



Introduction and Role of Krishi Vigyan Kendra (KVK) (Agricultural Science Centre)

(*Sita Ram Bijarnia¹, Rajendra Prasad Jat² and Mukesh Kumar Poonia¹)

¹Swami Keshwanand Rajasthan Agriculture University, Bikaner

²Directorate of Groundnut Research, RRS, Bikaner

*Corresponding Author's email: sitarambijarnia7@gmail.com

The first KVK was established in 1974 at Pondicherry under Tamil Nadu Agricultural University. The Krishi Vigyan Kendra is designed to impart need-based and skill-oriented vocational training to practicing farmers, in-service field-level extension workers, and to those who wish to go in for self-employment.

The first KVK was established in 1974 at Pondicherry under Tamil Nadu Agricultural University. The priority for establishing KVKs is given to hilly areas, drought-prone areas, forest areas, coastal areas, flood-prone areas, forest areas, coastal areas, flood-prone areas, and areas dominated with tribal farmers, weaker sections, small farmers and landless labourers. The objective is to gradually cover the entire country with one KVK in each district, the priority being given to the backward areas.

The basic concepts of a KVK are:

- 1) The center will impart learning through work experience and, hence, will be concerned with technical literacy, the acquisition of which does not necessarily require as a precondition the ability to read and write.
- 2) The center will impart training only to those extension agents who are already employed or to practicing farmers and fishermen. In other words, these centers will cater to the needs of those who are already employed, or those who wish to be self-employed.
- 3) There will be no uniform syllabus for a KVK. The syllabus and programme of each center will be tailored according to the felt needs, natural resources and the potentials for agricultural growth in that particular area

The three fundamental principles of KVK are

- Agricultural production as the prime goal Work-experience as the main method of imparting training and Priority to weaker sections of the society.
- The main idea is to influence the productivity to achieve social justice for the neediest and deserving weaker sections of the society like the tribal farmers, small and marginal farmers, agricultural labourers, drought and flood affected farmers, and so on.
- Need-based training courses are designed for different types of clientele. Courses are based on the information received through family and village survey. No certificate or diploma is awarded irrespective of the duration of the courses. After the training, follow-up extension programmes are organized for converting the acquired skills of the trainees into practice. While designing the courses, the concepts of farming system are taken into account to make the enterprises commercially viable.

Mandate of KVK

The mandate of a KVK is unique for it and is determined on the basis of the most important needs of the clientele, their resources and constraints, and nature of the ecosystem. The success of a KVK is judged by the extent to which it fulfils obligations specified in the mandate.

1. On-farm testing on farmers' fields of proven technologies in agriculture and allied fields.
2. Organising Vocational Training in agriculture and allied areas
3. Conducting frontline demonstrations on major cereal, oilseeds, pulses and other important crops
4. Organising in-service training programmes to field / local extension functionaries in emerging advances in agriculture and allied areas.

The KVKs are fully funded by the Indian Council of Agricultural Research (ICAR). Initially, one KVK for each district was thought of and now two KVKs are also established in certain districts being the larger ones. Though KVKs are sponsored by ICAR they are working under different administrative controls viz., SAUs, NGOs and ICAR.

References

1. Ray, G.L. 2006. Extension Communication and Management Naya Prakashan, Kolkata.
2. Reddy, A.A 2005 Extension Education. Sri Lakshmi Press, Bapatla.
3. Rogers, E.M. 2003. Diffusion of Innovations. Free Press, New Delhi.
4. Van den Ban, A. W. and Hawkins, H.S (1985). Agricultural Extension, Longman. Scientific and Technical. USA, Newyork