्च

ख) ज्यामीको खर्च

ग) बिउ, मलखाद र बिषादीको खर्च

C.33.

C.33 कृषक पाठशालाको अन्तिममा वालीको लाभ लागत विश्लेषण गर्नाले के कुराको अवगत हुन्छ

क) उत्पादीत वस्तुको विक्री मुल्य निर्धारण

ग) उत्पादित बस्तुको लागत मुल्य थाहा पाउन

ख) नाफा नोक्सान थाहा पाउन

घ) माथिका सवै

Practice

अभ्यास

C.34. To what extent were the FFS sessions useful to your farming practices?

a. Fully
b. Partially
c. Useful for future

C.34 तपाईले गर्ने खेतीपातीमा कृषक पाठशालाका विषयवस्तुहरुले कत्तिको मद्धत गर्यो
क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) भविष्यमा काम लाग्ला

C.35. Did the FFS help to identify any problems related to disease and pests?
a. Yes
b. No
c. Don't know

C.35 के कृषक पाठशालाका कारण खेतीपातीमा लाग्ने रोगकीराजस्ता समस्या पहिचान गर्न सहयोग पुगेको छ
क) छ
ख) छैन
ग) थाहा छैन

C.36. Did the FFS help to identify critical growth stages of the crop (in which FFS was conducted)?
d. Yes
e. No
f. Don't know

C.36 के कृषक पाठशालाका कारण वालीनालीको वृद्धिको महत्वपूर्ण अवस्था पहिचान गर्न सहयोग पुगेको छ
क) छ
ख) छैन
ग) थाहा छैन

C.37. Did the FFS help reduce pesticide use in your farming?
a. Yes
b. No

C.37 के कृषक पाठशालाका कारण वालीनाली प्रयोग गरिने विषादीको मात्रा घटाउन सहयोग पुगेको छ
क) छ
ख) छैन

C.38. Did the FFS help to have better fertilizer application (e.g. increasing the number of topdressing) ?
a. Yes
b. No

C.38 के कृषक पाठशालाका कारण वालीनालीमा मलखादको उचित प्रयोग गर्न सहयोग पुगेको छ
क) छ
ख) छैन
ग) थाहा छैन

C.39. Was the FFS useful for team building or group mobilization?
a. Fully
b. Partially

C. Useful for future

d. Not useful

C.39 कृषक पाठशालाका समूह निर्माण गर्न तथा परिचालन गर्न कत्तिको सहयोग पुगेको छ

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.40. Was the dissemination of FFS learnings through field day helpful?

a. Yes

b. Somehow

c. No idea

C.40 कृषक पाठशालाका सिकाईलाई सबैलाई सुसूचित गर्न कृषक दिवस कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) थाहा छैन

C.41. Do you share FFS learning with your neighbors (outside the participants of FFS)?

a. Regularly

b. Sometimes

c. Never

C.41 कृषक पाठशालाबाट सिकेको सीप अन्य छिमेकीहरुलाई पनि सिकाउनुहुन्छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) अहँ सिकाउँदिन

C.42. How often do you discuss the technologies and practices among the FFS participants after FFS?

a. Always

b. Sometimes

c. Never

C.42 कृषक पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे समूह सदस्यहरुवीच कत्तिको छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.43. Did you adopt any new variety as a result of FFS?

a. Yes

b. No

C.43 के तपाईंले कृषक पाठशालामा सिकेको कारणले कुनै नयाँ प्रकारको वाली प्रयोग गर्नुभयो

क) गरेँ

ख) गरिनँ

C.44. If yes, mention the name of the crop and variety

a. Name of the crop:

b. Name of the variety:

C.44 यदि प्रयोग गरेको भए वाली र जात उल्लेख गर्नुहोस्

क) वालीको नाम ……..

ख) जात ……

C.45. Did you adopt any new practice/Technology as a result of FFS?

a. Yes
b. No

C.45 के तपाईंले कृषक पाठशालामा सिकेको कारणले कुनै नयाँ अभ्यास वा प्रविधि प्रयोग गर्नुभयो

क) गरेँ

ख) गरिनँ

C.46. If yes, mention the name of that technology/practices (Multiple selection)

a) Mulching
b) Use of botanical pesticides
c) Alternative pest control like the use of pheromone traps, light, traps, etc.
d) Change in top dressing frequency
e) Use of drought/flood tolerant varieties
f) Cattle shed improvement
g) Farm yard manure improvement
h) Use of cattle urine

C.47 यदि प्रयोग गरेको भए प्रविधि र अभ्यास उल्लेख गर्नुहोस्।

क) मल्चिंग

ख) जैविक विषादीको प्रयोग

ग) किरा नियन्त्रणका बैकल्पिक विधिहरु जस्तै फेरोमेन ट्रयाप, लाईट ट्रयाप आदि

घ) टप ड्रेसिंगको तरिका र समय

ङ) सुखा खडेरी तथा वाढी सहने जातको प्रयोग

च) गोठ सुधार

छ) भकारो सुधार

च) वस्तुभाउको मूत्र प्रयोग

Section D: LIVESTOCK-GOAT FFS
खण्ड ४ बाख्रापालन पाठशाला

Process
प्रक्रिया

C.47. Name of FFS:

४।१ पाठशालाको नाम

C.48. How many sessions were there in the FFS?
(number of sessions) ……

४।२ पाठशालामा जम्माजम्मी कतिवटा सत्रहरु संचालन भएका थिए

संचालन भएका सत्रहरुको संख्या उल्लेख गर्नुहोस्

C.49. On average, how many hours a day did you spend during the FFS?

…… in hours

४।३ पाठशालामा सहभागी हुँदाको दिनमा सरदर कति घण्टा वस्नुहुन्थ्यो ?

…… घण्टा

C.50. How many preparatory meetings did you conduct in one FFS?

a. 1
b. 2
c. 3
d. None

४।४ एउटा पाठशाला संचालन गर्नको लागि तयारी बैठक कतिपटक वस्नुभयो

क १
ख २
ग ३
घ ४

C.51. Participant selection and group/subgroup formation are done in which preparatory meeting?

a. First
b. Second
c. Third
d. Don't know

४।५ कुन तयारी बैठकमा सहभागी एवम् समूह उपसमूहहरुको चयन गर्ने कार्य सम्पन्न भयो

क पहिलो
ख दोश्रो
ग तेश्रो
घ थाहा छैन

C.52. Was the time allocated for each FFS session sufficient to deal with the planned contents of the session?

a. Yes
b. No

४।६ के पाठशालाको सत्रका लागि निर्धारित विषयवस्तु अनुसार तय गरिएको समय पर्याप्त थियो

क) थियो
ख) थिएन

C.53. Was the 2-week interval of FFS and total duration reasonable in terms of learning new knowledge and skills?

c. Yes
d. No

४।७ के नयाँ ज्ञान तथा सीप हासिल गर्न दुई दुई हप्ताको अन्तरालमा संचालन हुने पाठशाला र तय गरिएको कुल पाठशाला अवधि उपयुक्त थियो

क (थियो

ख (थिएन

C.54. If not, what would be the best time interval in your opinion?

In days….

यदि थिएन भने तपाईंको विचारमा कस्तो अन्तरालमा संचालन हुँदा उपयुक्त हुन्छ

दिन ……..

C.55. Did the facilitators adhere to the session plan or training schedule as per the manual?

a. Yes, fully
b. Partially
c. Not at all

के सहजकर्ताले तालिम संचालन निर्देशिका अनुसार नै सत्र योजना र तालिमको तालिका मिलाएका थिए

हो पूर्ण रुपमा मिलेको थियो

अंशिक रुपमा मिलेको थियो

मिलेको थिएन

C.56. Were the contents of FFS useful to meet your expectations?

a. Fully
b. Partially
c. Not useful

के पाठशालामा समावेश गरिएका विषयवस्तुले तपाईंका सिकाईका अपेक्षालाई पूरा गर्न उपयोगी रहे

पूर्ण रुपमा रहे

आंशिक रुपमा रहे

उपयोगी रहेनन्

C.57. Among the contents covered in FFS, which do you think is the most relevant for you? (Multiple selections)

a. Green forage/fodder production and utilization (seasonal, perennial, shrubs, fodder trees)
b. Forage conservation (hay and silage making)
c. Goat shed/ pen improvement and manure management
d. Biosecurity management (including disinfection of goat pen/ shed)
e. Role of different feed nutrients and deficiency symptoms/ signs
f. Preparation of low-cost feed from locally available feed ingredients for goats
g. Feeding of goat kids
h. Feeding of pregnant does
i. Feeding of breeding bucks
j. Supplementary feeding of does before breeding (flushing)
k. Supplementary feeding of does at advance stage of pregnancy (steaming up)
l. UMMB preparation or use
m. Suitable breeds of goats
n. Selection and breeding of goats for genetic improvement

o. Care and management of newly born kids
p. Major common infectious diseases of goats (PPR)
q. Vaccination against PPR disease in goat
r. Internal and external parasite control in goats

पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंके विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा सान्दर्भिक लाग्यो

डालेघाँस तथा भूईंघाँस उत्पादन तथा उपयोग
घाँसेवाली संरक्षण तथा उपयोग
बाख्रा खोर सुधार तथा मल व्यवस्थापन
जैविक सुरक्षा व्यवस्थापन
पोषणतत्वको भूमिका र पोषणतत्वको कमीले हुने लक्षणहरु
स्थानीय सामग्रीको प्रयोगबाट बाख्राका लागि कम लागतका दाना तयार गर्ने
पाठापाठीका लागि आहार व्यवस्थापन
व्याउने भएको बाख्राको आहार व्यवस्थापन
बिउबोकाको आहार व्यवस्थापन
व्याउनुपूर्वको थप आहार व्यवस्थापन
वाली लगाउनुअघिको आहार व्यवस्थापन
युरिया मोलासेस मिनरल ब्लक तयारी र प्रयोग
बाख्राको उपयुक्त जातको पहिचान
नश्ल सुधारका लागि उपयुक्त बाख्राको जातको छनौट
नवजात शिशुको हेरचाह र व्यवस्थापन
बाख्रामा देखापर्ने प्रमुख संक्रामक रोग (पिपिआर)
बाख्रामा देखापर्ने पिपिआर विरुद्धको खोप
बाख्रामा लाग्ने आन्तरिक तथा बाह्य परजिवीहरुको नियन्त्रण

C.58. Among the contents covered in FFS, which do you think is the most irrelevant for you? (Multiple selection)

a. Green forage/fodder production and utilization (seasonal, perennial, shrubs, fodder trees)
b. Forage conservation (hay and silage making)
c. Goat shed/ pen improvement and manure management
d. Biosecurity management (including disinfection of goat pen/ shed)
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पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंके विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा सान्दर्भिक लाग्यो

डालेघाँस तथा भूईंघाँस उत्पादन तथा उपयोग
घाँसेवाली संरक्षण तथा उपयोग
बाख्रा खोर सुधार तथा मल व्यवस्थापन
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पोषणतत्वको भूमिका र पोषणतत्वको कमीले हुने लक्षणहरु
स्थानीय सामग्रीको प्रयोगबाट बाख्राका लागि कम लागतका दाना तयार गर्ने
पाठापाठीका लागि आहार व्यवस्थापन
व्याउने भएको बाख्राको आहार व्यवस्थापन
बिउबोकाको आहार व्यवस्थापन
व्याउनुपूर्वको थप आहार व्यवस्थापन
वाली लगाउनुअघिको आहार व्यवस्थापन
युरिया मोलासेस मिनरल ब्लक तयारी र प्रयोग
बाख्राको उपयुक्त जातको पहिचान
नश्ल सुधारका लागि उपयुक्त बाख्राको जातको छनौट
नवजात शिशुको हेरचाह र व्यवस्थापन
बाख्रामा देखापर्ने प्रमुख संक्रामक रोग (पिपिआर)
बाख्रामा देखापर्ने पिपिआर विरुद्धको खोप
बाख्रामा लाग्ने आन्तरिक तथा बाह्य परजिवीहरुको नियन्त्रण

C.59. In the future, which content/topic do you think to add to the FFS curriculum for making it fruitful? (Open-ended)

.....

