Plant Archives Vol. 16 No. 2, 2016 pp. 955-958 *ISSN 0972-5210*

A STUDY OF THE PROBLEMS BEING FACED BY THE PARTICIPANT FARMERS AND INSTRUCTORS AND TO SUGGEST STRATEGIES TO MAKE KRISHI VIGYAN KENDRA MORE BENEFICIAL

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Abstract

In Indian economy, the agricultural sector still contributes about 34 percent to our national income where nearly 70 percent of the population depends. Despite sustained efforts in agriculture and spectacular strides made in agriculture technology over the past several decades. There are a large number of school drop-outs in the rural areas who need training, in selected vocations, especially in agriculture so that they may be suitably employed in farming. In this regard, the I.C.A.R. introduced several first line transfers of technology projects. The Krishi Vigyan Kendra (Farm Science Centre) is one of them. In pursuance of the recommendations of Education Commission (1964-66) and Dr. Mohan Singh Mehta Committee report to establish institutions for providing vocational education in agriculture at the pre and post matriculate level, the Indian Council of Agricultural Research has started a scheme to establish Krishi Vigyan Kendra's in the country. The national commission and Agriculture (1976) recommended the establishment of one K.V.K. The first K.V.K. was established in 1974 at Pondicherry under the administrative control of the Tamil Nadu Agricultural University, Coimbatore (T.N.) since then several K.V.Ks were established in different parts of the country. Upto October 31, 2016, 651 KVKs were established in the country. Farmers perception on the problems faced by them during the training programmes of K.V.K., which is preferential order from most felt to least are lack of incentives (83.33 per cent) problems of conveyance (80 per cent) problems of boarding and lodging (71.66 per cent), no. proper follow up of activities (68.33 per cent), problems regarding to course content (51.66 per cent), irregular class held (38.33 per cent) and problems in monthly training (26.66%).

Key words : K.V.K., agriculture, farming, vocational education.

Introduction

The present rate of agricultural production could be doubled, if the available technologies are brought to bear with the production processes and programmes, focusing more and more on transferring our new technologies away from the confirms of laboratories and research institution to the farmers and make them more result and work oriented. There is a continuous advancement in agricultural research in the country. The transfer of technology, however, could not keep pace with the advancement of agricultural research. Therefore, the gap between the technology available at the agricultural research stations and technologies being practiced in the farmer's field has widened. To reduce this gap and to maintain a continuous flow of technology from research station to the farmer's fields, it is essential to train the farmers in agricultural and allied technologies. There are a large number of school drop-outs in the rural areas who need training, in selected vocations, especially in agriculture so that they may be suitably employed in farming. In this regard the I.C.A.R. introduced several first line transfers of technology projects. The Krishi Vigyan Kendra's (Farm Science Centre) is one of them. In pursuance of the recommendations of Education Commission (1964-66) and Dr. Mohan Singh Mehta Committee report to establish institutions for providing vocational education in agriculture at the pre and post matriculate level, the Indian Council of Agricultural Research has started a scheme to establish Krishi Vigyan Kendra's in the country. The national commission on Agriculture (1976) recommended the establishment of one K.V.K. in each district by the end of sixth five year plan and three KVKs per district by the end of the present century. Keeping the above facts in view, Government of India decided to establish

