Impact of Vocational Training Programmes on Knowledge Gain by the Rural Youths

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ABSTRACT

KVK imparts need-based and skill oriented training to increase the agricultural production and to create the employment for the rural youths. The rural youths not only required knowledge of the technologies but also skills in various agricultural and allied operations. The training programmes are designed to impart the latest knowledge to the farmers through work experience. The KVK provides the training not only in agriculture and allied vocations but also in other income-generating activities that increases the income of farm families. The present study was conducted in Reasi and Udhampur districts of Jammu and Kashmir which were selected purposively as the KVK is catering the needs of the farmers of both the districts. A total of 209 trained rural youths were selected for the study purpose. Impact analysis was done to find out the knowledge gain by the participants.

Key words: Training, Knowledge, Rural Youth

Krishi Vigyan Kendra designs different kinds of training courses for the farmers/farm women/rural youths. Courses are based on the information received through family and village survey. No specific qualification is required to be the participant of the training programmes. No certificate is awarded after training programmes. After conducting the training programmes follow-up programmes are organised for converting the obtained skills of the trainees into practice. While designing the training programmes, the concept of farming system is taken into account to make the enterprises commercially viable. The training starts from farmer’s/rural youths production units such as fields, dairy units, poultry units, mushroom unit, beekeeping unit, sericulture unit, nursery raising etc. and closes with discussion. The vocational training programmes take into account all methods and means which will result in skill development in rural youths in the areas of their interest. Keeping in mind the impact of vocational training programmes imparted by the KVK, a study was undertaken with the objective to assess the impact of vocational training programmes on knowledge gain by the rural youths.

The present study was conducted in Reasi and Udhampur districts of Jammu and Kashmir which were selected purposively as the KVK was catering the needs of the farmers of both the districts. A sample of 219 rural youths trained by the KVK was selected purposively. Six different vocational training programmes were imparted by the KVK scientists. These were cutting and stitching, seed production in vegetables, raising of fruit plant nursery for self employment, modern dairy farming, mushroom (dhingri) cultivation, value added products from fruits and vegetables. Several lectures with different visual aids were delivered. Flash cards/charts/posters were prepared and demonstration was given of different steps included in each activity. A pre post testperforma developed for the trainings was filled up to assess the knowledge of the rural youths participated in the training programmes.

Table 1, reveals the description of the vocational training programmes conducted in the selected areas. Six vocational training programmes were conducted pertaining to agriculture and allied fields. The training programmes varied from 2 days to 5
days. The duration was 4 hours per day. The number of participants were 15 in case of cutting and stitching, 19 for case of seed production techniques, 46 in case of fruit plant nursery raising techniques for self employment, 23 in case of modern dairy farming, 50 in case of round the year mushroom cultivation and 66 in case of value added products from fruits and vegetables.

Table 2 describes the knowledge gained during training programme. Knowledge gain was maximum among respondents in cutting and stitching (53.33), followed by mushroom (dhingri), raising of fruit plant nursery (32.60), value added products from fruits and vegetables (28.78). Knowledge gained was partly in case of cutting and stitching (33.33), seed production techniques in vegetables (31.57), modern dairy farming (30.43), mushroom cultivation (28.26) and value added products from fruits and vegetables (28.78). Knowledge was somewhat in case of seed production techniques in vegetables (52.63), modern dairy farming (47.82), mushroom cultivation (38), value added products from fruits and vegetables (37.87) and cutting and stitching (13.30).

Table 3, reveals that 91.78 per cent respondents said that they liked to be trained in vermicomposting followed by cultivation of aromatic and medicinal plants (57.07), poultry farming (56.16), candle/agarbati making (19.63), toy making (9.58) and mat making (5.93).

It can be concluded that vocational training programmes had a positive impact on the
knowledge gain by the rural youths. Vocational trainings play an important role in developing the skills among the rural youths and also benefiting the rural women for generation of income. Such training programmes can be replicated elsewhere and some more need based vocational training programmes may be incorporated so that the rural youths can earn their livelihood.

REFERENCES


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