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To study the constraints encountered by KVKs beneficiaries for acceptance of extension methods

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Abstract

This research paper investigates the constraints faced by farmer while acceptance of extension teaching methods. A sample of 210 farmers was surveyed, and the data was analyzed to identify the most prominent constraints. The study reveals that understand the sophisticated teaching aid' were the major constraints perceived by KVK beneficiaries, Lack of integration of various teaching methods and Lack of motivation among farmers' was observed as the major constraint related to personal traits along with 'low level of literacy', lack of personal contact with KVK staff' and 'lack of money to access agricultural information' and ranked first, second, third and fourth, respectively.

Keywords: Method, constraints, teaching, technology

Introduction

Krishi Vigyan Kendra's (KVKs) are grassroots level organizations meant for application of technology through assessment, refinement and demonstration of proven technologies under different 'micro farming' situations in a district. The KVKs are devoted to vocational training of the practicing farmers, farm women, rural youth, school dropouts and field level extension functionaries. The tools and strategies employed in extension-teaching methods are intended to facilitate communication between extension workers and people living in rural areas. By attracting their attention, piqueing their interest, and assisting them in successfully implementing the new practise, these are ways to spread new knowledge and skills to rural people. It is important to have a thorough understanding of various techniques before choosing one for a given task.

The use and type of contact of the extension techniques is one approach to categorise them. To put it another way, whether they are used to contact people one-on-one, in groups, or in large numbers, they are separated into individual, group, and mass-contact approaches depending on the type of contact:

Individual-contact methods: Extension methods under this class provide opportunities for face-to-face or person-to-person contact between the farmer & the extension agent. These methods are very impressive in teaching new skills & understanding between farmers & the extension agents.

Group-contact Methods: Under this category, the farmers are contacted in a group which usually consists of 20 to 25 persons. These groups are usually formed around a common interest. These methods also involve a face-to-face contact with the people.

Mass or community-contact methods: An extension agent has to approach a large number of people for diffusion new information. This can be done through mass-contact methods simply. These methods are more helpful for making people attentive of the new agricultural technology.

Materials and Methods

Study was conduction in Chitrakoot and Banda district of Uttar Pradesh. A sample of 210 farmers was selected to represent different area. Semi-structured interview questions were used to gather the study's data, which were then categorized, tabulated, and evaluated in order to come to relevant conclusions. The study's goals were taken into consideration while creating the interview schedule. The data were analyzed using statistical techniques such frequency, percentage, mean score, mean weighted score, and rank. The study employed a sample of 210

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farmers. Through a structured survey, data was collected on the constraints faced by respondent while acceptance of extension teaching methods. The data was analyzed to identify the most prevalent and significant constraints, allowing for a comprehensive understanding of the challenges faced by respondent in this context.

Results and Discussion

The efforts were also made to enlist the major constraints faced by the KVK beneficiaries in acceptance of extension teaching methods. The respondents were asked to express their perceived constraints related to three aspects of teaching methods- (1) constraints relate to teaching aid, (2) constraints related to method of teaching, and (3) constraints related to personal traits.

The result obtained is shown in table 1

Table 1: Constraints related to teaching aids

Sl. No.	Constraint	Mean score	Rank
1.	Inappropriate teaching aid was used	3.3	II
2.	The content of extension literature was difficult to read.	2.4	III
3.	Lack of technical knowledge about handling of teaching aid by the KVK staff	3.44	I
4.	Problem to understand the sophisticated teaching aid	2.3	IV

The major constraints perceived by the respondents related to teaching aid were reported as 'lack of technical knowledge about handling of teaching aid by the KVK staff', 'inappropriate teaching aid was used', 'difficulty in reading the extension literature' and 'problem to understand the sophisticated teaching aid' and ranked first, second, third and fourth, respectively.

This shows that the KVK staff had the lack of know-how on effective and appropriate utilization of teaching aid.

Table 2: Constraints related to method of teaching

Sl. No.	Constraint	Mean score	Rank
1.	Improper planning of extension teaching programme	3.1	I
2.	Lack of interaction during teaching	2.7	III
3.	Lack of relevance of the content	2.4	IV
4.	Lack of integration of various teaching methods	2.82	II

The table 2 reveals the perceived constraints related to method of teaching. The major constraint expressed by the respondents was 'improper planning of extension teaching programme'. This generally happened due to heavy workload on the KVK scientists. During the focus group discussions, KVK scientists realized that sometimes they did not get much time to plan the extension teaching programme properly. This might be the main reason behind such finding. Another major constraint was 'lack of integration of various teaching methods' by the trainer. It is said that there is no single extension teaching method which can be considered the best. So, it is supposed to integrate two or more teaching methods in such a way that it increases the effectiveness of teaching activity. Other constraints reported were 'lack of interaction during teaching' that made extension teaching monotonous, and 'lack of relevance of the content' that might be happened

due to delivery of old information.

The constraints related to the personal traits are depicted in table 3. Where respondents were supposed to indicate their perceived constraints related to personal and psychological traits used during conducting extension teaching programme.

Table 3: Constraints related to personal traits

Sl. No.	Constraint	Mean score	Rank
1.	Lack of motivation among farmers	3.7	I
2.	Low level of literacy	3.5	II
3.	Lack of personal contact with KVK staff	2.9	III
4.	Lack of money to access agricultural information	2.6	IV

Lack of motivation among farmers' was observed as the major constraint related to personal traits along with 'low level of literacy', lack of personal contact with KVK staff' and 'lack of money to access agricultural information' and ranked first, second, third and fourth, respectively.

Conclusion

Constraints related to teaching aids

The 'lack of technical knowledge about handling of teaching aid by the KVK staff', 'inappropriate teaching aid was used', 'difficulty in reading the extension literature' and 'problem to understand the sophisticated teaching aid' were the major constraints perceived by KVK beneficiaries and ranked first, second, third and fourth, respectively.

Constraints related to method of teaching

The major constraint expressed by the respondents was 'improper planning of extension teaching programme'. 'Lack of integration of various teaching methods', 'lack of interaction during teaching' and 'lack of relevance of the content' were also reported by the respondents.

Constraints related to personal traits

'Lack of motivation among farmers' was observed as the major constraint related to personal traits along with 'low level of literacy', lack of personal contact with KVK staff' and 'lack of money to access agricultural information' and ranked first, second, third and fourth, respectively.

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