IMPORTANCE OF AGRICULTURE AND ALLIED VOCATIONAL EDUCATION AND TRAINING LEADING TO ENHANCEMENT OF KNOWLEDGE LEVEL OF THE RURAL COMMUNITY – ROLE OF KVK.

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Abstract:- It is evident that through Apparel making & Embroidery training program there about 142.5% gain in knowledge among the Trainees. The beneficiaries got hands on experience during the training program and started Individual units in their respective villages and also got employment in the nearby apparel companies. The KVK is offering necessary technical support during the follow up visits. There is good demand for Apparels . The Apparel making & Embroidery has given a boost to rural women and giving supplementary income and additional employment especially to house wives. Backyard Poultry Training proved that there is about 86% gain in knowledge among the poultry farmers. The beneficiaries got hands on experience during the training program and started Backyard poultry in their respective villages. The KVK (Krishi Vigyan Kendra) is offering necessary technical support during the follow up visits. There is good demand for the eggs from the improved breeds like Vanaraja, Giriraja and Gramapriya breeds. On an average the farmers are getting 170 eggs annually and 5 kgs of meat from each bird giving an additional income Rs.2500. 63.4% of trainees got the improvement in knowledge level of the Food Processing Training. It was found that almost 58.55% increase in the knowledge and work efficiency of the rural youth which was sufficient for starting own business.

Keywords: Knowledge Level, Trainees, KVK (Krishi Vigyan Kendra)

1.INTRODUCTION

Agricultural education and training is evolving in a very rapid manner to meet the need of the society. The farmers are learning substantial basic and applied issues of science and technology; however, they do not possess adequate self-confidence in starting own commercial farming. Under this situation, KVK is an important competence and confidence building Project under ICAR (Indian Council of Agricultural Research, Ministry of Agriculture, New Delhi. KVK is having 16 member pattern to solve all the issues related to Agriculture and Allied sectors. Bhagavatula Charitable Trust (BCT) is a non-profit organization working in the rural Visakhapatnam distric since 1976. Hallmark of BCT’s programs has been involvement community in their own development. Visakhapatnam Krishi Vigyan Kendra (KVK) is under the aegis of BCT. KVK is offering necessary technical support to the farmers. The learning process imparts a direction to the farmers to think and act and eventually creates self-confidence. It offers a direction to the farmers to develop their competence, capability, capacity building, acquiring skills, expertise and a holistic development. However, it requires interest of an individual with total commitment and involvement, participation, reception, active interest, dedication, skill, curiosity, vision and mission. Under the changing dynamics of economical and industrial growth, agriculture has to undergo changes with new approaches, therefore, experiential system in agriculture has strong potential for imparting better training of the farmers with high level of skill.

2. Need of the study:

The present study focused on how BCT-KVK got success in Vocational Training Programmes leading to enhancement of knowledge level of the farmers of Visakhapatnam District.

3. Locale of the Study

Visakhapatnam District is having a Total population is 4,288,113 in 2011 compared to 3,832,336 of 2001. Out of Total population Male and female were 2,140,872 and 2,147,241 respectively. Average Literacy rate for Visakhapatnam District is 67.70 percent, a change of from past figure of 59.96 percent. In India, literacy rate is counted only for those above 7 years of age. Total literates in the
Visakhapatnam District increased to 2,612,624. – 2011 Sensus of Visakhapatnam District.

4. Training

A formal definition of training and development is

it is any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge. The need for training and development is determined by the employee’s performance deficiency, computed as follows:Training and development need = Standard performance - Actual performance

Training, refers to the process of imparting specific skills.(Randall S. Schuler, et al., 1989)²

4.1 Importance of Training

Training and development programmes, help remove performance deficiencies in employees. This is particularly true when 1. the deficiency is caused by a lack of ability rather than a lack of motivation to perform. 2. the individual(s) involved have the aptitude and motivation needed to learn to do the job better, and 3. supervisors and peers are supportive of the desired behaviours.

