

## Original Research Article

# An Analysis of Perspectives of Training Conducted by Krishi Vigyan Kendra (KVK), Koraput, Odisha

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## ABSTRACT

A study was conducted in the Koraput district of Odisha to analyze the various perspectives of the training conducted by KVK with 120 tribal farmers by using ex-post-facto research design. Both purposive and random sampling techniques were followed for selecting the respondents from the study area. The data were collected with pre-tested structured interview schedule and analyzed using statistical measures viz. frequency, percentage, mean and rank. The findings revealed that the training followed by demonstration (35.00%), off-campus training (34.17%) and identification and problem prioritization (31.67%) were agreed strongly by the respondents whereas participatory analysis of the situation (26.67%), training duration appropriate to the training programme (26.67%), training with systematic procedure followed (26.67%) and feedback mechanism which evaluates after the training programme (25.83%) were strongly disagreed by the sample respondents. The findings of the study can be referred by KVK staff and extension functionaries to have a better understanding of the perception of tribal farmers on training conducted by KVK and to plan for future training design.

### Keywords

Farmer, Krishi  
Vigyan Kendra,  
Training, Tribal

## Introduction

Agriculture being the backbone of the Indian economy, the status of poor rural tribal farmers in the economic front has to be primarily viewed in relation to the major trends affecting agricultural sector. The worldwide agriculture is now facing the problem of declining growth, increasing stress and simmering ecological entropy. In

order to cater the need and food security of the over growing population of our country, the Indian agriculture now has to support and sustain the physical existence of 1.2 billion of population, their economic activities, social identities and cultural integrities too. The contribution of agriculture to national GDP is now around 14 percent but it has to sustain more than 70 percent of our population. The Indian Council of Agricultural Research

(ICAR) standing committee on Agricultural Education in 1973 took up the initiative for the establishment of Krishi Vigyan Kendras (KVKs) based on the recommendation of Education Commission (1964-66) to cater to the agricultural education and training needs of farming community in the rural areas. KVK (Farm science centre) is a grass root level innovative project of ICAR for testing and transfer of agricultural & allied technologies to bridge the gap between technology generation at one end and their increased utilization at the other by the farming communities. The KVK in India came into existence in 1974 at Pondicherry. The basic purpose was to impart need based training for capacity building of the farmers around the KVK adopted villages. As on today there are 706 KVKs in the country of which 33 KVKs have been established under state of Odisha. KVK in the district of Koraput was established and has been functioning since 1982 under Directorate of Extension Education, OUAT, Bhubaneswar. Odisha has the third highest tribal population in the entire country, which roughly accounted for 11 per cent of the total tribal population of India (Barla *et al.*, 2020). Koraput itself has 50.67 percent of its population as tribal (Meher, 2007). Being a tribal dominated district, majority of them are involved in farming sector. The Krishi Vigyan Kendra have got clear cut mandates for upgradation of tribal farmers in terms of capacity building through training, demonstration, awareness campaign. The KVKs are organizing different vocational training for the poor tribal youth so that they can earn and sustain their family through remunerative enterprise like vermicomposting, nutritional gardening, tailoring, preservation of fruits and vegetables, mushroom cultivation, floriculture, pisciculture, etc. Intensified efforts are needed to study the extent of KVK activities in the development of agricultural

and allied sectors as well as in the socio-economic status of the rural or tribal area.

## **Materials and Methods**

The investigation was conducted in the Koraput district of Odisha with ex-post-facto research design. The district was selected purposively as it comprises of various tribal communities having more than 50 % of total population of the district and doing agricultural activities and contributes a major share to the agricultural production in Odisha. The districts comprises of 14 blocks, out of which 3 blocks namely Semiliguda, pottangi and Nanadapur were selected purposively because most of the villages of these blocks were adopted villages by the KVK, Koraput. Two Gram Panchayats were selected from each selected block and two villages were selected from each selected Gram Panchayat randomly. Then 20 farmers were selected randomly from each selected village. Thus, altogether 120 farmers were selected for the investigation. Data was collected through personal interviews using the pre-tested structured interview schedule to elicit both qualitative and quantitative data on various perspectives of KVK activity. The data were collected, tabulated and analyzed using statistical tools viz. frequency, percentage, mean and rank order.

## **Results and Discussions**

### **Appropriateness of the procedure**

The success of the training programme mostly depends upon the procedure followed for assessing the training need of the respondents. If the training programme was concerned about the problem identification, problem analysis, discussion and participation of the respondents in the problem prioritization, skill orientedness then the chances of the success of training was

more. A cursory look at the table 1 depicted that among the procedure for training need assessment, the respondents had better agreement on identification and problem prioritization accounts for 31.67% followed by participatory discussion and decision on training need with 29.17%, 24.17% respondents agreed for the participatory problem analysis, skill orientedness was agreed by 24.17% and for participatory analysis of the situation 26.67% disagreed strongly .

