



Research Article

## Attitude of farmers towards KVK training programmes and their impact

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**SUMMARY :** This study was undertaken with a view to ascertain the level of attitude of the trainees towards KVK training programmes as a result of training programmes conducted by KVK Poonch, implemented by Sher-e-Kashmir University of Agricultural sciences and Technology of Jammu. The study was conducted on 200 respondents selected by random sampling technique from 5 villages covering 4 C.D. blocks of the district. The findings infer that the on-campus trainees had more favorable attitude than the off-campus trainees. This is indicating that the exposure of KVK training programmes significantly changed the attitude of farmers in desired direction, which one could obviously expect. It may be stated that policies and plans to improve the adoption of agricultural technologies in India should not overlook the importance of the need to change the incompatible outlooks and view held by those farmers who are considered as traditional and conservative.

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**KEY WORDS:**

Attitude, On-campus trainees, Off-campus-trainees

### BACKGROUND AND OBJECTIVES

Basically the development of human resources brings about socioeconomic or political-cultural transformation of any society. Today the farmers are responsive to new ideas and are willing to take up improved practices. Today the total production of food and milk has revolutionized the country. It is, however, not the numerical but the qualitative strength of the people, which forges a country ahead towards progress and prosperity. Experience with the farmers training centres, showed that by and large, these had failed to have desired impact. These considerations make a case for revision of existing training institutions. The appropriate training of practicing farmers received the attention of various educational institutions in varying degrees (Dubey *et al.*, 2008). Mahatma Gandhi had suggested, "Education should be revolutionized so as to answer to the wants of the poorest villagers."

The KVK being an educational institution of the farmers, offers a very real opportunity by organizing trainings to work closely with trainees in developing a more skilled and educated work

force. KVK has to develop and adopt both on campus and off campus training. The training programmes of KVK are multipurpose one to cover not only the various needs of a farmers but also the entire needs of village and community. It covers agricultural technology, home crafts, childcare, family welfare, cooperation, animal rearing and management, fisheries, bee-keeping and cottage industries, depending upon the needs of area and people.

Krishi Vigyan Kendra, Poonch (J&K) sanctioned in 2006, finally started in June 2007, for imparting training and education with a view to raise the level of knowledge, attitudinal changes and testing and transferring of recommended improved farm technology so as to bridge the gap between production and productivity and also to increase self employment opportunities among the farm community of neglected hilly area of the State. The training programmes (On and Off campus) of this KVK are being conducted for the last four years for fulfilling the KVK mandate. In extension research, attitude of a person or group towards any programmes is of paramount importance. The

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success or failure of many a rural social reforms would mainly depend upon the farmers attitude towards it. By and large attitude of farmers forms an essential component for the better implementation and success of KVK training programmes. Keeping this in view, an attempt was made to ascertain the level of attitude of the trainees towards KVK training programmes.

## RESOURCES AND METHODS

The present study was conducted in the five villages of district Poonch, Jammu and Kashmir, India. On consultation with the extension functionaries of state agricultural department, local leaders as well as KVK staff, a list of farmers representing different categories was prepared for each village. From the individual list of farmers from selected village, forty farmer respondents were randomly selected. Thus, a total of 200 farmer respondents were finally selected for data collection from 5 villages of the district as these villages having maximum number of trainees, making it easy to get required number of training and wider applicability among farmers respondents. Data collection from randomly selected respondents was made by using pre-tested 'structured schedule' through personal interview method (Dubey *et al.*, 2008). For this purpose, an interview schedule was prepared for data collection from respondents in the light of the objectives of the study. The selected respondents were personally interviewed. To determine the attitude of on-campus trainees and off-campus trainees in three groups as below :

- Low attitude score upto 20.
- Medium attitude score above 20 upto 40.
- High attitude score above 40.

Responses were recorded on a three point scale of 'agree', 'undecided', and 'disagree' by assigning scores 3, 2 and 1, respectively (Sanjeev and Singha, 2010). The results were calculated as

$$\text{Weighted score (WS)} = \frac{(\text{No. of LA} \times 3) + (\text{No. of MA} \times 2) + (\text{No. of HA} \times 1)}{\text{Total No. of LA} + \text{MA} + \text{HA}}$$

Weighted scores in the range of 2 – 3 were ranked

## OBSERVATIONS AND ANALYSIS

The observations of the present study as well as relevant analysis have been summarized under the following heads:

### Socio-economic status (SES) of respondents:

The SES status scores of the respondents were computed and their distribution is given in Table 1. The Table 1 revealed that majority of the on campus trainees (46 %) had medium socioeconomic status followed by low socio-economic status (39 %) and only 15 per cent had higher level of socio-economic status, whereas, in case of off-campus trainees 54 per cent had low socio-economic status followed by 43 per cent medium level and only 3 per cent had high level of socio-economic status. There was significant difference between trainees on and off-campus regarding their socio-economic status. Thus, it can be concluded that the on-campus trainees had higher socio-economic status than the off-campus trainees. The findings are in conformity with the findings of Dubey *et al.* (2008)

