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Empowering Rural Community with Improvement in Knowledge Level and Livelihood through KVKs: Impact and Cases

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Abstract: ***This study provides strategies for empowerment of rural community in India and the role of Krishi Vigyan Kendra (KVKs, Visakhapatnam District) leading rural Human Resources development. KVK has identified nearby villages in Visakhapatnam district of Andhra Pradesh for accomplishing this task. The Percentage change in Income level of the different trainees was checked before and after trainings. The evaluation proforma of 10 questions were prepared and given to check the difference in knowledge and income level. 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. 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 in Gardening training which was sufficient for starting own business. There is good demand in Backyard Poultry 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. From a batch of 20-25 birds each family is getting an additional income of Rs.1000 per month. The back yard poultry has given a boost to rural women and giving supplementary income and additional employment especially to rural house wives. Since the Backyard poultry program is found to economically viable and technically feasible to be handled at village level, the study reveals that on an average there is 127.70% increase in income. This implies that there is 100% increase in Annual income among the rural community. This indicates good scope to establish units for sustained livelihood in rural areas through backyard poultry. A Study of Impact on Food Processing Training conducted by BCT- Krishi Vigyan Kendra (KVK), Visakhapatnam District during the period from 2011-2013 was a total of 208 trainees were trained out of which, (38.5%) were self employed, (3.8%) were employed in local companies and (57.7%) were unemployed youth within the trainees. In Gardening Training it was found that average income of the trainee was increased by 2.55 times due to real practical experience given at KVK, which resulted in building the trust in rural youth for this sector.***

Keywords: Empowerment, Community, KVK, Knowledge

1. Introduction

Rural Community Empowerment means developing Human Resources in their capacity living in Rural India. It means developing their skills in the aspect of knowledge and Income of the Rural community, the role of KVK, Visakhapatnam District. Empowerment can enable rural community to participate, in the economic, political and social sustainable development of the rural communities. The findings outlined in this paper suggest that, designed and implemented in ways that meet rural people diverse needs, community participation processes that can be important to facilitating social, technological, political and psychological empowerment in terms of rural development and how Krishi Vigyan Kendras (KVKs) are taking part. The findings of this investigation can assist rural developers in the implementation of community development strategies based on empowerment through Krishi Vigyan Kendras (KVKs). The World Bank has suggested that empowerment of women should be a key aspect of all social development programs (Bank, 2001). Since the 1990's women have been identified as key agents of sustainable community development and women's equality and empowerment are seen as central to a more holistic approach towards establishing new patterns and processes of development that are sustainable. The empowerment of women means for them to have the necessary ability to undertake a number of tasks either individually or in groups, so that they have further access to and control of society resources. Empowerment is recognized as an essential strategy to strengthen the well-being of individuals, families and communities, government and non government agencies. In other word empowerment is an abiding process which takes place with specific intent so enabling them to have further control over society's resources. This literature suggests that rural researchers need to adopt a more critical approach to the concept and to be more explicit about the processes they claim have facilitated empowerment. This requires the development of useful models of empowerment and effective methods for evaluating and critically assessing claims for empowerment.

There is a large section of farming community which is still unaware of technological developments in the field of Agriculture, Horticulture and Animal Husbandry. For this purpose a number of extension programmes have been introduced by ICAR and state departments to reduce this gap and these programmes have yielded good results. The Education Commission (1964-66) recommended that a vigorous effort be made to establish specialised institutions to provide vocational education in agriculture and allied fields at the pre and post-matriculate levels to

cater the training needs of a large number of boys and girls coming from rural areas. The Commission, further, suggested that such institutions be named as "Agricultural Polytechnics". The recommendation of the Commission was thoroughly discussed during 1966-72 by the Ministry of Education, Ministry of Agriculture, Planning Commission, Indian Council of Agricultural Research (ICAR) and other allied institutions. The ICAR Standing Committee on Agricultural Education, in its meeting held in August, 1973, observed that since the establishment of Krishi Vigyan Kendras (KVKs) was of national importance which would help in accelerating the agricultural production as also in improving the socio-economic conditions of the farming community. The assistance of all related institutions should be taken in implementing this scheme. The ICAR, therefore, constituted a committee in 1973 headed by Dr. Mohan Sinha Mehta of Seva Mandir, Udaipur (Rajasthan), for working out a detailed plan for implementing this scheme. The Committee submitted its report in 1974.The 1st KVK, on a pilot basis, was established in 1974 at Pondicherry under the administrative control of the Tamil Nadu Agricultural University, Coimbatore. Establishment of KVK is a landmark in the history of transfer of technology programmes in India. GOI, (1978-83).