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at least one K.V.K. in each district in a phased manner, during the seventh five year plan. The first K.V.K. was established in 1974 at Pondicherry under the administrative control of the Tamil Nadu Agricultural University, Coimbatore (T.N.) since then several K.V.Ks were established in different parts of the country. Upto October 31, 2016, 651 KVKs were established in the country. In Uttar Pradesh, there were 68 KVKs established up to October, 2016 and the number is increasing every year. The Mohan Singh Mehta Committee (1974) laid down the following basic concepts of K.V.K. The Kendra will impart learning through work experience and hence, will be concerned with technical literacy, the acquisition of which does not necessarily require as a pre-condition the ability to read and write. The concerted efforts are made to increase the agricultural production through various ways. It is not enough to conduct research work and find out the improved technology rather, what type of technology needed by the farmers and how reaches the ultimate users without further delay. In this context, Fay (1962) rightly stated that training cultivators with the specific methods of crop production, if universally employed could easily double the current level of yield. Sanders (1967) also pointed out the importance of training in increasing agricultural production. He says, "Training is necessary for a job to be done properly, it saves may heart breaking experiences. Training is necessary to bring about a desire on the part of the masses to want to increase production to have understanding for measuring the increased agricultural production, to have know-how for increasing production and to have needed support from Government and Public." Keeping the importance of K.V.Ks in increasing agricultural production and enhancing awareness among the villages in view and introduction of several programs including Krishi Vigyan Kendra as medium of available knowledge transfer to increase the production potential. Some doubts are being raised by the worker and are not satisfied with the type of training, knowledge input, skill, ability and adoption of improved technology on their fields. The present study has the limitations of the time and resources usually faced by a student investigator. However, considerable care and through were exercised in making the study as objectives and systematic possible. The study involved collection of data from farmers on paddy, wheat, potato and sugarcane crops. The correctness of responses, which are based on the ability of respondents to recall and verbal opinions expressed by them in spite of the best efforts of investigator, leave margin for error to creep in. hence the objectivity of this study is limited to their ability to recall and also their honesty in furnishing the required information. It may, however, be mentioned that the findings for this study may not be generalized beyond the limits of the area under investigation and other areas having similar agro-climatic and socio-climatic and socio-cultural conditions. Through, every attempts was made to make the use of standardized tools and techniques for data collection. Inspite of the limitations, it is hoped that the findings of this study would be useful to the agricultural scientist trainers of K.V.K. planners, extension workers and various organizations which are engaged in imparting training to the farmers. The K.V.K. project is sponsored by the I.C.A.R. and is implemented by the ICAR research institutes, State Agricultural Universities, State Departments of Agriculture and reputed Voluntary Organizations. The K.V.K. is headed by a senior scientist of the rank of Professor/Associate Professor in the field of Agricultural Extension or Agronomy. He is supported by a team of disciplinary scientist representing Agronomy, Horticulture, Plant Pathology, Entomology, Animal Science, and Agricultural Engineering. Home Science and Fisheries, depending upon the needs of respective district. A group of technical and other supporting staff is also provided to each K.V.K.

Research Methodology

The present study entitled "An Appraisal of K.V.K. District Pilibhit in Transforming Socio-economic Status of the trained Persons" was under taken during the Agricultural year 2012. There are 7 development blocks in district Pilibhit. All the blocks are covered under Krishi Vtgyan Kendra, Pilibhit. Therefore, due to limited time and resources only two blocks *i.e.*, Marauri and Lalorikhera were selected purposively for conducting present research projects. The reason for the selection of above blocks was that the KrishiVigyan Kendra pilibhit was also running training programmes. Which must have affected the farmers favorably other reason for the selection of said blocks was near to the Krishi Vigyan Kendra and possessed easy means of transportation and communication. A through acquaintance with the languages, customs, traditions, values and comparative nature of the people were other beneficial points to the researcher for obtaining accurate and unbiased information. With the help of the training centres, a list of villages involved in. training was prepared separately for both the development blocks. From each of these two lists, a set of two villages gram Marori and Jonapuri from Marauri community development block Lalorikhera, Zatipur, for Lalorikhera, community development block were randomely chosen. Thus a total of four villages

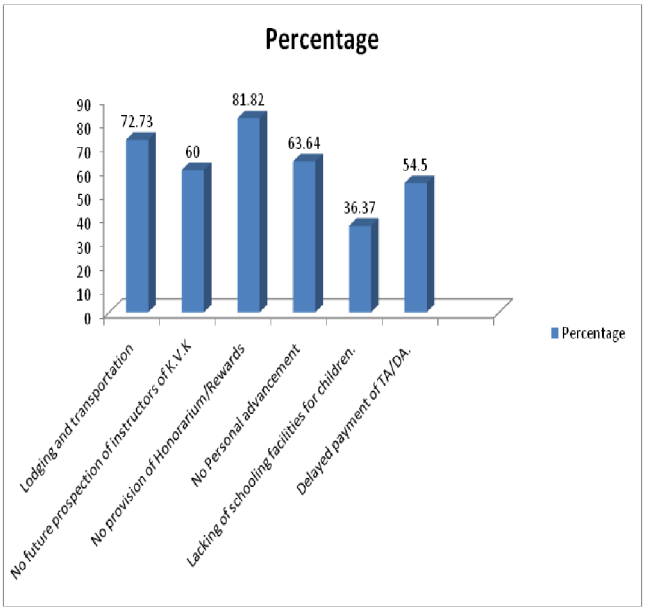
(two from each development block) were randomly selected for drawing the sample of respondents. Required numbers of respondents were selected at random from all the four villages after preparing a list of trained farm in Krishi Vigyan Kendra. The total number of respondents were sixty (30 from each development block or 2 villages from each development block).

Results and Discussion

A. Problems of trainees

Table 1 : Showing the problems of trainees.