तपाईंको विचारमा भविष्यमा कुन कुन विषय पाठशालामा थप समावेश गर्दा अझ उपयोगी हुने लागेको छ

.....

C.60. Did the required inputs to run FFS available in time?

a. Received on time with the required quantity
b. Received required quantity with delay
c. Didn't receive the required quantity

के पाठशाला संचालनका लागि आवश्यक सामग्रीहरु समयमा नै प्राप्त भएका थिए

चाहिएको सामग्री समयमा नै प्राप्त भयो
चाहिएको सामग्री त आयो तर समयमा आएन
चाहिएजति सामग्री आएन

C.61. Have you ever noticed that the farmer member participates differently from the same household in different sessions of FFS?

a. Most likely
b. Sometime
c. No

के पाठशाला संचालनका दौरानमा एकैघरका फरकफरक सदस्य सहभागी भएको अवस्था थियो

प्राय हुन्थ्यो
कहिलेकाँही
थिएन

Knowledge
ज्ञान

C.62. Why is the growth and development calendar prepared in farmers' schools?

a. To know the existing techniques of animal husbandry

b. To choose a subject for a special class
c. To know the modern methods of animal husbandry
d) a and b

पाठशाला संचालनका लागि वृद्धि र विकास पात्रो किन तयार गरिन्छ
पशुपालनका विद्यमान तौरतरिका वारे थाहा पाउन
विशेष सत्र संचालनका लागि विषयको छनौट गर्न
पशुपालनका आधुनिक तौरतरिका थाहा पाउन

C.63. Which technique can be used for higher meat productivity in goats?
a. Use of improved breeds of buck
b. Artificial insemination
c. Breeding using the same family buck
d. a and b

मासुको उत्पादकत्व बढाउन कुन प्रविधिको प्रयोग ठीक हुने देखिन्छ
उन्नत जातको बिउबोकाको प्रयोग
कृत्रिम गर्भाधान
हाडनाताको नश्लको प्रयोग
माथिको पहिलो दुई

C.64. What are the major common disease/problems that may affaect goat? (select multiple)
a. PPR (पिपिआर)
b. Internal Parasite (Worms, Juka Namle)
c. Abortion

बाख्रामा देखापर्ने प्रमुख रोग तथा समस्याहरु के के हुन्
पिपिआर
आन्तरिक परजिवीहरु
गर्भपतन

C.65. Which type of goat pen is quite suitable for increasing meat productivity?
a. having minimum space and poor ventilation
b. having well space with good ventilation
c. Don't know

मासुको उत्पादकत्व बढाउन कस्तो किसिमको खोर उपयुक्त हुन्छ
साँघुरो र भेन्टिलेशन कम भएको
पर्याप्त ठाउँ र भेन्टिलेशन भएको
थाहा छैन

C.66. When do we celebrate farmer's day in FFS?
e. Before planting/seeding
f. In-between sessions
g. After harvesting a crop
h. At the end of FFS

पाठशाला संचालन गर्दा कुनदिन कृषक दिवस मनाईन्छ
क) पाठशाला शुरु गर्नुभन्दा पहिला
ख) पाठशाला संचालनको वीचमा
ग) कृषक पाठशालाको अन्तमा

C.67.

कृषक पाठशाला दिवसमा के के कुराहरु समाबेश गर्नै पर्छ। (उत्तरदातालाई option नभन्ने, Multiple selection)

क) तुलनात्मक अध्ययनबाट सिकिएका कुराहरु

ख) सहायक परिक्षणका नतिजाहरु

ग) तुलनात्मक वृद्धि विकास पात्रोको प्रस्तुती

घ) लाभ लागतको बिष्लेषण

ङ) पिंजडा र बट्टाका अध्ययनबाटको सिकाई

च) सबै

C.68.

के गर्दा कृषक दिवसको उदेश्य पुरा भएको मानिन्छ ?

क) साँस्कृतिक कार्यक्रम गरी रमाईलो गरेर

ख) कृषक पाठशालामा सिकेका प्राविधिक ज्ञानहरु अरुहरुलाई जानकारी गराएर

ग) भाषण गरेर

घ) उचित तवरले मञ्चको सजावट गरेर

C.69.

कृषि पर्यावरण विश्लेषणको लागी तथ्यांक संकलन गर्न कुन वेला अवलोकन गर्नु राम्रो मानिन्छ ?

क) दिउसो १२ वजे पछि

ख) विहान

ग) आफुलाई अनुकुल भएको समयमा

घ) जुनसुकै वेला पनि गर्न सकिन्छ

C.70. Is the FFS approach appropriate for technology dissemination to other farmers like you?

d. Yes
e. No
f. No idea

तपाईंजस्तै अरु कृषकहरुलाई प्रविधि विस्तार गर्न कृषक पाठशालाको माध्यम कत्तिको उपयोगी होला

क) उपयुक्त हो

ख) होईन

ग) थाहा छैन

C.71. Who were the FFS facilitators?

e. Both were Technicians
f. One Technician and one Farmer facilitator
g. Both were Farmer facilitators
h. Don't know

पाठशाला संचालनका सहजकर्ता को थिए

क) दुवैजना प्राविधिक थिए

ख) एकजना प्राविधिक र एकजना कृषक सहजकर्ता थिए

ग) दुवैजना कृषक सहजकर्ता थिए

घ) थाहा छैन

C.72. If the answer to no. 2 is "b", then,

Whose facilitation skill was relatively better?

e. Technician
f. Farmer facilitators
g. Both (technician and farmer)
h. Don't know

यदि माथिको जवाफ ख भए कसको सहजीकरण तुलनात्मक हिसावले राम्रो थियो

क) प्राविधिकको

ख) कृषक सहजकर्ताको

ग) कृषक सहजकर्ता र प्राविधिक दुवैजनाको

घ) थाहा छैन

C.73. How satisfied were you with the FFS's content delivered by the FFS facilitators?

a. Fully satisfied

b. Partially satisfied

c. Not satisfied

d. Don't know

सहजकर्ताले सहजीकरण गरेको कुन पाठशालाका विषयवस्तुबाट तपाईं कत्तिको संतुष्ट हुनुभयो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) संतुष्ट हुन सकिएन

घ) थाहा छैन

C.74. How satisfied you were with the demonstrations/examples/group exercises of the FFS done by the FFS facilitators?

a. Fully satisfied

b. Partially satisfied

c. Not satisfied

d. Don't know

सहजकर्ताले सहजीकरणका दौरान गरेको प्रदर्शन उदाहरण तथा समूह अभ्यासबाट तपाईं संतुष्ट हुनुभयो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) संतुष्ट हुन सकिएन

घ) थाहा छैन

C.75.

कृषक पाठशालाको अन्तिममा वालीको लाभ लागत विश्लेषण गर्नाले के कुराको अवगत हुन्छ

क) उत्पादित वस्तुको विक्री मुल्य निर्धारण

ख) नाफा नोक्सान थाहा पाउन

ग) उत्पादित बस्तुको लागत मुल्य थाहा पाउन

घ) माथिका सवै

Practice
अभ्यास

C.76. To what extent were the FFS sessions useful to your goat farming practices?

a. Fully

b. Partially

c. Useful for future

d. Not relevant

तपाईंले गर्ने बाख्रापालन कार्यमा कृषक पाठशालाका विषयवस्तुहरुले कत्तिको मद्धत गर्यो

पूर्ण रुपमा

आंशिक रुपमा

भविष्यमा काम लाग्ला

उपयुक्त लागेन

C.77. Did the FFS help to identify any problems related to goat disease and pests?

g. Yes
h. No
i. Don't know

पाठशालाका कारण बाख्रामा लाग्ने रोगव्याधीका समस्या पहिचान गर्न कत्तिको सहयोग पुगेको छ

क) छ

ख) छैन

ग) थाहा छैन

C.78. Was the FFS useful for team building or group mobilization?

a. Fully
b. Partially
C. Useful for future
d. Not useful

समूह निर्माण गर्न तथा परिचालन गर्न पाठशालाका विषयवस्तु कत्तिको सहयोग पुगेको छ

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.79. Was the FFS useful for empowerment?

a. Fully
b. Partially
C. Useful for future
d. Not useful

सशक्तिकरणका लागि पाठशालाका कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.80. Was the FFS helpful to share the experiences with neighbors to scale-up the technology?

a. Fully
b. Partially
c. Useful for future
d. Not relevant

अन्य छिमेकीहरुसंग प्रविधिको स्तरोन्नती लगायतका अन्य अनुभवहरुको अदानप्रदान गर्न पाठशाला कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.81. Was the dissemination of FFS learnings through field day helpful?

a. Yes
b. Somehow

c. No idea

पाठशालाका सिकाई सबैलाई सुसूचित गर्न कृषक दिवस कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) थाहा छैन

C.82. Do you share FFS learning with your neighbors (outside the participants of FFS)?

d. Regularly
e. Sometimes
f. Never

पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे समूह सदस्यहरुवीच छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.83. How often do you discuss the technologies and practices among the FFS participants after FFS?

d. Frequently
e. Sometimes
f. Never

पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे समूह सदस्यहरुवीच छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.84. Did you learn any skills by participating in FFS?

a. Yes
b. No

पाठशालामा सहभागी भएर तपाईंले केही नयाँ सीप सिक्नुभयो

क) सिकेँ

ख) सिकिनँ

C.85. Name any three skills that you are applying after participation in FFS.

पाठशालामा सहभागी भएपछि लागू गरेका तिनवटा सीपहरु उल्लेख गर्नुहोस्

Section E: LIVESTOCK-Dairy FFS
खण्ड ४ दुग्ध उत्पादन पाठशाला

Process
प्रक्रिया

C.86. Name of FFS:

पाठशालाको नाम

C.87. How many sessions were there in the FFS?

(number of sessions) ……

पाठशालामा जम्माजम्मी कतिवटा सत्रहरु संचालन भएका थिए

संचालन भएका सत्रहरुको संख्या उल्लेख गर्नुहोस्

C.88. On average, how many hours a day did you spend during the FFS?

…… in hours

पाठशालामा सहभागी हुँदाको दिनमा सरदर कति घण्टा वस्नुहुन्थ्यो ?

…… घण्टा

C.89. How many preparatory meetings did you conduct in one FFS?

e. 1
f. 2
g. 3
h. None

एउटा पाठशाला संचालन गर्नको लागि तयारी बैठक कतिपटक वस्नुभयो ?

1= एकपटक

2= दुइपटक

3= तीनपटक

4= तयारी बैठक बसिएन

98= थाहा छैन

C.90. Participant selection and group/subgroup formation are done in which preparatory meeting?

e. First
f. Second
g. Third
h. Don't know

कुन तयारी बैठकमा पाठशालाका सहभागी एवम् पाठशाला समूह/उपसमूहहरुको चयन गर्ने कार्य सम्पन्न भयो ?