1.1 Concepts of Krishi Vigyan Kendra

1. The Kendra will impart learning through work experience and hence will be concerned with technical literacy, the acquisition of which does not necessarily require as a pre-condition for the ability to read and write.
2. The Kendra will impart training to only those extension workers who are already employed or to the practicing farmers and fisherman. In other words, the Kendra 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 Kendra. The syllabus and programme of each Kendra will be tailored to the felt needs, natural resources and the potential for agricultural growth in that particular area.

It is an innovative institution providing for (i) effective linkage among researchers, farmers and extension workers (ii) practical approach to training through "Learning by doing" (iii) flexible syllabi based on survey and needs of farmers and location specific requirements. By the year 2011 there were 600 KVKs sanctioned under the administrative control of ICAR institutions, state agricultural universities and voluntary organizations (NGOs). It is now policy of the government to establish more KVKs to fulfill the target of two KVKs in each district in Agriculture, Horticulture and Animal Husbandry. ICAR Reports (1975-2011).

1.2 Need of the Study

The present study focused on how KVK is Transferring the technology through Vocational training programs as a mandate leading to Empowerment of rural India. Since KVKs are conducting many training programs every year under various disciplines for different clientele like Practicing farmers and farm women, Rural youth and Extension functionaries.

1.3 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.

1.4 KVK Training Process

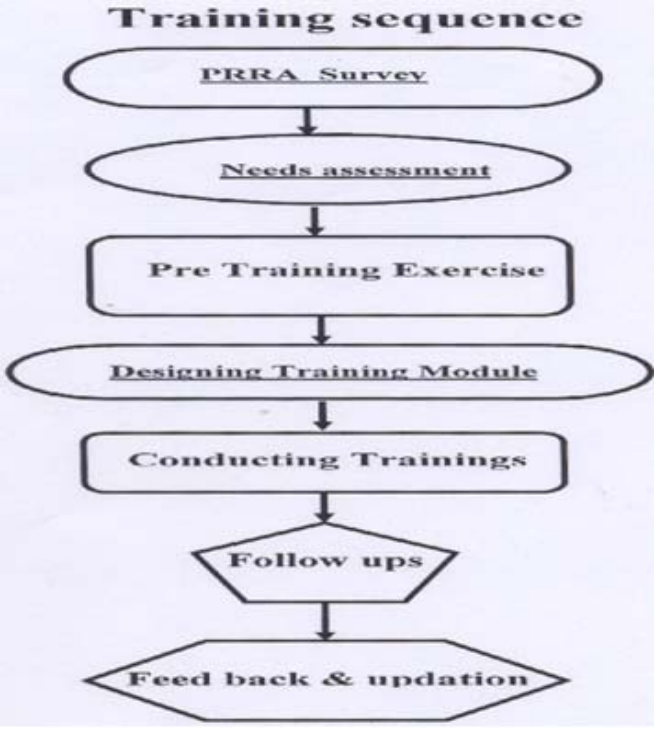

Figure 1: KVK Training Sequence Process

1.5 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

2. Review

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) 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), 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) 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) 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) 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, non-beneficiaries, workers of NGOs and workers of other development agencies considered rural development works of the NGOs as effective for rural development.

Sudhakar. N. (2004) 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. Awashti (2001) , 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) 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)[i] 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) 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. Dubey et.al(2008) 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 et.al (2002) 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) conducted in Sriganganagar on trainees trained by ZARS Krishi Vigyan Kendra Sriganganagar. A sample of 120 farmers was selected among the trainees who have under gone 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 et.al (2007), 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.

3. 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.

3.1 Major Training Programmes conducted by KVK

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

4. Results

4.1 Impact of training programmes in Improvement in Knowledge Level of Trainees and Income at KVK

4.1.1 Knowledge level of Trainee in Back yard poultry

Question No.	*Before Training*	*After Training*	*% increase in Knowledge*
I	22	45	104.54
II	18	48	166.66
III	24	44	83.33
IV	21	46	119.04
V	26	43	65.38
VI	28	47	67.85
VII	25	45	80
VIII	27	42	55.55
XI	24	46	91.66
X	26	42	61.53
Total Score	241	448	85.89