### Knowledge of the trainees and non-trainees about KVK training programmes:

Knowledge may be defined as those behaviour and test situations, which emphasize upon memorization, the remembering, either by recognition or recall of ideas. One of the main tasks of Krishi Vigyan Kendra is to provide and improve the level of knowledge of the trainees about the improved farm practices, because knowledge is cognitive component of individual's mind and plays an important role in covert as well as overt behaviour and individuals with a greater knowledge of technical nature of improved practices would lead to a high adoption possibly because knowledge is not

**Table 1 : Distribution of trainees according to their socio-economic status score**

Categories (SES scale )	Trainees			
	On campus		Off campus	
	Frequency	%age	Frequency	%age
Low	92	46	108	54
Medium	78	39	86	43
High	30	15	6	3

**Table 2 : Distribution of farmers according to their knowledge towards KVK training programmes**

Category (level of knowledge)	Trainees		Non-trainees	
	On campus		Off campus	
	Frequency	%age	Frequency	%age
Low	6	3	27	13.5
Medium	49	24.5	130	65
High	145	72.5	43	21.5

inert. Once knowledge is acquired and retained, it undergoes and produces changes in the thinking process and of mental alchemy. Knowledge of the trainees of on and off-campus about KVK training programmes was determined by a set of twenty-five questions. A perusal of the data in Table 2 reveal that majority (72.5 %) of the on-campus trainees had high level of knowledge followed by medium level of knowledge (24.5 %) and low level of knowledge (3.0 %), whereas in case of off-campus trainees 65.0 per cent respondents had medium level of knowledge, 21.5 per cent had high level of knowledge followed by 13.5 per cent had low level of knowledge. Hence, it may be concluded that on-campus trainees had high level of knowledge than the off-campus trainees about KVK training programmes. These findings tally with those of Kumar *et al.* (1994) and Murthy and Veerabhadraiah (1999).

#### Attitude of farmers towards training programmes:

In the case of on-campus trainees, majority of the respondents *i.e.* 95 per cent had high level of attitude, towards KVK training programmes while in case of off-campus trainees

81 per cent had high level of attitude followed by 19 per cent had medium level of attitude. This indicates that the on-campus trainee farmers had high level of attitude than the off-campus trainees. Thus serious attention is required to educate the off-campus trainees in order to develop their attitude positively towards KVK training programmes so that they also may develop their knowledge input. These findings are in close conformity with those of Dubey *et al.* (2008)

#### Evaluation of attitude of respondents towards KVK training programme:

The total score of each statement, corresponding mean weighted score and its evaluation have been given in Table 4. The table revealed that MWS shows that on-campus trainees had clear positive response towards KVK training programme than the off-campus trainees. About 95 per cent of the respondents showed their positive attitude at on campus as compared to 81 per cent towards off-campus training programmes of KVK. Similar findings have been reported by Satyanarayan *et al.* (1994); Prabhukumar and Veerabhadraiah

**Table 3 : Categories of farmers according to their attitude towards KVK training programmes**

Category	On campus		Off-campus	
	Frequency	%age	Frequency	%age
Low	0	0	0	0
Medium	10	5	38	19
High	190	95	162	81

**Table 4 : Evaluation of attitude response of respondents towards KVK training programme**

Sr. No.	Statements	Oncampus			Offcampus		
		Score	MWS	Evaluation	Score	MWS	Evaluation
1.	Farmers are not selected as per their needs	512	2.56	DA	472	2.36	DA
2.	Trainers spare sufficient time for discussion	556	2.78	A	516	2.58	A
3.	Trainers discuss about which farmers do not need	292	1.46	UD	252	1.26	UD
4.	Course contents not well designed	560	2.80	DA	520	2.60	DA
5.	Course content not useful to majority of farmers	274	1.37	UD	234	1.17	DA
6.	Increase in production with KVK trainings	556	2.78	A	516	2.58	A
7.	Unique opportunity to farmers for undergoing need based skill oriented training	532	2.66	A	492	2.46	A
8.	Trainings are not planned according to time and season	504	2.52	DA	464	2.32	DA
9.	More number of KVKs should be opened	496	2.48	A	456	2.28	A
10.	Trainings are not in accordance with course content	264	1.32	UD	229	1.12	DA
11.	Trainings are planned well in time	558	2.79	A	518	2.59	A
12.	Trainings are provided to new selected farmers	564	2.82	DA	529	2.62	DA
13.	Maintain poor co-ordination with other organizations	468	2.34	DA	428	2.14	DA
14.	Conduct well attended programmes both on campus as well as off-campus	568	2.84	A	528	2.64	A
15.	Farmers get all sort of technological help	572	2.86	A	532	2.66	A
16.	Training approach is not innovative but traditional	248	1.24	UD	208	1.04	UD
17.	Added new knowledge of farming	552	2.76	A	512	2.56	A
18.	Farmers find answers for their problems from trainers	580	2.90	A	540	2.70	A
19.	No adequate follow up of training programmes	268	1.34	UD	228	1.14	DA

(1998) and Badiger *et al.* (2001). These findings are suggestive to KVK(s) and extension agencies for preparing a suitable strategy for implementation of training programmes to the farmers; to develop favourable attitude of the farmers towards KVK training programmes in order to develop cognitive compartment of farmers with regard to improve agricultural practices.

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