1= पहिलो
2= दोश्रो
3= तेश्रो
98= थाहा छैन

C.91. Was the time allocated for each FFS session sufficient to deal with the planned contents of the session?

a. Yes

b. No

के पाठशालाको सत्रका लागि निर्धारित विषयवस्तु अनुसार तय गरिएको समय पर्याप्त थियो

क) थियो

ख) थिएन

C.92. Was the 2-week interval of FFS and total duration reasonable in terms of learning new knowledge and skills?

c. Yes
d. No

के नयाँ ज्ञान तथा सीप हासिल गर्न दुई दुई हप्ताको अन्तरालमा संचालन हुने पाठशाला र तय गरिएको कुल पाठशाला अवधि उपयुक्त थियो

क (थियो

ख (थिएन

C.93. If not, what would be the best time interval in your opinion?

In days….

यदि थिएन भने तपाईंको विचारमा कस्तो अन्तरालमा संचालन हुँदा उपयुक्त हुन्छ

दिन ……..

C.94. Did the facilitators adhere to the session plan or training schedule as per the manual?

d. Yes, fully
e. Partially
f. Not at all

के सहजकर्ताले तालिम संचालन निर्देशिका अनुसार नै सत्र योजना र तालिमको तालिका मिलाएका थिए

हो पूर्ण रुपमा मिलेको थियो

अंशिक रुपमा मिलेको थियो

मिलेको थिएन

C.95. Were the contents of FFS useful to meet your expectations?

d. Fully
e. Partially
f. Not useful

के पाठशालामा समावेश गरिएका विषयवस्तुले तपाईंका सिकाईका अपेक्षालाई पूरा गर्न उपयोगी रहे

पूर्ण रुपमा रहे

आंशिक रुपमा रहे

उपयोगी रहेनन्

C.96. Among the contents covered in FFS, which do you think is the most relevant for you? (Multiple selections)

a. Green forage/fodder production and utilization (seasonal, perennial, shrubs, fodder trees)
b. Forage conservation (hay and silage making)
c. Cattle shed improvement, urine and manure management
d. Biosecurity management (including disinfection of animal shed)
e. Role of different feed nutrients
f. Preparation of low-cost feed from locally available feed ingredients for dairy animals
g. Feeding of calves (colostrum feeding)
h. Feeding heifers

i. Feeding of lactating cows and buffaloes
j. Feeding of pregnant cows and buffaloes
k. Supplementary feeding of dairy animals (flushing, steamig up practices)
l. UMMB preparation and use
m. Suitable breeds of cattle and buffaloes
n. Selection and breeding in dairy animals (genetic improvement)
o. Artificial insemination, proper heat detection
p. Care and management of newly born calves
q. Major common diseases dairy animals
r. Vaccination of dairy animals (FMD, HSBQ)
s. Internal and external parasite control in dairy animals (live fluke, round worm, tape worms)
t. Teat dipping for mastitis control in milking animals
u. Housing requirements of dairy animals (calves, heifer, milking cow, pregnant, bull)
v. Hygienic milk production (cleanliness of utensil, milker, premises, animal itself)

पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंके विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा सान्दर्भिक लाग्यो

डालेघाँस तथा भूईंघाँस उत्पादन तथा उपयोग
घाँसेवाली संरक्षण तथा व्यवस्थापन
गोठ सुधार तथा मलमूत्र व्यवस्थापन
जैविक सुरक्षा व्यवस्थापन
पोषणतत्वको भूमिका र पोषण तत्वको कमीले हुने लक्षणहरु
स्थानीय सामग्रीको प्रयोगबाट बाख्राका लागि तयार कम लागतमा दाना तयार गर्ने
पाठापाठीका लागि आहार व्यवस्थापन
व्याउने गाईभैसीको आहार व्यवस्थापन
व्याउनुपूर्वको थप आहार व्यवस्थापन
सुत्केरी अवस्थाको आहार व्यवस्थापन
युरिया मोलासेस मिनरल ब्लक तयारी र प्रयोग
कृत्रिम गर्भाधान गराउने समय पहिल्याउने
नवजात शिशुको हेरचाह र व्यवस्थापन
दुधालु पशुको थुनेलो नियन्त्रणका लागि टिट डिपिंग
विभिन्न उमेर र अवस्थाका पशुलाई गोठ व्यवस्थापन
स्वच्छ दुध उत्पादन

C.97. Among the contents covered in FFS, which do you think is the most irrelevant for you? (Multiple selection)

a. Green forage/fodder production and utilization (seasonal, perennial, shrubs, fodder trees)
b. Forage conservation (hay and silage making)
c. Cattle shed improvement, urine and manure management
d. Biosecurity management (including disinfection of animal shed)
e. Role of different feed nutrients
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h. Feeding heifers
i. Feeding of lactating cows and buffaloes

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k. Supplementary feeding of dairy animals (flushing, steamig up practices)
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u. Housing requirements of dairy animals (calves, heifer, milking cow, pregnant, bull)
v. Hygienic milk production (cleanliness of utensil, milker, premises, animal itself)

पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंको विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा असान्दर्भिक लाग्यो

डालेघाँस तथा भूईंघाँस उत्पादन तथा उपयोग
घाँसेवाली संरक्षण तथा व्यवस्थापन
गोठ सुधार तथा मलमूत्र व्यवस्थापन
जैविक सुरक्षा व्यवस्थापन
पोषणतत्वको भूमिका र पोषण तत्वको कमीले हुने लक्षणहरु
स्थानीय सामग्रीको प्रयोगबाट बाख्राका लागि तयार कम लागतमा दाना तयार गर्ने
पाठापाठीका लागि आहार व्यवस्थापन
व्याउने गाईभैसीको आहार व्यवस्थापन
व्याउनुपूर्वको थप आहार व्यवस्थापन
सुत्केरी अवस्थाको आहार व्यवस्थापन
युरिया मोलासेस मिनरल ब्लक तयारी र प्रयोग
कृत्रिम गर्भाधान गराउने समय पहिल्याउने
नवजात शिशुको हेरचाह र व्यवस्थापन
दुधालु पशुको थुनेलो नियन्त्रणका लागि टिट डिपिंग
विभिन्न उमेर र अवस्थाका पशुलाई गोठ व्यवस्थापन
स्वच्छ दुध उत्पादन

C.98. In the future, which content/topic do you think to add to the FFS curriculum for making it fruitful? (Open-ended)

.....

तपाईंको विचारमा भविष्यमा कुन कुन विषय पाठशालामा थप समावेश गर्दा अझ उपयोगी हुने लागेको छ

.....

C.99. Did the required inputs to run FFS available in time?
d. Received on time with the required quantity
e. Received required quantity with delay
f. Didn't receive the required quantity

पाठशाला संचालनका लागि आवश्यक सामग्रीहरु समयमा नै प्राप्त भएका थिए

चाहिएको सामग्री समयमा नै प्राप्त भयो

चाहिएको सामग्री त आयो तर समयमा आएन
चाहिएजति सामग्री आएन

C.100. Have you ever noticed that the farmer member participates differently from the same household in different sessions of FFS?

d. Most likely
e. Sometime
f. No

पाठशाला संचालनका दौरानमा एकैघरका फरकफरक सदस्य सहभागी भएको अवस्था थियो
प्राय हुन्थ्यो
कहिलेकाँही
थिएन

Knowledge
ज्ञान

C.101. what are the major diseases that may infect cattle?

a. Udder infection
b. Parasite
c. Infertility
d. All of above

गाईभैंसीलाई असर गर्ने मुख्य रोगहरु के के हुन्
थुनेलो संक्रमण
परिजवी
बाँझोपन
माथिको सबै

C.102. Which of the following statements about animal urine use is appropriate?

a. Urea can be a good alternative to topdressing if animal urine can be properly used in vegetable crops.
b. The use of cattle urine in the field is not practically possible
c. There is no relationship between animal urine and crop nutrition
d. don't know

पशुको मूत्रको प्रयोगको संदर्भमा कुन भनाई ठीक हो
पशुको मूत्र सहिढंगले प्रयोग गर्ने हो भने तरकारीवालीका लागि गरिने टप ड्रेसिंगका लागि युरियाको उपयुक्त विकल्प हो
पशुको मूत्र खेतवारीमा प्रयोग गर्न सकिंदैन
पशुको मूत्र र वालीको पोषकतत्ववीच कुनै सम्बन्ध छैन
थाहा छैन

C.103. What do you mean by Farmyard Manure improvement?

a. Sun-drying Manure
b. To protect Manure from sun, wind and rain
c. Do not use animal urine
d. Don't know

भकारो सुधार भन्नाले के बुझ्नुहुन्छ
मललाई घाममा सुकाउने

मललाई घाम हावा पानी आदिबाट जोगाउने
पशुमूत्रको प्रयोग नगर्ने
थाहा छैन

C.104. What do you mean by Urea Molasses Mineral Block (UMMB) block?

a. Regular feeding Food for cattle
b. Mixing urea, molasses, mineral mixture and other ingredients in a suitable proportion
c. Don't know

युरिया मोलासेस मिनरल ब्लक भन्नाले के बुझ्नुहुन्छ
पशुको नियमित अहारा
युरिया मोलासेस मिनरल र अन्य तत्वको उपयुक्त अनुपात सहितको मिश्रण
थाहा छैन

C.105. Which technique can be used to give birth to calves with higher milk production capacity?

a. Use of local breeds of bulls or bulls
b. Artificial insemination
c. Breeding using inbred bulls or bulls
d. Don't know

अधिक दूध उत्पादन क्षमताका लागि कस्तो तरिकाले वाच्छा वाच्छी वा पाडा पाडी जन्माउनुपर्ने हुन्छ
स्थानीय जातको साँढे तथा राँगोको प्रयोग
कृत्रिम गर्भाधान
उन्नत नश्लको साँढे तथा राँगोको प्रयोग
थाहा छैन

C.106. When do we celebrate farmer's day in FFS?

i. Before planting/seeding
j. In-between sessions
k. After harvesting a crop
l. At the end of FFS

पाठशाला संचालन गर्दा कुनदिन कृषक दिवस मनाईन्छ
क) पाठशाला शुरु गर्नुभन्दा पहिला
ख) पाठशाला संचालनको वीचमा
ग) कृषक पाठशालाको अन्तमा

C.107.

कृषक पाठशाला दिवसमा के के कुराहरु समाबेश गर्नै पर्छ। (उत्तरदातालाई option नभन्ने, Multiple selection)
क) तुलनात्मक अध्ययनबाट सिकिएका कुराहरु
ख) सहायक परिक्षणका नतिजाहरु
ग) तुलनात्मक वृद्धि विकास पात्रोको प्रस्तुती
घ) लाभ लागतको बिष्लेषण
ङ) पिंजडा र बट्टाका अध्ययनबाटको सिकाई
च) सबै

C.108.

के गर्दा कृषक दिवसको उदेश्य पुरा भएको मानिन्छ ?

क) साँस्कृतिक कार्यक्रम गरी रमाईलो गरेर
ख) कृषक पाठशालामा सिकेका प्राविधिक ज्ञानहरु अरुहरुलाई जानकारी गराएर
ग) भाषण गरेर
घ) उचित तवरले मञ्चको सजावट गरेर

C.109.