S. no.	Problems	Percentage	Rank
1	Problems of conveyance	80.00	II
2	Problem regarding course contents	51.66	V
3	No Proper follow up of activities	68.33	IV
4	Problem of boarding and lording	71.66	III
5	Irregular classes held	38.33	VI
6	Lack of incentives	88.33	I
7	Problem in monthly training	26.33	VII



The data in table 1, reflected the seven problems faced by trainees at the time of participation in training programmes. On the basis of the merit of the problems, lack of incentives was ranked (I), Availability of conveyance (II) boarding and lodging (III), No proper follow up of activities (IV), problem regarding course contents (V) No proper services provided (VI) and problem regarding monthly training (VII). Thus, it can be said that the farmers trained at K.V.K. felt the problems of incentives, availability of conveyance, boarding and lodging, no proper follow up of activities, problem regarding course contents, no proper services provided and problem in monthly training at K.V.K. centers. Similar findings were also reported by Singh (1967) and Chaudhari *et al.* (1980). They observed that lack of boarding and lodging facilities, delay in payment of financial assistance, daily allowance be increased. K.V.Ks. are located in rural areas with lesser amenities and inadequate staff, respectively.

B. Problems faced by the instructors of K.V..K.

Table 2 : Showing the problems of instructors.

S. no.	Problems	Percentage	Rank
1	Lodging and transportation	72.73	II
2	No future prospection of instructors of K.V.K.	60.00	IV
3	No provision of Honorarium/ Rewards	81.82	I
4	No Personal advancement	63.64	III
5	Lacking of schooling facilities for children.	36.37	VI
6	Delayed payment of TA/DA.	54.50	V

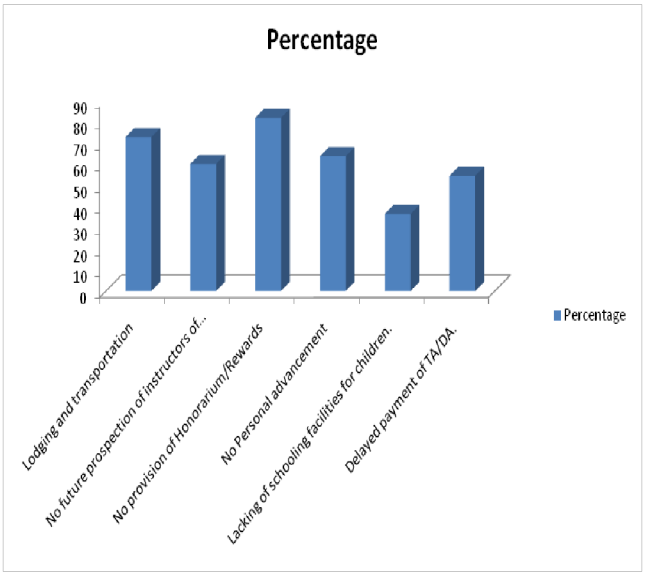


Table 2, describes that there were six problems reported by the instructors of K.V.K. They were rank ordered as no provision of honorarium/rewards etc. (I) lodging and transportation (II), no personal advancement (III), no opportunities at K.V.K. (IV), less TA/DA (V) and shooling facilities for children (VI). Thus, it can be concluded from the table 2, that the instructors of K.V.K. faced the problems of honorarium/rewards, lodging and transportation, no personal advancement, no opportunities at K.V.K. less TA/DA and schooling facilities for children. The findings of this study are in conformity with the

recommendations of found inadequate at K.V.Ks and quality of the programme were not up to the mark and personal are not willing to work in K.V.Ks because of job insecurity. Disparity in pay scales, less avenues etc.

Conclusion

Farmers perception on the problems faced by them during the training programmes of K.V.K., which is preferential order from most felt to least are lack of incentives (83.33 per cent) problems of conveyance (80 per cent) problems of boarding and lodging (71.66 per cent), no. proper follow up of activities (68.33 per cent), problems regarding to course content (51.66 per cent), irregular class held (38.33 per cent), and problems in monthly training (26.66%). Better socio-economic background of farmers encouraged their participation in the training programmes of Krishi Vigyan Kendra the Krishi Vigyan Kendra emphasized more on crop production, Horticulture, Agricultural Engineering and Home Science followed by Agricultural Extension Agro forestry, livestock production and fisheries. The trainees preferred one day and 2-3 days duration of training and September-October-November is the best month for training. The knowledge gained by the trainees was satisfactory in all package of practices selected farm. Crop except plant protection, which was at the bottom for almost all the crops. The trainees faced problems like lack of incentive, boarding and lodging, conveyance, monthly training, irregularities in class held, improper follow up and services rendered at the K.V.K. The study concluded that the problems instructor's like no honorarium/rewards, little chances in advancement in carrier, problems of children's schooling, poor lodging and transportation delayed and insufficient payment of travelling and daily allowances.

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