4.2 Training process

1. Objectives and Strategies
2. Training needs Assessment
3. Establishment of training Objectives
4. Designing training programme
5. Implementation of training programme

4.3 KVK Training Process

Exhibit 1 : KVK Training Sequence

4.4 Knowledge Level aspects from various studies

Literacy rates in India are very low. National Literacy Mission (NLM) statistics show that only 54.16% of women are literate. The Commission also lists out factors responsible for poor female literacy rate. Historically, a variety of factors have been found to be responsible for poor female literacy rate, viz.,

1. Gender based inequality
2. Social discrimination and economic exploitation
3. Occupation of girl child in domestic chores
4. Low enrolment of girls in schools and
5. Low retention rate and high dropout rate

Literacy helps developing entrepreneurial spirit in women. Participation of women in literacy campaigns has opened several opportunities for neo-literate women to step out of the households and involve themselves in some enterprise or a new vocation.

Jena (2007)³ in Orissan handicrafts in the age of Globalization : Challenges and Opportunities studied that the Impact of economic liberalization generally feet on the entire economy, or on both formal/organized and informal/unorganized sectors. For instance, the contributions of both formal and informal sectors in terms of income, employment, productivity to whole economy have been changing between pre and post liberalization period, and through the liberalization period. As per the results of the National Sample Survey conducted in 2004-05, about 7.62% of the total work force was formal in nature, while remaining 92.38% or about 422.61 million workers were informally employed. The compound annual growth rate of labour absorption in informal sector in the post-liberalization period (from 1999-00 to 2004-05) is 2.76%, while in the pre-liberalization period (from 1983 to 1988) it was 1.38%. Informal sector has increased not only in terms of its employment size, its contribution to total industrial output and total exports have also been increasing. For instance, Indian handicrafts export crossing Rs. 1220 crores in 1990-91 from merely Rs. 10 crores in the mid fifties. Again the Ministry of Textiles data show, it increases to Rs. 4517.52 crores in 1994-95 and Rs. 7206.79 crores in 2000-01.

Margaret Biswas (1985)². The study made it clear that a lot of emphasis should be placed on women education, not in the formal sense but in the sense of creating awareness of issues involved in it.

Milind C. Ahire (2010)³ Majority of the reader farmers were from young age groups, undergone degree/higher education, farming as their main occupation and had medium land holdings.

Mishra, S N; Hossain, M M (2000)⁴ Role of Krishi Vigyan Kendra in diffusion of farm and allied technology among farmers of Kalahandi district, Orissa. In their paper an attempt has been made to assess the effectiveness of Krishi Vigyan Kendra, Kalahandi on diffusion of farm and allied technologies among the trained farm families in the adopted villages. The Kendra since its inception in 1994 has conducted training programmes for farm families on crop production, horticulture, plant protection, agricultural engineering, animal
science, fishery, extension education and home science. Besides these, it has held front-line demonstrations on oilseeds and pulses, and demonstrations on other crops and allied activities and on-farm testing for farmers and farm women. Out of the total number of trained farmers in the year 1994-95, 100 farmers were successful after training.

Indu Bhaskar and P. S. Geethakutty (2001)\textsuperscript{3} in Role of Non-Governmental Organisations in Rural development that they narrated the Role of non-governmental organizations (NGOs) in rural development was analysed through a case study conducted on two NGOs in Thrissur District of Kerala State. Major rural development programmes of the NGOs were agricultural programmes, health programmes, human resource development programmes, community development and industrial and trade programmes. Majority of the beneficiaries, nonbeneficiaries, workers of NGOs and workers of other development agencies considered rural development works of the NGOs as effective for rural development.

Sudhakar.N.(2004)\textsuperscript{6} based on the growing needs of employment opportunities at village level the importance of vocational training programs organized at KVK were stressed in Annual Zonal Report of KVK.

Mamgain R.B./I.C. Awashiti (2001)\textsuperscript{7} , Till a few years ago, most studies on skills training, work and employment have confined themselves basically to describing policies and programmes which were implemented by the government. Most studies mentioned the relatively low coverage, quality and efficiency of the Indian vocational training and education as well as the apprentice system in Technology and Training for Informal Sector : Need for new initiatives. S. R. Salunkhe (2011)\textsuperscript{8} Role of KVK in Transfer of Technology mentioned that the vocational training courses should prepare the practicing farmers to adopt modern technologies, and the young farmers/school-drop-outs for scientific farming or for self employment on their own farms or in agro-based industries. In order to discourage the white-collar job seekers and encourage those who are practicing farmers or intending to go in for farming or self-employment, the KVK should not award any certificates or diplomas irrespective of the duration of the training courses. Nevertheless, at the request by the individual trainee, the training organizers may write about the training courses successfully completed by trainee to the prospective employing institution/agency.