### **Training logistics**

The venue of the training programme (on-campus or off campus training) which influence the trainee for attending the training programme. Some other factors like management of the training programme, cooperative behaviour of the staff were also having influence on the trainees to attend the training programme.

With regard to training logistics, it was observed from table 2 that 34.17 per cent of the respondents were interested in off campus training as compared to on campus training programmes which recorded 31.67 per cent. 30.00 per cent of the respondents were strongly agreed about staff of the KVK were cooperative, 23.33 per cent were strongly agreed about the good management ability of the KVK staffs. It showed that tribal farmers were more interested in off campus training rather on campus training because it was easier in their part to attend the training programme.

Similar findings by Senthilkumar *et al.*, (2016) reported that, the respondents were satisfied with training output, quality of teaching and physical facilities provided during the training. However, the respondents perceived that the coverage of topic was not sufficient

### **Training duration**

The data tabulated in table 3 revealed that 26.67 per cent respondents were disagreeing strongly that the training duration was appropriate to the title of the training programme coincided by 26.67 per cent disagreeing strongly that systematic procedures were followed in the training, 31.67 per cent agreed that it was fixed as per lesson plan and 26.67 per cent agreeing strongly for the existence of scope to interaction and clarify doubt. 20.00 per cent disagreed strongly for the scope of interaction.

### **Methods of training**

The success of training programmes relies on selection of the appropriate training methods. It is obvious from the Table 4 that the highest numbers of respondents 35.00 per cent were strongly agreed in training followed by demonstration. Whereas 26.67 per cent of the respondents were disagreed about the training-cum -GD .From the above result we can conclude that tribal farmers were most interested towards the training followed by demonstration and use of training aids methods of training because they were interested in easier method to understand.

### **Content of the training**

The content of the training programme should be accordance with the interest of trainees which is based on their need, based on present problem of the respondent, emphasis on skill up gradation, use of available resources and according to the capacity of the face.

The data in table 5 revealed that majority of the respondents were strongly agreed towards the use of available resources which accounts for 26.67 per cent and 25.83 per cent

respondents were disagreed strongly about the training according to the personal capabilities. Similar findings were reported by Ahmad *et al.*, (2012) where he found that majority of respondents opined that training programme was fully based on their needs and problems followed by those reporting that it was partially need based.

### **Feedback mechanism**

Feedback was one of the most important concepts of the training programme. Without the feedback we cannot predict the success or impact of the training programme conducted. Feedback is nothing but the reaction towards the action. The way of collecting the feedback was also matters because a perfect or suitable way of collecting feedback can result in good feedback which improves the training. There are different ways or mechanism to collect the feedback from the respondent like visiting to the village and group discussion, information collection from extension agents and evaluation after training.

From the Table 6, it was observed that 28.33 per cent of the respondents were agreed strongly about visiting to the village and GP after training feedback mechanism. And 25.83 per cent of the respondents were disagreed strongly about evaluation after training feedback mechanism. This showed that respondents were not interested in the immediate feedback mechanism. Similar findings reported by Chawla *et al.*, (2016) who eluded that, there was increase in income of targeted audience, most of the beneficiaries valued livelihood assistance. The findings of the study were aligned with findings of Meena *et al.*, (2020).

From the study, it can be concluded that 31.67% of respondents strongly agreed with Identification and problem prioritization whereas 26.67% of respondents strongly

disagreed with participatory analysis of the situation as far as the appropriateness of the training procedure is concerned. As per the responses collected for the training logistics, 34.17 percent of respondents were strongly agreed with off-campus training and 20.83 percent of respondents were strongly disagreed with on-campus training programmes. As far as Training duration of the KVK is concerned 26.67 percent strongly agreed that the training duration should have enough time to create a scope to interact with the trainer and clarify doubt whereas 26.67 percent of tribal farmers disagreed strongly for the training duration which is appropriate to the title of training programme/course and also for the training in which systematic procedure is followed. 35.00 percent respondents were strongly agreed for such a method where training is followed by demonstration and 23.33 percent respondents disagreed strongly for the lecture/ formal type training method. As far as the training content is concerned 26.67 percent of respondents strongly agreed to training focused on available resources of that area and their optimum utilization, whereas 25.83 percent of respondents were strongly disagreed for the training which is based on the personal capabilities of the respondents. Regarding the feedback mechanism, 28.33 percent of respondents were strongly agreed to such a feedback mechanism in which the KVK staffs visit the village and Gram Panchayat and collect the feedback of the respondents directly where as 25.83 percent of respondents were disagreed strongly with a feedback mechanism based on the feedback collection or evaluation right after the training. With access to the results of the study, the KVK staff and extension functionaries can have a better understanding of the perception of tribal farmers towards the training programmes conducted and can refer to the results to plan for future training design.

