



Research Article

Perceived constraints and suggestions for effective functioning of Krishi Vigyan Kendras

■ **B.S. MEENA AND BALDEO SINGH**

ARTICLE CHRONICLE :

Received :
01.03.2013;

Revised :
27.05.2013;

Accepted :
03.06.2013

SUMMARY : The present study was conducted with four Krishi Vigyan Kendras from out of 33 functioning in Rajasthan. The year of establishment, locations, accessibility and kind of host institution were the criteria for the selection. 80 trained farmers in sample I and 40 trainers in sample II were selected as respondents. The findings of the study revealed that lack of practical trainings, lack of transport facilities, and inadequate infrastructural facilities at the KVKs perceived as major constraints faced by the trainees. The suggestions provided by trainers and trainees are useful and could be effective in improving the functioning of KVKs.

How to cite this article : Meena, B.S. and Singh, Baldeo (2013). Perceived constraints and suggestions for effective functioning of Krishi Vigyan Kendras. *Agric. Update*, 8(3): 332-335.

KEY WORDS :

KVK, Constraints, Suggestions

BACKGROUND AND OBJECTIVES

Establishment of Krishi Vigyan Kendras is a landmark in the transfer of agricultural technology in India. It is an innovative institution providing for effective linkage between research and farmers on one hand and between research and extension on the other. By the end of XI Five Year Plan 631 KVKs has been functioning in the country. This institution is sponsored by ICAR and is implemented through ICAR Research Institute, State Agricultural Universities (SAUs) and Reputed Voluntary Organizations. Majority of these KVKs are run by SAUs followed by NGO and ICAR institutes. It has become a matter of common observation that while the KVKs being run by NGOs are, by and large, doing well, the performance of those under the ICAR institutes and SAUs is relatively poor. The situation warrants a critical look into factors/problems that makes the difference in performance of KVKs managed by different host institutions across the country.

Based on this aspect, the present study was planned with a specific objective to identify different set of constraints faced by Krishi Vigyan

Kendras and seek suggestions for effective functioning of these centres in the State of Rajasthan.

RESOURCES AND METHODS

The present study was conducted with four Krishi Vigyan Kendras, from out of 33 functioning in Rajasthan. The year of establishment, locations, accessibility and kind of host institution were the criterion for the selection of KVKs. Out of four selected Krishi Vigyan Kendras, one is run by ICAR Institute-CAZRI, Jodhpur, one by NGO-Vidya Bhawan Society, Badagaon, Udaipur, and one KVK from S.K. Rajasthan Agricultural University, Bikaner, namely, KVK Fatehpur-Shekhawati and KVK, Banswara from Maharana Pratap University of Agriculture and Technology, Udaipur.

The indexing of constraints was carried out through open ended questionnaire by respondents to indicate various constraints which they faced during the training programmes at KVKs. The sample of the respondents for the study comprised of two types Sample I-Trained farmers, Sample II- Trainers of selected KVKs.

Author for correspondence :

B.S. MEENA
Agricultural Research
Station, S.K.R.A.U.,
SRIGANGANAGAR
(RAJASTHAN) INDIA
Email: bsmeena1969@
rediffmail.com

See end of the article for
authors' affiliations

Altogether 80 trained farmers in sample I and 40 trainers in sample II were selected from four KVKs chosen for the study. The collected responses were converted into an index by using proper statistical methods.

OBSERVATIONS AND ANALYSIS

The findings of the study have presented into two segments. First the constraints of varied nature experienced by trainers at selected KVKs while conducting various activities of KVKs. Similarly, the constraints faced by trainee farmers while undergoing training at KVKs were also recorded and ranked according to their responses to various constraints.

Second, the suggestions provided by trainers for effective remedy of the constraints and suggestions by trainees to overcoming the constraints faced by them. Both the constraints and suggestions based on their preference were analyzed and presented in Table 1 and 2, respectively.