Chandra, A. (2006)\textsuperscript{9} in Vocational education and training in India: a perspective for change mentioned that Various commissions and committees over the last 150 years have emphasized the need for vocational education and suggested a variety of initiatives for instituting a meaningful system of vocational education, but, unfortunately, the experience of implementation on the ground has been less than satisfactory. D.Uma Maheswara Rao, M.S.Rao(2010)\textsuperscript{10} in Impact of Training Programs on Knowledge Level of Farmers presented that the impact of training programs of KVK, Visakhapatnam reveals that Majority of Trained and Untrained respondents of Rainfed farmers and Irrigated farmers were having education upto primary level. There is low level of social participation.

A. K. Dubey1, J.P.Srivastava2, R. P. Singh3 and V.K.Sharma4 (2008)\textsuperscript{11} in Impact of KVK Training Programme on Socio-economic Status and Knowledge of Trainees in Allahabad District, 60, had undertaken study on 150 on-campus trainees and 150 off-campus trainees spread among ten purposively selected villages under five blocks under the domain of KVK Allahabad. The 15 on-campus trainees and 15 off-campus trainees were selected randomly from each selected villages. Two variables namely, respondents’ socioeconomic status and their level of knowledge about the training programme of the selected KVK were measured by utilizing pre-structured and pre-tested interview schedule. Findings of the study showed that a higher percentage (43.33%) of on-campus trainees had medium socio-economic status followed by low (36 %) socio-economic status and only 20.67 per cent had high level of socio-economic status. However, in case of off-campus trainees, 55.33 per cent had low socio-economic status followed by 42 per cent medium level and only 2.67 per cent high level of socioeconomic status. The study revealed considerable difference between on and off-campus trainees regarding their socio-economic status. It was also found that majority (74.67 %) of the on-campus trainee respondents had high level of knowledge followed by medium level of knowledge (24 %) and low level of knowledge (1.33%), whereas in case of on-campus trainees 75.34 per cent respondents had medium level of knowledge, 15.33 per cent had high level of knowledge followed by 9.33 per cent who had low level of knowledge about the KVK training programme. This indicates that there has been a significant difference between the on and off-campus trainees with regard to their knowledge about KVK training programme. The study by Manoj Sharma, Gurdeep Singh and Keshava(2002)\textsuperscript{12} Impact evaluation of training courses on Dairy farming in district Kapurtala . Kapurthala: Krishi Vigyan Kendra revealed that in current scenario of Indian agriculture, there are innumerable challenges to raise production without putting pressure on land and water resources. Dairy enterprise can play a major role in this context. Dairy farming enterprise is emerging in a big way in the recent years as far as its contribution to agricultural GDP is concerned. According to the ministry of agriculture, the contribution of livestock to total Gross Domestic Product (GDP) has increased from 4.8% during 1980-81 to about 6.5% during 2002-03 and is currently 5.3%. The contribution of livestock to agriculture GDP has gone up from 13.8% in 1981 to 23.8% during 2002-2003. Moreover, over exploitation of the natural resources like soil and water has resulted in shift of concern of policy makers towards dairy farming.

B.S. Meena and D.S.Bhati (2010)\textsuperscript{13} conducted in Sriganganagar on trainees trained by ZARS Krishi Vigyan Kendra Sriganganagar. A sample of 120 farmers was selected
among the trainees who have undergone trainings in KVK from Sriganganagar block. Knowledge improvement and adoption of technologies was studied after the season. The result of the study pointed out that there was significant increase of KVK beneficiaries after the start of KVK. The study revealed that KVK trainings were effective and significantly increased knowledge levels of farmers about cotton production technologies. The areas in which knowledge gained recorded high, included improved varieties, seed rate, use of manures and fertilizers, plant spacing etc. Regarding adoption of recommended practices of cotton production, KVK trainees reported 25 to 30 percentage of adoption than the pre-training season. Favourable response was noticed towards different KVK trainings by the trainees.