Table 1: Knowledge level of Trainee in Back yard poultry

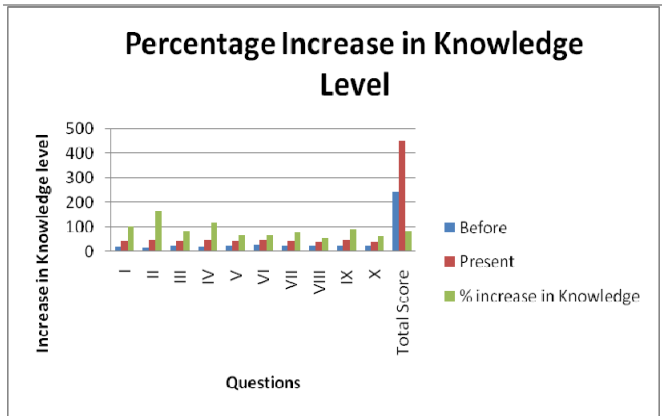

Figure 2: % Increase in Knowledge Level of Farmers in Poultry Training

4.1.2 Success of Backyard Poultry on Income Levels

Beneficiary	*Income/year*		*% Change in income*
	Before	*After*	
1	2500	2500+2000	80.00
2	6000	6000+2200	36.66
3	-	3000	3000
4	1000	1000+2500	250
5	-	2500	2500
6	-	3000	3000
7	-	2200	2200
8	-	2200	2200
9	15000	15000+1800	12
10	2500	2500+1800	72
11	-	2200	2200
12	2500	2500+2500	100
13	-	2000	2000
14	4000	4000+2100	525
15	-	2000	2000
16	2500	2500+2500	100
17	3500	3500+2500	71.42
18	3000	3000+2500	83.33
19	-	2500	2500
20	-	2500	2500
21	3000	3000+2500	83.33
22	-	2500	2500
23	3500	3500+2500	71.42
24	3000	3000+2500	83.33
25	2000	2000+2500	125
Total income	54,000	1,23,000	127.7

Table 2: Change in Income level of the beneficiary through backyard poultry

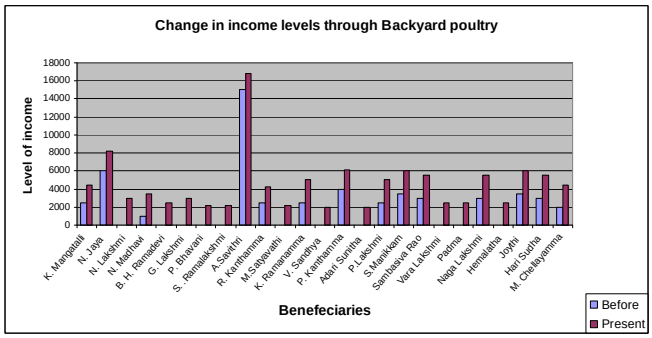

Figure 3: Change in income levels of women beneficiaries through Backyard Poultry

4.1.3 Food Processing Training

Question No.	*Before Training*	*After Training*	*% Increase In Knowledge*
I	31	156	60
II	18	173	75
III	62	182	58
IV	38	174	65
V	52	172	58
VI	28	181	74
VII	20	152	63
VIII	25	141	56
XI	51	172	58
X	42	182	67
Total Score	367	1685	63.4

Table 3: Knowledge level of Trainee in Food Processing Training

It is evident that through Food Processing training program there about 63.4% gain in knowledge among the total Food Processing trainees.

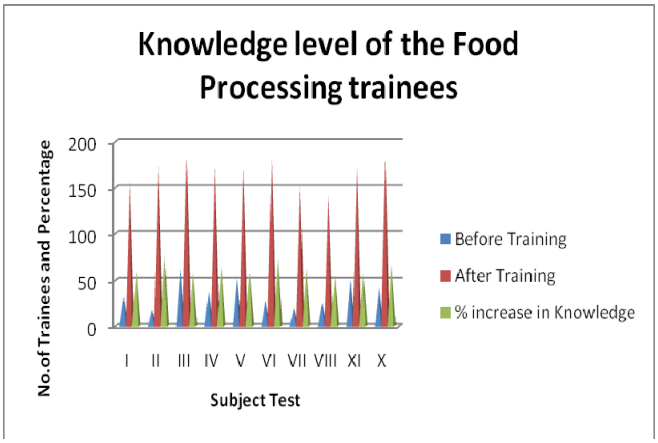

Figure 4: Knowledge level of Trainee in Food processing before and after Training