कृषि पर्यावरण विश्लेषणको लागी तथ्यांक संकलन गर्न कुन वेला अवलोकन गर्नु राम्रो मानिन्छ ?
क) दिउसो १२ वजे पछि
ख) विहान
ग) आफुलाई अनुकुल भएको समयमा
घ) जुनसुकै वेला पनि गर्न सकिन्छ

C.110. Is the FFS approach appropriate for technology dissemination to other farmers like you?
g. Yes
h. No
i. No idea

तपाईजस्तै अरु कृषकहरुलाई प्रविधि विस्तार गर्न कृषक पाठशालाको माध्यम कत्तिको उपयोगी होला
क) उपयुक्त हो
ख) होईन
ग) थाहा छैन

C.111. Who were the FFS facilitators?
i. Both were Technicians
j. One Technician and one Farmer facilitator
k. Both were Farmer facilitators
l. Don't know

पाठशाला संचालनका सहजकर्ता को थिए
क) दुवैजना प्राविधिक थिए
ख) एकजना प्राविधिक र एकजना कृषक सहजकर्ता थिए
ग) दुवैजना कृषक सहजकर्ता थिए
घ) थाहा छैन

C.112. If the answer to no. 2 is "b", then,
Whose facilitation skill was relatively better?
i. Technician
j. Farmer facilitators
k. Both (technician and farmer)
l. Don't know

यदि माथिको जवाफ ख भए कसको सहजीकरण तुलनात्मक हिसावले राम्रो थियो
क) प्राविधिकको
ख) कृषक सहजकर्ताको
ग) कृषक सहजकर्ता र प्राविधिक दुवैजनाको
घ) थाहा छैन

C.113. How satisfied were you with the FFS's content delivered by the FFS facilitators?
a. Fully satisfied
b. Partially satisfied

c. Not satisfied
d. Don't know

सहजकर्ताले सहजीकरण गरेको पाठशालाका विषयवस्तुबाट तपाईं कत्तिको संतुष्ट हुनुभयो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) संतुष्ट हुन सकिएन
घ) थाहा छैन

C.114. How satisfied you were with the demonstrations/examples/group exercises of the FFS done by the FFS facilitators?

a. Fully satisfied
b. Partially satisfied
c. Not satisfied
d. Don't know

सहजकर्ताले सहजीकरणका दौरान गरेको प्रदर्शन उदाहरण तथा समूह अभ्यासबाट तपाईं संतुष्ट हुनुभयो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) संतुष्ट हुन सकिएन
घ) थाहा छैन

C.115.

कृषक पाठशालाको अन्तिममा वालीको लाभ लागत विश्लेषण गर्नाले के कुराको अवगत हुन्छ

क) उत्पादित वस्तुको विक्री मुल्य निर्धारण
ख) नाफा नोक्सान थाहा पाउन
ग) उत्पादित बस्तुको लागत मुल्य थाहा पाउन
घ) माथिका सवै

Practice
अभ्यास

C.116. To what extent were the FFS sessions useful to your Dairy farming practices?

a. Fully
b. Partially
c. Useful for future
d. Not relevant

तपाईंले गर्ने गाईभैसीपालन सम्बन्धि कार्यहरुमा पाठशालाका विषयवस्तुहरुले कत्तिको मद्धत गर्यो

पूर्ण रुपमा
आंशिक रुपमा
भविष्यमा काम लाग्ला
उपयुक्त लागेन

C.117. Did the FFS help to identify any problems related to Cattle disease and pests?

j. Yes
k. No

l. Don't know

पाठशालाका कारण गाईभैसीमा लाग्ने रोगव्याधीका समस्या पहिचान गर्न कत्तिको सहयोग पुगेको छ

क) छ

ख) छैन

ग) थाहा छैन

C.118. Was the FFS useful for team building or group mobilization?

a. Fully

b. Partially

C. Useful for future

d. Not useful

समूह निर्माण गर्न वा परिचालन गर्न पाठशालाका विषयवस्तुबाट कत्तिको सहयोग पुगेको छ

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.119. Was the FFS useful for empowerment?

a. Fully

b. Partially

C. Useful for future

d. Not useful

सशक्तिकरणका लागि पाठशालाका कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.120. Was the FFS helpful to share the experiences with neighbors to scale-up the technology?

a. Fully

b. Partially

c. Useful for future

d. Not relevant

अन्य छिमेकीहरुसंग प्रविधिको स्तरोन्नती लगायतका अन्य अनुभवहरुको अदानप्रदान गर्न पाठशाला कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.121. Was the dissemination of FFS learnings through field day helpful?

a. Yes

b. Somehow

c. No idea

पाठशालाका सिकाईलाई सबैलाई सुसूचित गर्न कृषक दिवस कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) थाहा छैन

C.122. Do you share FFS learning with your neighbors (outside the participants of FFS)?

g. Regularly
h. Sometimes
i. Never

पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे पाठशालाका सहभागी बाहेक छिमेकीसंग छलफल हुने गरेको छ

क) नियमित रुपमा
ख) कहिलेकाँही
ग) हुँदैन

C.123. How often do you discuss the technologies and practices among the FFS participants after FFS?

g. Always
h. Frequently
i. Sometimes
j. Never

पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे समूह सदस्यहरुवीच छलफल हुने गरेको छ

क) नियमित रुपमा
ख) कहिलेकाँही
ग) हुँदैन

C.124. Did you learn any skills by participating in FFS?

a. Yes
b. No

पाठशालामा सहभागी भएर तपाईंले केही नयाँ सीप सिक्नुभयो

क) सिकैं
ख) सिकिनँ

C.125. Name any three skills that you are applying after participation in FFS.

पाठशालामा सहभागी भएपछि लागू गरेका तिनवटा सीपहरु उल्लेख गर्नुहोस्

Section F: LIVESTOCK-POULTRY FFS
खण्ड ४ कुखुरापालन पाठशाला

Process
प्रक्रिया

C.126. Name of FFS:

पाठशालाको नाम

C.127. How many sessions were there in the FFS?

(number of sessions) ……

C.128. On average, how many hours a day did you spend during the FFS?

…… in hours

पाठशालामा जम्माजम्मी कतिवटा सत्र संचालन भएका थिए

संचालन भएका सत्रहरुको संख्या उल्लेख गर्नुहोस्

C.129. How many preparatory meetings did you conduct in one FFS?

i. 1
j. 2
k. 3
l. None

एउटा पाठशाला संचालन गर्नको लागि तयारी बैठक कतिपटक वस्नुभयो ?

1= एकपटक

2= दुइपटक

3= तीनपटक

4= तयारी बैठक बसिएन

98= थाहा छैन

C.130. Participant selection and group/subgroup formation are done in which preparatory meeting?

i. First
j. Second
k. Third
l. Don't know

कुन तयारी बैठकमा पाठशालाका सहभागी एवम् पाठशाला समूह/उपसमूहहरुको चयन गर्ने कार्य सम्पन्न भयो ?

1= पहिलो

2= दोश्रो

3= तेश्रो

98= थाहा छैन

C.131. Was the time allocated for each FFS session sufficient to deal with the planned contents of the session?

a. Yes
b. No

के पाठशालाको सत्रका लागि निर्धारित विषयवस्तु अनुसार तय गरिएको समय पर्याप्त थियो

क) थियो

ख) थिएन

C.132. Was the 2-week interval of FFS and total duration reasonable in terms of learning new knowledge and skills?

c. Yes
d. No

के नयाँ ज्ञान तथा सीप हासिल गर्न दुई दुई हप्ताको अन्तरालमा संचालन हुने पाठशाला र तय गरिएको कुल अवधि उपयुक्त थियो

क (थियो

ख (थिएन

C.133. If not, what would be the best time interval in your opinion?
In days….

यदि थिएन भने तपाईंको विचारमा कस्तो अन्तरालमा संचालन हुँदा उपयुक्त हुन्छ
दिन ……..

C.134. Did the facilitators adhere to the session plan or training schedule as per the manual?

g. Yes, fully
h. Partially
i. Not at all

के सहजकर्ताले तालिम संचालन निर्देशिका अनुसार नै सत्र योजना र तालिमको तालिका मिलाएका थिए

हो पूर्ण रुपमा मिलेको थियो

अंशिक रुपमा मिलेको थियो

मिलेको थिएन

C.135. Were the contents of FFS useful to meet your expectations?

g. Fully
h. Partially
i. Not useful

के पाठशालामा समावेश गरिएका विषयवस्तुले तपाईंका सिकाईका अपेक्षालाई पूरा गर्न उपयोगी रहे

पूर्ण रुपमा रहे

आंशिक रुपमा रहे

उपयोगी रहेनन्

C.136. Among the contents covered in FFS, which do you think is the most relevant for you? (Multiple selections)

i. Poultry coop/ pen construction (floor space, ventilation, prevention from extreme weather and predation)
ii. Brooding management of chicks (0-8 weeks)
iii. Management of grower birds (9-16 weeks)
iv. Management of layers (16-72 weeks)
v. Housing requirements of chicks, grower and layers (floor space, ventilation, light)
vi. Preparation of low-cost feed from locally available feed ingredients for different age groups of poultry (chicks, grower and layers)
vii. Feeding of different age groups of animals/ birds; calves, kids, hogget, heifers, pregnant does, pregnant cows, breeding bucks, bulls, chicks, growers and laying birds.

viii. Supplementary feeding of layers (mineral and vitamin supplementation)
ix. Feeding succulent green to poultry birds
x. Selection and culling of laying birds
xi. Monitoring growth of chicks and growers
xii. Suitable breeds of backyard poultry (New Hampshire, Black Austrlorp and Giriraja)
xiii. Selection of hatching eggs
xiv. Incubation of hatching eggs, candling of eggs
xv. Common major infectious diseases of poultry birds (Ranikhet, birdflu, fowl pox, gumboro)
xvi. Role of different feed nutrients and deficiency symptoms in poultry birds
xvii. Vaccination schedule of poultry
xviii. Deworming in poultry
xix. Control of external parasites in poultry
xx. Biosecurity management (disposal of dead poultry birds, disinfection of poultry pen etc.)
xxi. Litter management

पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंके विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा सान्दर्भिक लाग्यो

कुखुराको खोर निर्माण
चल्लाहरुको स्याहारसुसार
हुर्कदैँ गरेको कुखुराहरुको स्याहारसुसार
लेयर्सको व्यवस्थापन
कुखुराको खोरको व्यवस्थापन
स्थानीय सामग्रीको प्रयोगबाट कुखुराका लागि कम लागतमा दाना तयार गर्ने
लेयर्स कुखुराको थप आहार व्यवस्थापन
चल्ला कोरल्नका लागि अण्डाको छनौट
पोषणतत्वको भूमिका र पोषणत्वको कमीबाट हुने लक्षणहरु
कुखुराको नियमित भ्याक्सिनेशन
कुखुराको मुख्य रोग तथा परजिवीहरुको नियन्त्रण
फुल पार्ने पोथीको छनौट
कुखुरा चल्ला र हुर्केदै गरेका कुखुराको वृद्धि मापन
कुखुराका जातहरु

C.137. Among the contents covered in FFS, which do you think is the most irrelevant for you? (Multiple selection)

a. Poultry coop/ pen construction (floor space, ventilation, prevention from extreme weather and predation)
b. Brooding management of chicks (0-8 weeks)
c. Management of grower birds (9-16 weeks)
d. Management of layers (16-72 weeks)
e. Housing requirements of chicks, grower and layers (floor space, ventilation, light)
f. Preparation of low-cost feed from locally available feed ingredients for different age groups of poultry (chicks, grower and layers)
g. Feeding of different age groups of animals/ birds; calves, kids, hogget, heifers, pregnant does, pregnant cows, breeding bucks, bulls, chicks, growers and laying birds.

h. Supplementary feeding of layers (mineral and vitamin supplementation)
i. Feeding succulent green to poultry birds
j. Selection and culling of laying birds
k. Monitoring growth of chicks and growers
l. Suitable breeds of backyard poultry (New Hampshire, Black Austrlorp and Giriraja)
m. Selection of hatching eggs
n. Incubation of hatching eggs, candling of eggs
o. Common major infectious diseases of poultry birds (Ranikhet, birdflu, fowl pox, gumboro)
p. Role of different feed nutrients and deficiency symptoms in poultry birds
q. Vaccination schedule of poultry
r. Deworming in poultry
s. Control of external parasites in poultry
t. Biosecurity management (disposal of dead poultry birds, disinfection of poultry pen etc.)
u. Litter management

पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईको विचारमा कुन कुन विषय तपाईलाई सवैभन्दा असान्दर्भिक लाग्यो

कुखुराको खोर निर्माण
चल्लाहरुको स्याहारसुसार
हुर्कदैँ गरेको कुखुराहरुको स्याहारसुसार
लेयर्सको व्यवस्थापन
कुखुराको खोरको व्यवस्थापन
स्थानीय सामग्रीको प्रयोगबाट कुखुराका लागि कम लागतमा दाना तयार गर्ने
लेयर्स कुखुराको थप आहार व्यवस्थापन
चल्ला कोरल्नका लागि अण्डाको छनौट
पोषणतत्वको भूमिका र पोषणत्वको कमीबाट हुने लक्षणहरु
कुखुराको नियमित भ्याक्सिनेशन
कुखुराको मुख्य रोग तथा परजिवीहरुको नियन्त्रण
फुल पार्ने पोथीको छनौट
कुखुरा चल्ला र हुर्केदै गरेका कुखुराको वृद्धि मापन
कुखुराका जातहरु

C.138. In the future, which content/topic do you think to add to the FFS curriculum for making it fruitful? (Open-ended)

.....