S. V. Halakatti, C. M. Sajjan, D. S. M. Gowda and Vijayalakshmi Kamraddi (2007)\textsuperscript{4}, undertook the study in Haveri district where Kamataka's first Krishi Vigyan Kendra, Hanumanamatti is situated Krishi Vigyan Kendra is organising regular training programmes in Agriculture and related aspects. Dairy Husbandry is one of the important training programmes conducted by the KVK. A sample of 150 dairy farmwomen (DFWs) comprising of 75 trained and 75 untrained farm women was selected based on random sampling procedure. Highest percentage of both trained (80\%) and untrained (63\%) DFWs fell in medium knowledge level category. Out of the selected eleven important dairy production practices suitable for the area, trained DFWs had less knowledge in only one practice; whereas untrained DFWs knowledge was found to be meager in at least seven practices. Highest percentage of both trained (87\%) and untrained (60\%) DFWs fell in medium adoption category. Majority of the trained DFWs has adopted all the eleven important practices selected for the study, whereas only two practices were adopted by the untrained DFWs. Hence many more training programmes have to be planned in dairy husbandry. The profile of socio-economic characters and constraints encountered by the DFWs was also studied.

5. Modus Operandi

Initially KVK will Identify Need based Rural people for Education and Training in Agriculture and Allied Sectors. After Identification KVK will go for Orientation programme in Agriculture and allied subjects. Then Trainees will be exposed to Practical sessions in KVK Instructional farm to learn various latest technologies in Agronomy, Horticulture, Plant Protection, Soil Sampling, Agriculture Machinery, Home Science, Dairy and Poultry. Later we issue questionnaire to all of the Trainees to test the gain in knowledge in the Trainings conducted by KVK. Post training help will be given for the established units or existing units.

6. Major Training Programmes conducted by KVK

1. Tailoring Training
2. Poultry Rearing Training
3. Food Processing Training
4. Gardening and Nursery Raising

7. Success of training programmes in Improvement in Knowledge Level of Trainees at KVK

7.1 Tailoring Training

Table 1: Knowledge level of rural women on Apparel making & Embroidery Training

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Before Training</th>
<th>After Training</th>
<th>% increase in Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>56</td>
<td>94</td>
<td>67.9</td>
</tr>
<tr>
<td>II</td>
<td>46</td>
<td>104</td>
<td>126.1</td>
</tr>
<tr>
<td>III</td>
<td>65</td>
<td>85</td>
<td>30.8</td>
</tr>
<tr>
<td>IV</td>
<td>45</td>
<td>105</td>
<td>133.3</td>
</tr>
<tr>
<td>V</td>
<td>37</td>
<td>113</td>
<td>205.4</td>
</tr>
<tr>
<td>VI</td>
<td>24</td>
<td>126</td>
<td>425</td>
</tr>
<tr>
<td>VII</td>
<td>61</td>
<td>89</td>
<td>45.9</td>
</tr>
<tr>
<td>VIII</td>
<td>63</td>
<td>87</td>
<td>38.1</td>
</tr>
<tr>
<td>XI</td>
<td>26</td>
<td>124</td>
<td>376.9</td>
</tr>
<tr>
<td>X</td>
<td>15</td>
<td>135</td>
<td>800</td>
</tr>
<tr>
<td>Total Score</td>
<td>438</td>
<td>1062</td>
<td>142.5</td>
</tr>
</tbody>
</table>

It is evident that through Apparel making & Embroidery training program there about 142.5% gain in knowledge among the total Apparel making & Embroidery Trainees.

Graph 1: Knowledge level of rural women on Apparel making & Embroidery Before and After Training.
First: Training on Computerised Sewing Machine
Second: Collecting impact of Trainee

7.2 Backyard Poultry Training
Knowledge level of Trainee in Backyard poultry

Table 2: Knowledge level of Trainee in Backyard poultry

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Before Training</th>
<th>After Training</th>
<th>% increase in Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>22</td>
<td>45</td>
<td>104.54</td>
</tr>
<tr>
<td>II</td>
<td>18</td>
<td>48</td>
<td>166.66</td>
</tr>
<tr>
<td>III</td>
<td>24</td>
<td>44</td>
<td>83.33</td>
</tr>
<tr>
<td>IV</td>
<td>21</td>
<td>46</td>
<td>119.04</td>
</tr>
<tr>
<td>V</td>
<td>26</td>
<td>43</td>
<td>65.38</td>
</tr>
<tr>
<td>VI</td>
<td>28</td>
<td>47</td>
<td>67.85</td>
</tr>
<tr>
<td>VII</td>
<td>25</td>
<td>45</td>
<td>80</td>
</tr>
</tbody>
</table>