4.1.4 Food Processing Training and Employment Scenario

Year	*No. of Batches*	*No. of Trainees*	*No. of persons self employed*	*No. of persons employed*	*No. of persons with no employment*
2011	3	75	49	6	20
2012	4	103	26	2	75
2013	1	30	5	0	25
Total	8	208	80	8	120

Table 4: Batches undergone Training at BCT-KVK

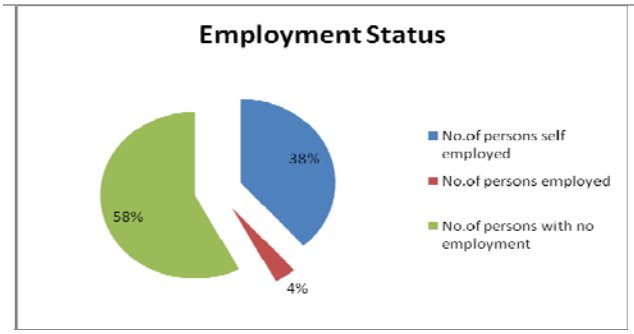

Figure 5: Employment status of the Trainees

4.2 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.

Question No.	*No. of trainees answered the question before Training*	*No. of trainees answered the question after Training*	*% increase in Knowledge*
I	56	94	40.42
II	46	104	55.78
III	65	85	23.52
IV	45	105	57.14
V	37	113	67.25
VI	24	126	80.95
VII	61	89	31.46
VIII	63	87	27.58
XI	26	124	79.03
X	15	135	88.88
Total Score	438	1062	58.75

Table 5: Knowledge level of Trainee in Gardening and Nursery Raising Training

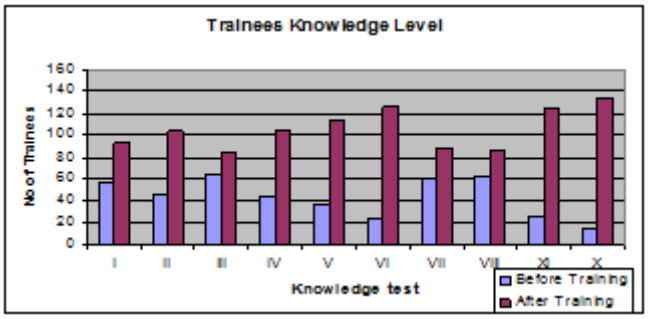

Figure 6: Knowledge level of trainee on gardening and nursery rising before and after Training

4.2.1 Impact of Gardeners Training on Income Levels

Sr .No	*Trainee*	*Income/year*		*% Change in income*
		Before	*After*	
1	Trainee1	16000	16000 + 48000	200.00
2	Trainee2	12000	12000+72000	500.00
3	Trainee3	12000	12000 + 60000	400.00
4	Trainee4	10000	10000 + 30000	200.00
5	Trainee5	12000	12000 + 35000	191.66
6	Trainee6	12000	12000 + 37000	208.33
7	Trainee7	12000	12000 + 62000	416.66
8	Trainee8	36000	36000 + 56000	55.55
9	Trainee9	30000	30000 + 62000	106.66
	Total income	1,52,000	4,62,000	253.21

Table 6: Impact of gardeners Training on Income Levels

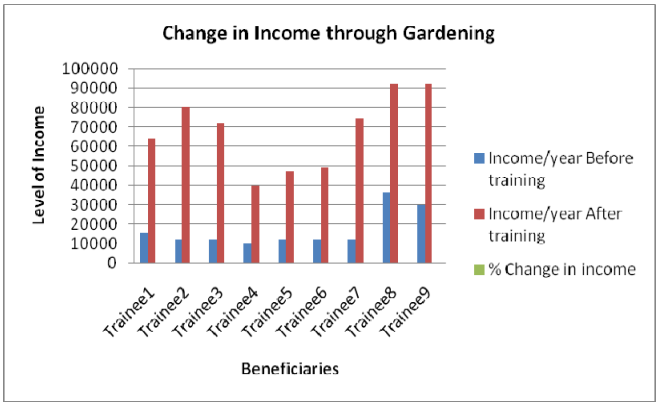

Figure 7: Impact of gardeners Training on Income Levels

5. Discussion

5.1 Case study 1: Success Story of K. Mangathalli an Agricultural Labour

K. Mangatalli comes from a small village of Haripuram in one of the poorest and most deprived areas of India, Visakhapatnam district in Coastal Andhra. At age 14, she left school and began earning a pittance doing the traditional Agriculture Labour. At age 17, she came to know that BCT-KVK is giving trainings in Poultry chicks rearing. She took training through Scientists of KVK and purchased one month old chicks and started rearing of chicks at her back yard. She bought up the chicks' upto 51/2 months and started getting eggs and using for

nutrition and after getting certain weight started selling of the chicks in Sandy. Before getting training in KVK she is getting an income of Rs. 2500 after getting the training she raised an additional income of Rs. 2000 per batch. This is how KVK helped her in getting an additional income for sustainability.