**Table.1** Appropriateness of the procedure

Sl. No.	Procedure	Strongly agree		Agree		undecided		disagree		Strongly disagree		mean	rank
		f	%	f	%	f	%	f	%	F	%		
1	Participatory Analysis of the situation	17	14.17	23	19.17	22	18.33	26	21.67	32	26.67	<b>2.75</b>	<b>V</b>
2	Participatory problem analysis	24	20.00	29	24.17	22	18.33	29	24.17	16	13.33	3.13	III
3	Identification and problem prioritization	38	31.67	28	23.33	10	8.33	28	23.33	16	13.33	<b>3.37</b>	<b>I</b>
4	Participatory discussion and decision nn training need	35	29.17	26	21.67	14	11.67	26	21.67	19	15.83	3.27	II
5	Skill orienetdness	27	22.50	29	24.17	12	10.00	25	20.83	27	22.50	3.03	IV

**Table.2** Training logistics by KVK

Sl. No.	Logistics	Strongly agree		Agree		undecided		disagree		Strongly disagree		mean	rank
		f	%	f	%	f	%	f	%	F	%		
01	On campus training	38	31.67	26	21.67	12	10.00	19	15.83	25	20.83	3.28	III
02	Off campus training	41	34.17	32	26.67	14	11.67	17	14.17	16	13.33	<b>3.54</b>	<b>I</b>
03	Staff very co-operative	36	30.00	29	24.17	15	12.50	16	13.33	24	20.00	3.31	II
04	Good management	28	23.33	26	21.67	21	17.50	23	19.17	22	18.33	<b>3.13</b>	<b>IV</b>

**Table.3** Training duration by KVK

Sl. No.	Duration	Strongly agree		agree		undecided		disagree		Strongly disagree		mean	rank
		f	%	f	%	f	%	F	%	f	%		
01	Appropriate to the title of training programme /course	20	16.67	29	24.17	12	10.00	27	22.50	32	26.67	2.82	III
02	Systematic procedure followed	12	10.00	17	14.17	25	20.83	34	28.33	32	26.67	<b>2.53</b>	<b>IV</b>
03	Fixed as per lesson plan	22	18.33	38	31.67	12	10.00	23	19.17	25	20.83	3.08	II
04	Scope to interaction and clarify doubt	32	26.67	25	20.83	13	10.83	26	21.67	24	20.00	<b>3.13</b>	<b>I</b>

**Table.4** Training methods by KVK

Sl. No.		Strongly agree		agree		Undecided		disagree		Strongly disagree		mean	rank
		f	%	f	%	f	%	f	%	F	%		
01	Lecture (only)/ formal type	34	28.33	23	19.17	11	9.17	24	20.00	28	23.33	3.09	IV
02	Interactive lecture	39	32.50	24	20.00	9	7.50	21	17.50	27	22.50	3.23	III
03	Training Followed by demonstration	42	35.00	22	18.33	11	9.17	21	17.50	24	20.00	<b>3.31</b>	<b>I</b>
04	Training –cum- GD	24	20.00	31	25.83	18	15.00	24	20.00	23	19.17	3.08	V
05	Group discussion (only)	18	15.00	32	26.67	12	10.00	32	26.67	26	21.67	<b>2.87</b>	<b>VI</b>
06	Training aids	34	28.33	28	23.33	13	10.83	24	20.00	21	17.50	3.25	II

**Table.5** Training content by KVK

Sl. No.		Strongly agree		agree		undecided		disagree		Strongly disagree		mean	rank
		f	%	f	%	f	%	F	%	f	%		
01	Need based	22	18.33	24	20.00	25	20.83	23	19.17	26	21.67	2.94	II
02	Present problem	21	17.50	23	19.17	18	15.00	32	26.67	26	21.67	2.84	IV
03	Emphasis on skill upgradation	19	15.83	23	19.17	28	23.33	29	24.17	21	17.50	2.92	III
04	Use of available resources	32	26.67	24	20.00	14	11.67	28	23.33	22	18.33	<b>3.13</b>	<b>I</b>
05	personal capabilities	14	11.67	15	12.50	28	23.33	32	26.67	31	25.83	<b>2.58</b>	<b>V</b>

**Table.6** Training Feedback mechanism of KVK

Sl. No.	Feedback	Strongly agree		agree		undecided		disagree		Strongly disagree		mean	rank
		f	%	f	%	f	%	f	%	F	%		
01	Visiting to the village and GP	34	28.33	38	31.67	17	6.67	21	17.50	10	8.33	<b>3.32</b>	<b>I</b>
02	Information collection from extension agent	15	12.50	21	17.50	41	34.17	18	15.00	25	20.83	2.86	II
03	Evaluation after training	21	17.50	24	20.00	16	13.33	28	23.33	31	25.83	<b>2.80</b>	<b>III</b>

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