तपाईंको विचारमा भविष्यमा कुन कुन विषय पाठशालामा थप समावेश गर्दा अझ उपयोगी हुने लागेको छ

.....

C.139. Did the required inputs to run FFS available in time?

g. Received on time with the required quantity
h. Received required quantity with delay
i. Didn't receive the required quantity

के पाठशाला संचालनका लागि आवश्यक सामग्रीहरु समयमा नै प्राप्त भएका थिए

चाहिएको सामग्री समयमा नै प्राप्त भयो
चाहिएको सामग्री त आयो तर समयमा आएन
चाहिएजति सामग्री आएन

C.140. Have you ever noticed that the farmer member participates differently from the same household in different sessions of FFS?

g. Most likely
h. Sometime
i. No

के पाठशाला संचालनका दौरानमा एकैघरका फरकफरक सदस्य सहभागी भएको अवस्था थियो

प्राय हुन्थ्यो
कहिलेकाँही
थिएन

C.141. Who identifies and decides topics for special classes in poultry FFS?

a. Participants
b. Facilitator
c. field staff
d. Person who come for special class

पाठशाला संचालनका दौरानमा विशेष सत्र संचालनका लागि विषयवस्तुको छनौट र निर्णय कसले गर्ने गर्दछन्

सहभागीले
सहजकर्ताले
फिल्ड कर्मचारीले
विशेष सत्र संचालन गर्ने व्यक्तिले

Knowledge
ज्ञान

C.142. What are the major diseases that may infect poultry?

a. Ranikhet
b. Gambaro
c. Chickenpox
d. All of above

कुखुरालाई असर गर्ने मुख्य रोगहरु के के हुन्

रानीखेत
गम्बरो
कुखुराको विफर
माथिको सबै

C.143. Why is growth and development calendar prepared in farmer's livestock field school?

a. To know the existing techniques of animal husbandry
b. To choose a subject for a special class
c. To know the modern methods of animal husbandry
d. a and b

पशुपालन कृषक पाठशाला संचालनका लागि वृद्धि र विकास पात्रो किन तयार गरिन्छ

पशुपालनका विद्यमान तौरतरिका थाहा पाउन
विशेष सत्र संचालनका लागि विषयको छनौट गर्न
पशुपालनका आधुनिक तौरतरिका थाहा पाउन

C.144. Who were the FFS facilitators?

a. Both were Technicians
b. One Technician and one Farmer facilitator
c. Both were Farmer facilitators

पाठशाला संचालनका सहजकर्ता को थिए

क) दुवैजना प्राविधिक थिए

ख) एकजना प्राविधिक र एकजना कृषक सहजकर्ता थिए

ग) दुवैजना कृषक सहजकर्ता थिए

घ) थाहा छैन

C.145. If the answer is "b", then who had better facilitation skills in your opinion?

a. Technician
b. Farmer facilitator

यदि माथिको जवाफ ख भए कसको सहजीकरण तुलनात्मक हिसावले राम्रो थियो

क) प्राविधिकको

ख) कृषक सहजकर्ताको

ग) कृषक सहजकर्ता र प्राविधिक दुवैजनाको

घ) थाहा छैन

C.146. When do we celebrate farmer's day in FFS?

m. Before planting/seeding
n. In-between sessions
o. After harvesting a crop
p. At the end of FFS

कृषक पाठशाला संचालन गर्दा कुनदिन कृषक दिवस मनाईन्छ

क) पाठशाला संचालन गर्नुभन्दा पहिला

ख) पाठशाला संचालनको वीचमा

ग) कृषक पाठशालाको अन्तमा

C.147.

कृषक पाठशाला दिवसमा के के कुराहरु समाबेश गर्नै पर्छ। (उत्तरदातालाई option नभन्ने, Multiple selection)

क) तुलनात्मक अध्ययनबाट सिकिएका कुराहरु

ख) सहायक परिक्षणका नतिजाहरु

ग) तुलनात्मक वृद्धि विकास पात्रोको प्रस्तुती

घ) लाभ लागतको बिष्लेषण

ङ) पिंजडा र बट्टाका अध्ययनबाटको सिकाई

च) सबै

C.148.

के गर्दा कृषक दिवसको उदेश्य पुरा भएको मानिन्छ ?

क) साँस्कृतिक कार्यक्रम गरी रमाईलो गरेर

ख) कृषक पाठशालामा सिकेका प्राविधिक ज्ञानहरु अरुहरुलाई जानकारी गराएर

ग) भाषण गरेर

घ) उचित तवरले मञ्चको सजावट गरेर

C.149.

कृषि पर्यावरण विश्लेषणको लागी तथ्यांक संकलन गर्न कुन वेला अवलोकन गर्नु राम्रो मानिन्छ ?

क) दिउसो १२ वजे पछि

ख) विहान

ग) आफुलाई अनुकुल भएको समयमा

घ) जुनसुकै वेला पनि गर्न सकिन्छ

C.150. Is the FFS approach appropriate for technology dissemination to other farmers like you?

j. Yes
k. No
l. No idea

तपाईंजस्तै अरु कृषकहरुलाई प्रविधि विस्तार गर्न कृषक पाठशालाको माध्यम कत्तिको उपयोगी होला

क) उपयुक्त हो
ख) होईन
ग) थाहा छैन

C.151. How satisfied were you with the FFS's content delivered by the FFS facilitators?

a. Fully satisfied
b. Partially satisfied
c. Not satisfied
d. Don't know

सहजकर्ताले सहजीकरण गरेको कुन पाठशालाका विषयवस्तुबाट तपाईं संतुष्ट हुनुभयो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) संतुष्ट हुन सकिएन
घ) थाहा छैन

C.152. How satisfied you were with the demonstrations/examples/group exercises of the FFS done by the FFS facilitators?

a. Fully satisfied
b. Partially satisfied
c. Not satisfied
d. Don't know

सहजकर्ताले सहजीकरणका दौरान गरेको प्रदर्शन उदाहरण तथा समूह अभ्यासबाट तपाईं कत्तिको संतुष्ट हुनुभयो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) संतुष्ट हुन सकिएन
घ) थाहा छैन

C.153.

कृषक पाठशालाको अन्तिममा वालीको लाभ लागत विश्लेषण गर्नाले के कुराको अवगत हुन्छ

क) उत्पादित वस्तुको विक्री मुल्य निर्धारण
ख) नाफा नोक्सान थाहा पाउन
ग) उत्पादित बस्तुको लागत मुल्य थाहा पाउन
घ) माथिका सवै

Practice
अभ्यास

C.154. To what extent were the FFS sessions useful to your Poultry farming practices?

a. Fully
b. Partially
c. Useful for future
d. Not relevant

तपाईले गर्ने कुखुरापालन सम्बन्धि कार्यमा कृषक पाठशालाका विषयवस्तुहरुले कत्तिको मद्धत गर्यो

पूर्ण रुपमा
आंशिक रुपमा
भविष्यमा काम लाग्ला
उपयुक्त लागेन

C.155. Did the FFS help to identify any problems related to Poultry disease and pests?

m. Yes
n. No
o. Don't know

कृषक पाठशालाका कारण कुखुरामा लाग्ने रोगव्याधीजस्ता समस्या पहिचान गर्न कत्तिको सहयोग पुगेको छ

क) छ
ख) छैन
ग) थाहा छैन

C.156. Was the FFS useful for team building or group mobilization?

a. Fully
b. Partially
C. Useful for future
d. Not useful

समूह निर्माण गर्न तथा परिचालन गर्न पाठशालाका विषयवस्तुबाट कत्तिको सहयोग पुगेको छ

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) भविष्यमा काम लाग्ला
घ) काम लाग्दैन

C.157. Was the FFS useful for empowerment?

a. Fully
b. Partially
C. Useful for future
d. Not useful

सशक्तिकरणका लागि पाठशालाका कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) भविष्यमा काम लाग्ला
घ) काम लाग्दैन

C.158. Was the dissemination of FFS learnings through field day helpful?

a. Yes
b. Somehow
c. No idea

पाठशालाका सिकाईहरु सबैलाई सुसूचित गर्न कृषक दिवस कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) थाहा छैन

C.159. Do you share FFS learning with your neighbors (outside the participants of FFS)?

j. Regularly
k. Sometimes

l. Never

के पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे समूह सदस्यहरुबाहेक छरछिमेकीसंग छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.160. How often do you discuss the technologies and practices among the FFS participants after FFS?

k. Frequently

l. Sometimes

m. Never

पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे समूह सदस्यहरुवीच कत्तिको छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.161. Did you learn any skills by participating in FFS?

a. Yes

b. No

के पाठशालामा सहभागी भएर तपाईंले केही नयाँ सीप सिक्नुभयो

क) सिकेँ

ख) सिकिनँ

C.162. Name any three skills that you are applying after participation in FFS.

पाठशालामा सहभागी भएपछि लागू गरेका तिनवटा सीपहरु उल्लेख गर्नुहोस्

Section G: FARM BUSINESS SCHOOL (FBS)
खण्ड ५ कृषि व्यवसाय पाठशाला

Process
प्रक्रिया

C.163. Name of FBS:
पाठशालाको नाम

C.164. Did you participate in farmer field school before participating in FBS?
a. Yes
b. No
के तपाईँ कृषि व्यवसाय पाठशालामा सहभागी हुनुपूर्व कृषि व्यवसाय पाठशालामा पनि सहभागी हुनुहुन्थ्यो
थिएँ
थिईनँ

C.165. If yes, in which sector
a. Crop FFS
b. Livestock FFS (Goat)
c. Livestock FFS (Dairy)
d. Livestock FFS (Poultry)
यदि हुनुहुन्थ्यो भने कुन पाठशालामा सहभागी हुनुहुन्थ्यो
कृषि व्यवसाय पाठशाला (वाली वा तरकारी)
बाख्रापालन पाठशाला
दुग्ध उत्पादन पाठशाला
कुखुरापालन पाठशाला

C.166. How many sessions were there in the FBS?
(number of sessions) ……
कृषि व्यवसाय पाठशालामा जम्माजम्मी कतिवटा सत्र संचालन भएका थिए
संचालन भएका सत्रहरुको संख्या उल्लेख गर्नुहोस्

C.167. On average, how many hours a day did you spend during the FBS?
…… in hours
पाठशालामा सहभागी हुँदाको दिनमा सरदर कति घण्टा वस्नुहुन्थ्यो ?
…… घण्टा

C.168. How many preparatory meetings did you conduct in one FBS?
कृषि व्यवसाय पाठशाला संचालन गर्दा कतिवटा तयारी बैठक गरिएका थिए
1= एकपटक
2= दुइपटक
3= तीनपटक
4= तयारी बैठक बसिएन
98= थाहा छैन

C.169. Participant selection and group/subgroup formation are done in which preparatory meeting?
m. First
n. Second

o. Third
p. Don't know

कुन तयारी बैठकमा पाठशालाका सहभागी एवम् पाठशाला समूह/उपसमूहहरुको चयन गर्ने कार्य सम्पन्न भयो ?