Constraints experienced by trainers of KVKs :

From Table 1, it is clear that the trainers of the three

streams KVKs faced more or less similar problems but they slightly differed in their preferences to concerned constraints. It is evident from Table 1 that as many as 90.00 per cent of trainers noted the unwillingness of trainees to attend on-campus trainings and ranked first problem in KVKs. The second foremost problem was lack of transport for organizing on-campus trainings as reported by more than 82 per cent of trainers of ICAR, KVK. The constraints listed from 1 to 6 in Table 1 were regarded to be most important hurdles in performing various activities by KVKs. The findings of the study are in line with Fulzele (1996) and Ram (1998) who reported similar findings on the KVKs. The results emphasized the need for giving due attention to overcome these constraints by the host institutions.

Constraints experienced by trainees :

The problems faced by trainees and their preferences to various problems related to training programmes were recorded and same is presented in Table 2.

A perusal of the Table 2 shows that the constraints faced by the trainees were related to the course content, training

Table 1: Problems experienced by trainers

Sr. No.	Problems	ICAR- KVK (%age of respondents)	Rank	SAU –KVKs (%age of respondents)	Rank	NGO- KVK (%age of respondents)	Rank
1.	Trainees are not ready to come for on-campus trainings	91	I	89	I	90	I
2.	Lack of transport for carrying trainees to on-campus trainings	82	II	84	II	88	II
3.	Lack/inadequate facilities for conducting practical trainings	73	III	79	III	80	III
4.	Poor maintenance of instructional farm	64	IV	68	IV	70	IV
5.	Non-availability of teaching materials	55	V	58	V	60	V
6.	Non incentives for extra work	45	VI	47	VI	50	VI
7.	Lack of contingency/fund for critical input of trainings	36	VII	37	VII	40	VII
8.	Un-favourable attitude of trainees towards new technologies	27	VIII	37	VIII	40	VIII
9.	No follow up of trainings due to various works	18	IX	31	IX	30	IX
10.	Lack of cooperation from higher authorities	9	X	21	X	20	X

Table 2: Problems experienced by trainees

Sr. No.	Problems particulars	Responses (%)	Rank
1.	More emphasis on lecture method	85.00	I
2.	Lack of trained, field oriented and experienced staff	80.00	II
3.	Lack of adequate facilities for practical demonstration	77.00	III
4.	Lack of wide publicity for training course	73.00	IV
5.	Lack of transport facilities	72.00	V
6.	Unsatisfactory boarding facilities	68.00	VI
7.	Course content is finalized without ascertaining the needs	66.00	VII
8.	Lack of coordination in the management of the course	62.00	VIII
9.	No planning for the outside visit and discussion with progressive farmers	58.00	IX
10.	Lack of AV aids	55.00	X

network, transport and boarding facilities. It was reported by as many as 85.00 per cent of trainees that more emphasis was given on lecture rather than practical and discussion methods in KVKs trainings. It is interesting to note that “lack of trained, field oriented and experienced staff was perceived by as many as 80.00 per cent of trainees and it was placed at second rank. About 77.00 per cent trainees perceived lack or inadequate facilities for practical demonstrations as third most important problem. Similar findings were reported by Fulzele (1996) and Meena (2000) and Kumar and Khan (2006) regarding KVKs constraints. From the above discussion, it is clear that all the problems listed needed urgent attention and a serious effort is required to solve them at the earliest for effective functioning of the KVKs.

Suggestions provided by trainers and trainees to overcome the perceived constraints :

Suggestions by trainers :

The information on the suggestions of trainers for effective functioning of KVKs was collected through open ended questions. The trainers suggested a number of measures through which, in their opinion, the effectiveness of training programmes of KVK could be improved. The

responses obtained from the trainers of selected KVKs were synthesized into 10 concrete statements and trainers were further asked to rank these as per their priority and same is presented in Table 3.

From Table 3, among important suggestions given by trainers, “The development of infrastructural facilities” has received first rank. It is logical also that until well developed infrastructural facilities are available, it is a futile effort for on-campus trainings. This might be reason that KVKs as Farm Science Centres for farmers are not adequately recognized. All the suggestions listed in Table 3 are important and require immediate attention of host institutions and ICAR.