Graph 2: % Increase in Knowledge Level of Farmers in Poultry Training

Through the training program there about 86% gain in knowledge among the poultry farmers. The beneficiaries get hands on experience during the training program and started Backyard poultry in their respective villages.
7.3 Food Processing Training

Knowledge level of Trainees in Food Processing Training

Table 3: Knowledge level of Trainee in Food Processing Training

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Before Training</th>
<th>After Training</th>
<th>% increase in Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>31</td>
<td>156</td>
<td>60</td>
</tr>
<tr>
<td>II</td>
<td>18</td>
<td>173</td>
<td>75</td>
</tr>
<tr>
<td>III</td>
<td>62</td>
<td>182</td>
<td>58</td>
</tr>
<tr>
<td>IV</td>
<td>38</td>
<td>174</td>
<td>65</td>
</tr>
<tr>
<td>V</td>
<td>52</td>
<td>172</td>
<td>58</td>
</tr>
<tr>
<td>VI</td>
<td>28</td>
<td>181</td>
<td>74</td>
</tr>
<tr>
<td>VII</td>
<td>20</td>
<td>152</td>
<td>63</td>
</tr>
<tr>
<td>VIII</td>
<td>25</td>
<td>141</td>
<td>56</td>
</tr>
<tr>
<td>XI</td>
<td>51</td>
<td>172</td>
<td>58</td>
</tr>
<tr>
<td>X</td>
<td>42</td>
<td>182</td>
<td>67</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td>367</td>
<td>1685</td>
<td>63.4</td>
</tr>
</tbody>
</table>

First: Scientist explaining the preparation of Bakery products in Owen
Second: Trainees learning Pickles preparation
63.4% of trainees got the improvement in knowledge level of the Food Processing Training.

7.4 Knowledge level in Gardening Training

The survey and analysis among rural youth indicates that the worst worry is not to get employment or starting the business but is the lack of knowledge and confidence level among the rural youth. The prepared 10 questions for trainees revealed that the trainees have significant variation in the knowledge level for every question. This study gives that the rural youth lacks the practical knowledge on how to grow the seedlings. Since the Gardening program is found to be economically viable and technically feasible to be handled at village level, the study reveals that on an average there is 58.55% increase in income. The knowledge level of the trainees was calculated by the following formula

Table 4: Knowledge level of Trainee in Gardening and Nursery Raising Training

<table>
<thead>
<tr>
<th>Question No.</th>
<th>No. of trainees answered the question before Training</th>
<th>No. of trainees answered the question after Training</th>
<th>% increase in Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>56</td>
<td>94</td>
<td>40.42</td>
</tr>
<tr>
<td>II</td>
<td>46</td>
<td>104</td>
<td>55.78</td>
</tr>
</tbody>
</table>
It is evident that through this training program there about 142.5% gain in knowledge among the Apparel making & Embroidery Trainees. It is evident that from the above Table In Apparel making & Embroidery Training given by BCT-KVK every trainee is an earner. The beneficiaries got hands on experience during the training program and started Individual units in their respective villages and also got employment in the nearby apparel companies. The KVK is offering necessary technical support during the follow up visits. There is good demand for Apparel making & Embroidery. The Apparel making & Embroidery training has given a boost to rural women and giving supplementary income and additional employment especially to house wives.

Backyard Poultry Training proved that there is about 86% gain in knowledge among the poultry farmers. The beneficiaries got hands on experience during the training program and started Backyard poultry in their respective villages. The KVK (Krishi Vigyan Kendra) is offering necessary technical support during the follow up visits. There is good demand for the eggs from the improved breeds like Vanaraja, Giriraja and Gramapriya breeds. On an average the farmers are getting 170 eggs annually and 5 kgs of meat from each bird giving an additional income Rs.2500.

63.4% of trainees got the improvement in knowledge level of the Food Processing Training.

Gardening proved one of the livelihood options to be feasible in handling as well as generating gainful employment and income. The significant change in the knowledge level of the trainees was seen through their business skills. KVK got best impact in surrounding rural areas to execute such type of new projects, trainings and demonstrations.

References


6. Sudhakar, N. (2004). Based on the growing needs of employment opportunities at village level the importance of vocational training programs organised at KVK were stressed. : Annual zonal report of KVK.