1= पहिलो
2= दोश्रो
3= तेश्रो
98= थाहा छैन

C.170. Was the time allocated for each FBS session sufficient to deal with the planned contents of the session?

a. Yes
b. No

के कृषि व्यवसाय पाठशालाको सत्रका लागि निर्धारित विषयवस्तु अनुसार तय गरिएको समय पर्याप्त थियो

क) थियो
ख) थिएन

C.171. Was the 2-week interval of FBS and total duration reasonable in terms of learning new knowledge and skills?

c. Yes
d. No

के नयाँ ज्ञान तथा सीप हासिल गर्न दुई दुई हप्ताको अन्तरालमा संचालन हुने पाठशाला र तय गरिएको कुल अवधि उपयुक्त थियो

क (थियो
ख (थिएन

C.172. If not, what would be the best time interval in your opinion?
In days….

यदि थिएन भने तपाईंको विचारमा कस्तो अन्तरालमा संचालन हुँदा उपयुक्त हुन्छ
दिन ……..

C.173. Did the facilitators adhere to the session plan or training schedule as per the manual?

j. Yes, fully
k. Partially
l. Not at all

के सहजकर्ताले तालिम संचालन निर्देशिका अनुसार नै सत्र योजना र तालिमको तालिका मिलाएका थिए

हो पूर्ण रुपमा मिलेको थियो
अंशिक रुपमा मिलेको थियो
मिलेको थिएन

C.174. Did the facilitator put FBS signboard during the meeting session ?

a. Yes
b. Sometimes
c. Not at all

के सहजकर्ताले कृषि व्यवसाय पाठशाला संचालन गर्दा पाठशालाको साईनबोर्ड राख्नुभएको थियो

राख्नुभएको थियो
कहिलेकाँही राख्नुभएको थियो
कहिलेपनि राख्नुभएन

C.175. Were the contents of FBS useful to meet your expectations?

j. Fully

k. Partially
l. Not useful

पाठशालामा समावेश गरिएका विषयवस्तुले तपाईंका सिकाईका अपेक्षालाई पूरा गर्न उपयोगी रहे
पूर्ण रुपमा रहे
आंशिक रुपमा रहे
उपयोगी रहेनन्

C.176. Among the contents covered in FBS, which do you think is the most relevant for you? (Multiple selections)

a. Farm business cycle and Ram Lal's Story
b. Important aspects of farm business
c. Variable and fixed costs
d. Agri. market, market information and prices of agri. produces
e. Market survey
f. Analysis of farm enterprise profitability, break-even point and depreciation
g. Selection of enterprises
h. Preparation of farm business plan
i. Cash flow in farm business
j. Risk in farm business and risk management
k. Environment and Social Safe guard
l. preparation of farm business plan for matching grant
m. Farm business records and record keeping
n. Contract farming
o. Group saving mobilization
p. Productive alliance for market linkage
q. Markets and marketing of agri. produces
r. Benchmarking for farm business
s. post-harvest management of agri. produces
t. Characteristics of successful entrepreneur
u. Post-harvest management of agri. produces (harvesting, cleaning, sorting, grading, packaging, and safe transportation)
v. Value addition
w. Agri. value chains

पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंको विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा सान्दर्भिक लाग्यो
कृषि व्यवसायको चक्र र रामलालको कथा
कृषि व्यवसायका महत्वपूर्ण पक्ष
चालू लागत र स्थीर लागत
कृषि वजार कृषि सूचना र कृषि उपजको वजार मूल्य
वजार सर्वेक्षण
कृषि व्यवसायको नाफा नोक्सान पारविन्दु र ह्रासकट्टी
कृषि व्यवसायको छनौट
व्यवसायमा नगदप्रवाहको अवस्था विश्लेषण
व्यवसायको जोखिम तथा सो को व्यवस्थापन
वातावरणीय तथा सामाजिक सुरक्षाको पक्ष
पूरक अनुदानका लागि कृषि व्यवसायको योजना
कृषि व्यवसाय अभिलेख र व्यवस्थापन
करार खेती

समूह वचत परिचालन
वजार सम्बन्धन विकासका लागि प्रोडक्टिभ एलायन्स
वजार र कृषि उपजको वजारीकरण
कृषि व्यवसायको आधारशीला
पोष्ट हार्भेष्ट व्यवस्थापन
सफल उद्यमीका विशेषताहरु
मूल्य अभिवृद्धि
कृषि मूल्य श्रृंखला

C.177. Among the contents covered in FBS, which do you think is the most irrelevant for you? (Multiple selections)

a. Farm business cycle and Ram Lal's Story
b. Important aspects of farm business
c. Variable and fixed costs
d. Agri. market, market information and prices of agri. produces
e. Market survey
f. Analysis of farm enterprise profitability, break-even point and depreciation
g. Selection of enterprises
h. Preparation of farm business plan
i. Cash flow in farm business
j. Risk in farm business and risk management
k. Environment and Social Safe guard
l. preparation of farm business plan for matching grant
m. Farm business records and record keeping
n. Contract farming
o. Group saving mobilization
p. Productive alliance for market linkage
q. Markets and marketing of agri. produces
r. Bench marking for farm business
s. post-harvest management of agri. produces
t. Characteristics of successful entrepreneur
u. Post-harvest management of agri. produces (harvesting, cleaning, sorting, grading, packaging and safe transportation)
v. Value addition
w. Agri. value chains

पाठशालामा समावेश गरिएका विषयवस्तुमध्ये तपाईंको विचारमा कुन कुन विषय तपाईंलाई सवैभन्दा असान्दर्भिक लाग्यो

कृषि व्यवसायको चक्र र रामलालको कथा
कृषि व्यवसायका महत्वपूर्ण पक्ष
चालू लागत र स्थीर लागत
कृषि वजार कृषि सूचना र कृषि उपजको वजार मूल्य
वजार सर्वेक्षण
कृषि व्यवसायको नाफा नोक्सान पारविन्दु र ह्रासकट्टी
कृषि व्यवसायको छनौट
व्यवसायमा नगदप्रवाहको अवस्था विश्लेषण
व्यवसायको जोखिम तथा सो को व्यवस्थापन
वातावरणीय तथा सामाजिक सुरक्षाको पक्ष
पूरक अनुदानका लागि कृषि व्यवसायको योजना

कृषि व्यवसाय अभिलेख र व्यवस्थापन
करार खेती
समूह वचत परिचालन
वजार सम्बन्धन विकासका लागि प्रोडक्टिभ एलायन्स
वजार र कृषि उपजको वजारीकरण
कृषि व्यवसायको आधारशीला
पोष्ट हार्भेष्ट व्यवस्थापन
सफल उद्यमीका विशेषताहरु
मूल्य अभिवृद्धि
कृषि मूल्य श्रृंखला

C.178. In the future, which content/topic do you think to add to the FBS curriculum for making it fruitful? (Open-ended)

.....

तपाईंको विचारमा भविष्यमा कुन कुन विषय पाठशालामा थप समावेश गर्दा अझ उपयोगी हुने लागेको छ

.....

C.179. Did the required inputs to run FBS available in time?

j. Received on time with the required quantity
k. Received required quantity with delay
l. Didn't receive the required quantity

के पाठशाला संचालनका लागि आवश्यक सामग्रीहरु समयमा नै प्राप्त भएका थिए

चाहिएको सामग्री समयमा नै प्राप्त भयो
चाहिएको सामग्री त आयो तर समयमा आएन
चाहिएजति सामग्री आएन

C.180. Have you ever noticed that the farmer member participates differently from the same household in different sessions of FBS?

j. Most likely
k. Sometime
l. No

के पाठशाला संचालनका दौरानमा एकैघरका फरकफरक सदस्य सहभागी भएको अवस्था थियो

प्राय हुन्थ्यो
कहिलेकाँही
थिएन

C.181. Who identifies and decides topics for special classes in FBS?

e. Participants
f. Facilitator
g. field staff
h. Person who comes for special class

पाठशाला संचालनका दौरानमा विशेष सत्र संचालनका लागि विषयवस्तुको छनौट र निर्णय कसले गर्ने गर्दछन्

सहभागीले
सहजकर्ताले
फिल्ड कर्मचारीले
विशेष सत्र संचालन गर्ने व्यक्तिले

C.182. Who were the FBS facilitators?

a. Both were Technicians
b. One Technician and another Farmer facilitator

c. Both were Farmer facilitators

पाठशाला संचालनका सहजकर्ता को थिए

क) दुवैजना प्राविधिक थिए

ख) एकजना प्राविधिक र एकजना कृषक सहजकर्ता थिए

ग) दुवैजना कृषक सहजकर्ता थिए

घ) थाहा छैन

C.183. If the answer is "b", then whose facilitation skill was relatively better?

a. Technician
b. Farmer facilitators
c. Both

यदि माथिको जवाफ ख भए कसको सहजीकरण तुलनात्मक हिसावले राम्रो थियो

क) प्राविधिकको

ख) कृषक सहजकर्ताको

ग) कृषक सहजकर्ता र प्राविधिक दुवैजनाको

घ) थाहा छैन

Knowledge

C.184. What are the main components of an agricultural business plan?

a. Background, production plan and risk management plan.
b. Production plan, market plan, expenditure and finance plan.
c. Background, production plan, market plan, expenditure and finance plan, risk management Plan and Action Plan
d. None of the above.

कृषि व्यवसायिक योजनाका महत्वपूर्ण संभागहरु के के हुन्

पृष्ठभूमि उत्पादन योजना र जोखिम व्यवस्थापन योजना

उत्पादन योजना वजार योजना खर्च तथा वित्तीय योजना

पृष्ठभूमि उत्पादन योजना वजार योजना खर्च तथा वित्तीय योजना जोखिम व्यवस्थापन योजना र कार्ययोजना

माथिका कुनैपनि होईन

C.185. What are the basics that should be taken into account while making an agricultural business plan?

a. Agricultural and livestock products that are in high demand in the market and sell a lot.
b. Availability of production materials, labor and capital.
c. Advice and suggestions of agricultural extension workers.
d. All of the above.

कृषि व्यवसायिक योजना तर्जुमा गर्दा ध्यानदिनुपर्ने आधारभूत पक्षहरु के के हुन्

कृषि तथा पशुजन्य उपजको अत्याधिक माग हुने अवस्थामा ज्यादा विक्री गर्ने

कृषि उत्पादन सामग्री श्रमिक र पूँजी

कृषिप्रसारका कर्मचारीहरुको सरसल्लाह

माथिका सबै

C.186. How do you understand the "Break-even-point" in the Business plan?

a. Neither profit nor loss situation
b. Loss only
c. Best profit
d. No idea

व्यावसायिक योजनामा पारविन्दु भन्नाले के वुझ्नुहुन्छ

न नाफा न घाटाको स्थिति
घाटा हुने स्थिति
राम्रो नाफाको स्थिति
थाहा छैन

C.187. When do we celebrate farmer's day in FBS?

q. Before planting/seeding
r. In-between sessions
s. After harvesting a crop
t. At the end of FBS

पाठशाला संचालन गर्दा कुनदिन कृषक दिवस मनाईन्छ

क) पाठशाला संचालन गर्नुभन्दा पहिला
ख) पाठशाला संचालनको वीचमा
ग) कृषि व्यवसाय पाठशालाको अन्तमा

C.188. How do you think that FBS Field Day helped to achieve its objectives?
के गर्दा कृषक दिवसको उदेश्य पुरा भएको मानिन्छ ?