5.2 Case study 2: Story of N. Jaya a Fish Vendor

N. Jaya comes from a small village of Rambilli in one of the poorest and most deprived areas of India, Visakhapatnam district in Coastal Andhra. At age 18, she began earning a pittance doing the traditional Fish Vending at Sandy getting fish from Sea coast. She came to know that BCT-KVK is giving trainings in Poultry chicks rearing. She took training through Scientists of KVK and purchased one month old chicks and started rearing of chicks at her back yard. She bought up the chick's upto 51/2 months and started getting eggs and using for nutrition and after getting certain weight started selling of the chicks in Sandy. Before getting training in KVK she is getting an income of Rs. 6000 after getting the training she raised an additional income of Rs. 2200 per batch. This is how KVK helped her in getting an additional income for sustainability.

5.3 Case study 3: Success Story of Nanepalli Lakshmi a House Wife

Nanepalli Lakshmi staying in a small village of Atchutapuram in one of the poorest and most deprived areas of India, Visakhapatnam district in Coastal Andhra. She got married and doing household works. She came to know that BCT-KVK is giving trainings in Poultry chicks rearing. She thought that if she could earn some money it will be useful for her family and gives additional financial support to her husband. She took training through Scientists of KVK and purchased one month old chicks and started rearing of chicks at her back yard. She bought up the chicks' upto 51/2 months and started getting eggs and using for nutrition and after getting certain weight started selling of the chicks in Sandy. Before getting training in KVK she is a house wife after getting the training she raised an income of Rs. 3000 per batch. This is how KVK helped her in getting an additional income for sustainability.

5.4 Case study 4: Success Story of N. Madhavi an Anganwadi Teacher

N. Madhavi staying in a small village of Gorle Dharmavaram in one of the poorest and most deprived areas of India, Visakhapatnam district in Coastal Andhra. She got married and working as an Anganwadi Teacher for Rs. 1000 /-. She came to know that BCT-KVK is giving trainings in Poultry chicks rearing. She thought that if she could earn some money it will be useful for her family and gives additional financial support to her husband. She took training through Scientists of KVK and purchased one month old chicks and started rearing of chicks at her back yard. She bought up the chick's upto 51/2 months and started getting eggs and using for nutrition and after getting certain weight started selling of the chicks in Sandy. Before getting training in KVK she is getting Rs. 1000 /- as a salary after getting the training she raised an income of Rs. 2500 per batch. This is how KVK helped her in getting an additional income for sustainability.

5.5 Case study 5: Success Story of A. Savitri a Cattle Rearing Women.

A. Savitri staying in a small village of Apparayudupalem in one of the poorest and most deprived areas of India, Visakhapatnam district in Coastal Andhra. She got married and rearing cattle. Through this she is getting an income of Rs. 15000 /- by selling of milk. She came to know that BCT-KVK is giving trainings in Poultry chicks rearing when she attended training on Cattle rearing at Back Yards. She thought that if she could earn some money it will be useful for her family and gives additional financial support to her husband. She took training through Scientists of KVK and purchased one month old chicks and started rearing of chicks at her back yard. She bought up the chick's upto 51/2 months and started getting eggs and using for nutrition and after getting certain weight started selling of the chicks in Sandy. Before getting training in KVK she is getting Rs. 15000 /- as a salary after getting the training she raised an income of Rs. 1800 per batch. This is how KVK helped her in getting an additional income for sustainability.

6. Conclusion

- ✓ It was evident that KVK playing vital role in raising the socio-economic status of the rural community.
- ✓ Farming community welcomed new technologies of agriculture and allied sciences which improved their knowledge.
- ✓ Since the poultry and dairy business were traditional for farmers, the farming community appreciated more than other KVK activities like gardening and food processing.
- ✓ Food processing trainings conducted at various places for women empowerment resulted in alleviated the scarcity of human resources in local companies.
- ✓ Farmers trusted the KVK activities and maintained the regular relationship for upgrading their knowledge.

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