Suggestions by trainees :

In the background of problem experienced by farmers during their stay at KVKs, the trained farmers were asked to suggest the various measures as they perceived for improving the training programmes conducted by KVKs through open ended questions. Accordingly, the suggested statements and preference there obtained were scrutinized, tabulated and presented in Table 4.

It appears from Table 4 that trained respondents recorded “Practical demonstration as part of every training” as most

Table 3: Suggestions by trainers

		(n=40)
Sr. No.	Statement	Rank
1.	All required infrastructural facilities should be developed at KVKs.	I
2.	KVK trainings should be more need based, practical and skill oriented.	II
3.	Field visit and tours should be a part of KVK training programmes.	III
4.	Emphasis should be more on off-campus trainings to reach more farmers.	IV
5.	KVK should provide transport to bring farmers.	V
6.	It should be proper to provide inputs along with training to farmers on pilot basis.	VI
7.	KVK training should be given on one single component at a time.	VII
8.	KVK trainers must have knowledge on latest technology for effective training.	VII
9.	KVK should provide all facilities to respective trainers.	IX
10.	KVK must have full flaged technical staff.	X

Table 4: Suggestions by trainees

		(n=80)
Sr. No.	Statements	Rank
1.	Practical demonstration should be a part of every training.	I
2.	Increase in stipend	II
3.	Well-developed infrastructural facilities at KVK	III
4.	Distribution of inputs at the end of training	IV
5.	Organize more off-campus training	V
6.	Self-employment generation training	VI
7.	Follow-up action by KVK trainers	VII
8.	Need based training programmes	VIII
9.	Provision of awards/rewards/certificate to based trainers.	IX
10.	Availability of transport facilities	X
11.	Trainers must used audio-visual aids	XI

important suggestion for greater impact of KVK trainings. It is obvious also as the KVK is meant to impart practical trainings to farmers. 'Increase in stipend, well-developed infrastructural facilities', 'distribution of input after training' and 'more off-campus trainings' were the other important suggestions provided by the trainees in order to improve the effectiveness of KVK training programmes and require due attention by the host institutions. With the explosion in generation of knowledge and technology, the KVKs have to be equipped adequately the changing demand of the farming community. The suggestions to organize training on self-employment should be well taken to mitigate the problem of un-employment among rural youths.

Conclusion :

Based on the findings of the study, it could be concluded that the trainers and trainees of Krishi Vigyan Kendras perceived various constraints which need to be sorted out at the earliest, so that functioning of KVKs could be improved. The important perceived constraints were lack of practical trainings, lack of transport and inadequate infrastructural facilities at the KVKs. The suggestions provided by trainers and trainees are useful and could be used to improve the

functioning of KVKs. The findings of present study are beneficial for policy planners and Programme Coordinators of KVK's in developing training policies and action plans to perform their activities smoothly.

Authors' affiliations :

BALDEO SINGH, Indian Agricultural Research Institute, PUSA, NEW DELHI, INDIA

REFERENCES

- Fulzele, R.M.** (1996). Multidimensional analysis of training programmes of Krishi Vigyan Kendra. Ph.D. Thesis, National Dairy Research Institute, Karnal, HARYANA (INDIA).
- Kumar, Mahender and Khan, I.M.** (2006). Training performance of Krishi Vigyan Kendras run by different agencies in Rajasthan. *Raj.J.Extn.Edu.*, **14**: 41-46.
- Meena, B.S.** (2000). Training programmes of Krishi Vigyan Kendras in Rajasthan: an analytical study. Ph.D. Thesis, Division of Agricultural Extension, IARI, Pusa, NEW DELHI (INDIA).
- Ram, H.** (1998). Performance appraisal of training programmes of Krishi Vigyan Kendra in Haryana State. Ph.D. Thesis, IARI, NEW DELHI (INDIA).


 ★★★★★ of Excellence ★★★★★