क) साँस्कृतिक कार्यक्रम गरी रमाईलो गरेर
ख) कृषि व्यवसाय पाठशालामा सिकेका प्राविधिक ज्ञानहरु अरुहरुलाई जानकारी गराएर
ग) भाषण गरेर
घ) उचित तवरले मञ्चको सजावट गरेर

Is the FBS approach appropriate for dissemination profitable farm business to other farmers like you?

m. Yes
n. No
o. No idea

तपाईजस्तै अरु कृषकहरुलाई नाफामूलक कृषि व्यवसायको विस्तार गर्न कृषि व्यवसाय पाठशालाको माध्यम कत्तिको उपयोगी होला

क) उपयुक्त हो
ख) होईन
ग) थाहा छैन

C.189. How satisfied were you with the FBS's content delivered by the FBS facilitators?

a. Fully satisfied
b. Partially satisfied
c. Not satisfied
d. Don't know

सहजकर्ताले सहजीकरण गरेको कृषि व्यवसाय पाठशालाका विषयवस्तुबाट तपाईं कत्तिको संतुष्ट हुनुभयो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) संतुष्ट हुन सकिएन
घ) थाहा छैन

C.190. How satisfied you were with the demonstrations/examples/group exercises of the FBS done by the FBS facilitators?

a. Fully satisfied
b. Partially satisfied
c. Not satisfied
d. Don't know

के तपाईं सहजकर्ताले सहजीकरणका दौरान गरेको प्रदर्शन उदाहरण तथा समूह अभ्यासबाट संतुष्ट हुनुभयो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) संतुष्ट हुन सकिएन

घ) थाहा छैन

C.191.

कृषि व्यवसाय पाठशालाको अन्तिममा वाली वा पशुपन्छीको लाभ लागत विश्लेषण गर्नाले के कुराको अवगत हुन्छ

क) उत्पादित वस्तुको विक्री मुल्य निर्धारण

ख) नाफा नोक्सान थाहा पाउन

ग) उत्पादित बस्तुको लागत मूल्य थाहा पाउन

घ) माथिका सवै

Practice
अभ्यास

C.192. To what extent were the FBS sessions useful to meet your expectations to increase your farm income?

a. Fully

b. Partially

c. Useful for future

d. Not relevant

कृषि व्यवसायको अम्दानी बढाउने कार्यमा कृषि व्यवसाय पाठशालाका विषयवस्तुहरुले कत्तिको मद्धत गर्यो

पूर्ण रुपमा

आंशिक रुपमा

भविष्यमा काम लाग्ला

उपयुक्त लागेन

C.193. Was the FBS useful for team building or group mobilization?

a. Fully

b. Partially

C. Useful for future

d. Not useful

उद्यम समूह निर्माण गर्न तथा परिचालन गर्न पाठशालाका विषयवस्तु कत्तिको सहयोग पुगेको छ

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.194. Was the FBS useful for empowerment?

a. Fully

b. Partially

C. Useful for future

d. Not useful

सशक्तिकरणका लागि पाठशालाका कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.195. Was the FBS helpful to share the experiences with neighbors to increase income?

a. Fully
b. Partially
c. Useful for future
d. Not relevant

अन्य छिमेकीहरुसंग कृषि व्यवसायको अम्दानी बढाउने लगायतका अन्य अनुभवहरुको आदानप्रदान गर्न पाठशाला कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.196. Was the dissemination of FBS learnings through field day helpful?

a. Yes
b. Somehow
c. No idea

पाठशालाका सिकाईहरु दिवसमा उपस्थित सबैलाई सुसूचित गर्न कृषक दिवस कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) थाहा छैन

C.197. Do you share FBS learning with your neighbors (outside the participants of FBS)?

m. Regularly
n. Sometimes
o. Never

के पाठशालाबाट सिकेको प्रविधि तथा अभ्यासहरुबारे समूह सदस्यहरुबाहेक अन्य छरछिमेकसंग छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.198. How often do you discuss the learnings among the FBS participants after FBS?

n. Always
o. Frequently
p. Sometimes
q. Never

के पाठशालाबाट सिकेको सिकाईहरुबारे समूह सदस्यहरुवीच छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.199. Did you change the way of your marketing strategy after FBS training?

a. Yes
b. No

के पाठशालामा सहभागी भएपछि तपाईंले वजारीकरण रणनीतिमा केही नयाँ सीप सिक्नुभयो

क) सिकैं

ख) सिकिनँ

C.200. Did you get more profits from your crop/livestock commodities after participating in FBS?

a. Yes
b. No

पाठशालामा सहभागी भएपछि कृषि तथा पशुजन्य उपजको विक्रीबाट थप मुनाफा प्राप्त गर्न सफल हुनुभयो

क) भएँ
ख) भईनँ

C.201. Have the FBS sessions helped you solve the problems of farm business and marketing?

a. Yes
b. To some extent
c. No

पाठशालामा सहभागी भएपछि कृषि व्यवसाय र वजारीकरणका समस्या समाधान गर्न सफल हुनुभयो

क) भएँ
ख) केही हदसम्म
ग) भईनँ

C.202. Were the FBS learnings helpful in reducing the cost of production?

a. Yes
b. To some extent
c. No idea

उत्पादन लागत घटाउन पाठशालाको सिकाइ कत्तिको सहयोगी रहेको छ

क) धेरै उपयोगी रह्यो
ख) केही हदसम्म रह्यो
ग) थाहा छैन

C.203. Have you been able to increase your income from crop or livestock enterprises adopting the farm business school learning?

a. Yes
b. No
c. No idea

के तपाईले पाठशालाको सिकाइलाई अपनाएर बाली वा पशुपालन उद्यमहरूबाट आफ्नो आम्दानी बढाउन सक्षम हुनुहुन्छ?

छु
छैन
थाहा छैन

C.204. Was the FBS helpful to improve knowledge and skills on Farm Business and preparing business plans and record keeping of the Farm?

a. Yes
b. No

पाठशालाले व्यवसायिक योजनाहरू तयार गर्न र फार्मको रेकर्ड राख्ने ज्ञान र सीपहरू सुधार गर्न मद्दत गरेको छ?

छ
छैन

C.205. To what extent the FBS was helpful to reduce the post-harvest losses of farm produces?

a. Fully
b. Partially
c. Useful for future

के पाठशाला कृषि उत्पादनको उत्पादनोपरान्तको नोक्सान कम गर्न सहयोगी रहेको थियो?

थियो, पूर्ण रूपमा
आंशिक रूपमा

भविष्यको लागि उपयोगी

C.206. Was the dissemination of FBS learning experience through field day helpful?

a. Yes, fully

b. Partially

c. Useful for future

कृषक दिवस मार्फत पाठशालाका सिकाइ अनुभवको प्रसार उपयोगी थियो?

थियो, पूर्ण रूपमा

आंशिक रूपमा

भविष्यको लागि उपयोगी

Have your group members started monthly saving and credit mobilization?

a. Yes,

b. No

के तपाईंको समूहका सदस्यहरूले मासिक बचत र ऋण परिचालन सुरु गरेका छन्?

छ

छैन

C.207. Have you mobilized the group funds to invest in your farm business?

a. Yes

b. No

के तपाईंले आफ्नो कृषि व्यवसायमा लगानी गर्न समूह कोष परिचालन गर्नुभएको छ?

छ

छैन

C.208. Have you started value addition activities of agricultural commodities like cleaning, grading, sorting, packaging, etc.?

a. Yes

b. No

के तपाईंले कृषि वस्तुहरूको मूल्य अभिबृद्धिका लागि सरसफाइ, ग्रेडिङ, सर्टिंग, प्याकेजिङ, आदि जस्ता गतिविधिहरू सुरु गर्नुभएको छ?

छ

छैन

C.209. Are the FBS participants able to establish the market linkage with traders (group purchase of input and marketing produces)?

a. Yes

b. Just initiated

c. Not yet

के पाठशालाका सहभागीहरू व्यापारीहरूसँग बजार सम्बन्ध स्थापित गर्न सक्षम छन् (समुह मार्फत उत्पादन सामाग्री खरिद तथा उत्पादित बस्तुहरुको बजारीकरण)?

छ

भर्खर पहल गरेको हो

छैन

C.210. Have you received any financial services from bank/cooperatives/finance companies?

a. Yes

b. No

के तपाईंले बैंक/सहकारी/वित्तीय कम्पनीहरूबाट कुनै वित्तीय सेवाहरू (ऋण कर्जा आदि) प्राप्त गर्नुभएको छ?

छ

छैन

C.211. Have your group started contract farming with the buyers/traders?

a. Yes
b. No

के तपाईको समूहले क्रेता/व्यापारीसँग करार खेती गर्न थालेको छ?

छ
छैन

Section G: NUTRITION FIELD SCHOOL (NFS)
खण्ड ६ पोषण पाठशाला

Process

C.212. Name of NFS:

पाठशालाको नाम

C.213. How many sessions were there in the NFS?

(number of sessions) ……

पोषण पाठशालामा जम्माजम्मी कतिवटा सत्र संचालन भएका थिए ? (संचालन भएका सत्रहरुको संख्या उल्लेख गर्नुहोस्)

C.214. On average, how many hours a day did you spend during the NFS sessions?

…… in hours

पोषण पाठशालामा सहभागी हुँदाको वखत (सत्र चलेको बखत) दैनिक सरदर कति घण्टा पाठशालामा वस्नुहुन्थ्यो ?

…… घण्टा

C.215. How many preparatory meetings did you conduct in one NFS?

1= one
2= Two
3= Three
4= None
98= Don't know

एउटा पोषण पाठशाला संचालन गर्नको लागि तयारी बैठक कतिपटक वस्नुभयो ?

1= एकपटक
2= दुइपटक
3= तीनपटक
4= तयारी बैठक बसिएन
98= थाहा छैन

C.216. Participant selection and group/subgroup formation are done in which preparatory meeting?

1= First
2= Second
3= Third
4= Don't know

कुन तयारी बैठकमा पाठशालाका सहभागी एवम् पाठशाला समूह/उपसमूहहरुको चयन गर्ने कार्य सम्पन्न भयो ?

1= पहिलो
2= दोश्रो
3= तेश्रो
98= थाहा छैन

C.217. Was the time allocated for each NFS session sufficient to deal with the planned contents of the session?

e. Yes
f. No

के पाठशालाको सत्रका लागि निर्धारित विषयवस्तु अनुसार तय गरिएको समय पर्याप्त थियो

क) थियो

ख) थिएन

C.218. What was the interval for NFS sessions?

1= 1 month

2 = 15 days

कति अवधिमा पाठशालाका सत्रहरु संचालन कुने गर्दथे

१ महिनामा एक पटक

१५ दिनमा एक पटक

C.219. If 2, was the 2-week interval of NFS and total duration enough for learning?

g. Yes

h. No

यदि १५ दिनमा एकपटक संचालन हुने गरेको भए के नयाँ ज्ञान तथा सीप हासिल गर्न दुई दुई हप्ताको अन्तरालमा संचालन हुने पाठशाला र तय गरिएको कुल अवधि उपयुक्त थियो

क (थियो

ख (थिएन

C.220. If not, what would be the best time interval in your opinion?

In days….

यदि थिएन भने तपाईंको विचारमा कस्तो अन्तरालमा संचालन हुँदा उपयुक्त हुन्छ

दिन ……..

C.221. Did the facilitators adhere to the session plan or training schedule as per the manual?

m. Yes, fully

n. Partially

o. Not at all

के सहजकर्ताले तालिम संचालन निर्देशिका अनुसार नै सत्र योजना र तालिमको तालिका मिलाएका थिए

हो पूर्ण रुपमा मिलेको थियो

अंशिक रुपमा मिलेको थियो

मिलेको थिएन

C.222. Were the contents of NFS useful to meet your expectations?

1= Fully

2= Partially

3= Not useful

पाठशालामा समावेश गरिएका विषयवस्तुले तपाईंका अपेक्षालाई पूरा गर्न कत्तिको उपयोगी रहे ?

1= पूर्ण रुपमा उपयोगी रहे

2= आंशिक रुपमा उपयोगी रहे

3= उपयोगी रहेनन्

C.223. Was the duration of 4.5 hours per session appropriate?

a. Yes

b. No
c. No idea

के प्रति सेसन ४.५ घण्टाको समय अवधि उपयुक्त थियो

थियो

थिएन

थाहा भएन

C.224. If not, how many hours is required per session?
Number:

यदि थिएन भने तपाईंको विचारमा प्रति सेसन कति समय संचालन हुँदा उपयुक्त हुन्छ
घण्टा ……..

C.225. Are the learning materials used by facilitator for NFS adequate?
a. Yes
b. No
c. No idea

के पाठशाला संचालनका लागि आवश्यक सामग्रीहरु पर्याप्त थिए

थियो

थिएन

थाहा भएन

C.226. Did the required inputs to run NFS available in time?
1= Received on time with required quantity
2= Received required quantity with delay
3= Didn't receive required quantity
98= Don't know

पोषणा पाठशाला संचालनका लागि आवश्यक सामग्रीहरु समयमा नै प्राप्त भएका थिए ?

1= चाहिएको सामग्री समयमा नै प्राप्त भयो
2= चाहिएको सामग्री त आयो तर समयमा आएन
3= चाहिएजति सामग्री आएन
98 = थाहा छैन

C.227. Have you ever noticed that the farmer member participates differently from the same household in different sessions of NFS?

1= Most likely
2= Sometime
3= No

पाठशाला संचालनका दौरानमा फरकफरम सत्रमा एकैघरका फरकफरक सदस्य सहभागी भएको अवस्था थियो ?

1= प्राय हुन्थ्यो
2= कहिलेकाँही
3= थिएन

C.228. Who identifies and decides topics for special classes in NFS?

i. Participants
j. Facilitator
k. field staff
l. Person who comes for aspecial class

पाठशाला संचालनका दौरानमा विशेष सत्र संचालनका लागि विषयवस्तुको छनौट र निर्णय कसले गर्ने गर्दछन्

सहभागीले
सहजकर्ताले
फिल्ड कर्मचारीले
विशेष सत्र संचालन गर्ने व्यक्तिले

C.229. Who were the NFS facilitators?

Both were Project Facilitators
One Project Facilitators and another NFS facilitator
Both were NFS facilitators

पाठशाला संचालनका सहजकर्ता को थिए

क) दुवैजना आयोजना सहजकर्ता थिए
ख) एकजना आयोजना सहजकर्ता र एकजना पोषण सहजकर्ता थिए
ग) दुवैजना पोषण सहजकर्ता थिए

C.230. If the answer is "b", then whose facilitation skill was relatively better?

1= Project Facilitators
2= NFS facilitators
3= Both
4= Don't know

यदि माथिको जवाफ ख भए कसको सहजीकरण तुलनात्मक हिसावले राम्रो थियो

क) आयोजना सहजकर्ताको
ख) पोषण सहजकर्ताको
ग) आयोजना सहजकर्ता र पोषण सहजकर्ता दुवैजनाको
घ) थाहा छैन

C.231. Was the NFS site convenient for all participants?

1= Yes
2= No

पोषण पाठशाला संचालन भएको स्थान सवैलाई पायक पर्ने थियो ?

1= थियो
2= थिएन

C.232. How many children for anthropometry measurement were there in the NFS outside the group ?

In number….

पोषण पाठशाला संचालन भएको समूह बाहेकका कतिजना वालवालिकाको पोषण अवस्थाको जाँच गरिएको थियो ?

1= थियो
2= थिएन

C.233. Are the learning materials used by facilitator for NFS adequate?

a. Yes

b. No
c. No idea

के पाठशाला संचालनका समयमा प्रयोग गरिएका सिकाईका सामग्रीहरु पर्याप्त थिए
थिए
थिएनन्
थाहा भएन

Knowledge

C.234. What is the meaning of "*harek bar khana char*"
a. Feed four times in a day
b. Eat four items as prescribed by the food category in each feed
c. Make a separate menu for each day
d. Don't know

हरेक बार खाना चार भन्नाले के बुझ्नुहुन्छ
दिनमा चारपटक खाना खाने
हरेक खानामा खानाको वर्गीकरणले सिफारिस गरे अनुसार चार प्रकारका खाना खाने
प्रत्येक दिनका लागि बेग्लाबेग्लै खाना
थाहा छैन

C.235. What type of food items needed to set up nutrition corner?
a. Food Grain
b. Legumes
c. Fruits and green vegetable
d. Animal protein
e. All of above

पोषण कुना तयार गर्दा आवश्यक पर्ने खाद्य सामग्री के के हो
खाद्यान्न
दाल गेडागुडी
फलफूल तथा सागसब्जी
पशुपन्छीजन्य उत्पादन
थाहा छैन

C.236. What is exclusive breastfeeding?
a. Feeding breast milk only for first six months after birth
b. Feeding only milk all type for first six months after birth
c. Feeding liquid and milk for first six months after birth
d. None of above

प्रभावकारी पूर्ण स्तनपान भन्नाले के बुझ्नुहुन्छ
जन्मेको पहिलो ६ महिनासम्म आमाको दूधमात्र ख्वाउने
जन्मेको पहिलो ६ महिनासम्म सबैप्रकारको दूधमात्र ख्वाउने
जन्मेको पहिलो ६ महिनासम्म दूधका साथमा अन्य झोलिलो पदार्थ ख्वाउने
माथिको कुनैपनि होईन

C.237. Can you tell me where your child receives vaccinations?
a. *Gaunghar* Clinic
b. Nearest Health Institution

c. Private hospital
d. District hospital
e. All of above

के तपाई भन्न सक्नुहुन्छ की तपाईंको वच्चाले खोप कहाँ गएर लगाएको हो

गाउँघर क्लिनिक
नजिकको स्वास्थ्यसंस्था
निजी अस्पताल
जिल्ला अस्पताल
माथिको सबै

C.238. What is growth monitoring in nutrition

e. Measuring height only
f. Measuring weight only
g. Measuring arm circumference only
h. All of above

वच्चाको वृद्धि अनुगमन भनेर के बुझ्नुहुन्छ

वच्चाको उचाई मापन गर्ने
वच्चाको तौल मापन गर्ने
पाखुराको मापन गर्ने
माथिको सबै

C.239. MUAC tape is used to

a. Measure the height of the child
b. Measuring the weight of the child
c. Measure the arm circumference of a child

MUAC tape के का लागि प्रयोग गरिन्छ

वच्चाको उचाई मापन गर्न
वच्चाको तौल मापन गर्न
वच्चाको पाखुराको मापन गर्ने

C.240. What do *"Zero 0"* in record-keeping format represent while measuring arm using MUAC tape

a. Acute malnourished
b. Normal health status
c. Obesity
d. Don't know

MUAC tape प्रयोग गर्दा लिईने Zero 0 ले के कुरालाई जनाउँछ

कडा शिघ्र पोषण
सामान्य स्वास्थ्य अवस्था
मोटेपना
थाहा छैन

C.241. Is the NFS approach appropriate for improving the nutrition security of households to other mother's group like you?

1= Yes
2= No

3= No idea

अन्य आमाहरुको घरपरिवारको पोषण सुरक्षा सुधारका लागि पोषण पाठशाला संचालन माध्यम कत्तिको उपयुक्त हो ?

क) उपयुक्त हो

ख) होईन

ग) थाहा छैन

C.242. Is the NFS approach appropriate for disseminating the BCC knowledge to another person like you?

1= Yes

2= No

3= No idea

तपाईंजस्तै अरु आमाहरुको आनीवानी परिवर्तनका लागि पोषणा पाठशालाको माध्यम कत्तिको उपयोगी होला

क) उपयुक्त हो

ख) होईन

ग) थाहा छैन

C.243. How satisfied were you with the NFS's content delivered by the NFS facilitators?

a. Fully satisfied

b. Partially satisfied

c. Not satisfied

d. Don't know

सहजकर्ताले सहजीकरण गरेको पोषण पाठशालाका विषयवस्तुबाट तपाईं कत्तिको संतुष्ट हुनुभयो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) संतुष्ट हुन सकिएन

घ) थाहा छैन

Practice

C.244. To what extent of the NFS sessions were useful on the improvement of nutrition status of women, children and adolescents?

a. Fully

b. Partially

c. Useful for future

d. Not useful

पाठशालाका विषयवस्तुहरुले महिला वालवालिका तथा किशोरकिशोरीहरुको पोषण अवस्थामा सुधार ल्याउनको लागि कत्तिको मद्धत गर्यो

पूर्ण रुपमा

आंशिक रुपमा

भविष्यमा काम लाग्ला

उपयुक्त लागेन

C.245. Were the contents of NFS useful to raise the level of awareness, knowledge and skills on nutrition cum Behaviour Change Communication?

a. Fully

b. Partially

c. Not useful

पाठशालाका विषयवस्तुहरु चेतनास्तर ज्ञान तथा सीप वृद्धि गर्न तथा आनिवानि बदल्न कत्तिको उपयोगी भए

पूर्ण रुपमा

आंशिक रुपमा

उपयुक्त लागेन

C.246. Have your family made any changes in your regular diet of the family after NFS participation?

a. Yes

b. No

के पाठशाला संचालनपश्चात तपाईंको घरपरिवारको नियमित खाना तालिका तथा तौरतरिकामा कुनै परिवर्तन आएको छ

छ

छैन

C.247. Was the NFS useful for team building or group mobilization?

a. Fully

b. Partially

C. Useful for future

d. Not useful

समूह निर्माण गर्न वा परिचालन गर्न पाठशालाका विषयवस्तुबाट कत्तिको सहयोग पुगेको छ

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.248. To what extent the NFS useful for sessions contributed to the role of women in empowerment?

a. Fully

b. Partially

C. Useful for future

d. Not useful

समूहमा आवद्ध महिलाहरुको सशक्तिकरणका लागि पाठशालाका कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा

ख) आंशिक रुपमा

ग) भविष्यमा काम लाग्ला

घ) काम लाग्दैन

C.249. Do you share NFS learning with your neighbors (outside the participants of NFS)?

p. Regularly

q. Sometimes

r. Never

के पाठशालाबाट सिकेको विधि तथा अभ्यासहरुबारे समूह सदस्यहरुबाहेक छरछिमेकसंग छलफल हुने गरेको छ

क) नियमित रुपमा

ख) कहिलेकाँही

ग) हुँदैन

C.250. Was the NFS helpful to share the experiences with neighbors to increase dietary diversity?

a. Fully
b. Partially
c. Useful for future
d. Not relevant

अन्य छिमेकीहरुसंग खानाको विविधीकरण लगायतका अन्य अनुभवहरुको अदानप्रदान गर्न पाठशाला कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) भविष्यमा काम लाग्ला
घ) काम लाग्दैन

C.251. Was the dissemination of NFS learnings through field day helpful?

a. Yes, fully
b. Partially
c. relevant for future

पाठशालाका सिकाईहरु सबैलाई सुसूचित गर्न कृषक दिवस कत्तिको सहयोगी रह्यो

क) पूर्ण रुपमा
ख) आंशिक रुपमा
ग) थाहा छैन