



E-ISSN: 2708-4523  
P-ISSN: 2708-4515  
AJMC 2022; 3(2): 21-25  
© 2021 AJMC  
[www.allcommercejournal.com](http://www.allcommercejournal.com)  
Received: 08-04-2022  
Accepted: 17-05-2022

**Tania Thomas**  
Assistant Professor, MBA,  
Ramaiah University,  
Bangalore, Karnataka, India

**Dr. John Manohar**  
Professor, MBA, VTU  
University, Bangalore,  
Karnataka, India

**Dr. Prathima Bhat**  
Associate Professor, MBA,  
BMS College of Engineering,  
Bangalore, Karnataka, India

## A variate analysis on the impact of institutional training by Krishi Vigyan Kendras of Karnataka (Rural) in establishing a venture

**Tania Thomas, Dr. John Manohar and Dr. Prathima Bhat**

### Abstract

To examine the influence of vocational training courses offered by Karnataka's Krishi Vigyan Kendras (KVKs) on the establishment of a business. The study included all 30 long-term vocational training courses offered by the KVKs. The most common reasons for non-establishment of a business after getting training from KVKs were financial constraints and expensive equipment costs, according to the highest percentage of trainees. It may be stated that the marketing components and connections associated with starting a business are important.

With mean ratings of 1.44 and 1.36, the survey indicated that value added household items and preparation, as well as garment creation and enrichment training courses, had the greatest adoption status. With mean scores of 1.44 and 1.36, respectively, construction and enrichment training courses achieved the highest adoption status. The lowest mean scores were for family resource management (0.68) and fabric painting & manufacture of domestic items (0.62), indicating that these training courses were not commonly used. KVKs must give appropriate resources in the form of a resource center to its trainees in order to reduce the cost of starting a business.

**Keywords:** Rural, Krishi Vigyan Kendras, expensive equipment costs, influence of vocational training

### Introduction

“Karnataka Skill Development Corporation was formerly known as Karnataka Vocational Training and Skill Development Corporation. It was created Vide Government Order, No. LD 142 ETI 2007 Dated 2/4/2008.”

It was attempted to determine the degree of influence of a vocational training course carried out by Bangalore's Krishi Vigyan Kendra on the establishment of a business. The study's findings revealed that value-added domestic items and preparation, as well as garment fabrication and enhancement training courses, had the greatest adoption status, with 1.42 and 1.31 mean scores, respectively. Family resources management (0.61) & fabric painting and household items preparation (0.60) had the lowest mean scores, indicating limited uptake of these training sessions.

The most common reasons for the non-establishment of a business after getting training from KVKs were financial constraints and expensive equipment costs, according to the highest percentage of trainees.

It may be inferred that marketing elements and links are associated with starting a business.

The Karnataka Vocational Training & Skill Development Corporation was established with the following goals in mind:

1. Design, create and implement diverse skill-training programs based on developing trades and multi-skills, taking into account industry demand.
2. Administer MES (Modular Employable Skilled) short-term training programs in accordance with DGE and T guidelines.
3. Implement a variety of job-creating training programs sponsored by the govt, businesses, corporations, the public sector, local governments, boards, and other organizations.
4. Collaborate with Edu-Sat and others to offer remote learning and e-learning programs.
5. Assisting in the implementation and strengthening of the State Project Implementation Unit (SPIU)
6. Establishing study circles to gain information for occupations appearing in competitive

**Correspondence**  
**Tania Thomas**  
Assistant Professor, MBA,  
Ramaiah University,  
Bangalore, Karnataka, India

7. Examinations through job exchange
8. To offer skilled Karnataka employees abroad work by training, assisting, facilitating, regulating, and providing employment.

### Significance of the study

The KVK is primarily focused on providing farm youth, farm women, and farmers with requirements-based and vocational training. The primary goal of the research is to determine the general adoption status of different technologies/practices taught during KVK training programs. The outcomes of the research will shed light on the influence of training on the adoption practices status taught in different KVK training courses. The research will also look at the causes of the adoption, non-adoption as well as discontinuation of each technique taught in each training session. The study's results will be used to provide feedback to the KVKs administrators, extension staff, and trainers in order to correct any weaknesses or flaws in the design and implementation of future training programs.

Women in rural regions need skill-building and a supportive policy environment in order to become effective entrepreneurs as well as contribute to a thriving rural economy. The participants agreed that using women's entrepreneurial abilities was a successful technique for combating rural unemployment and poverty. They may use plentiful local agricultural raw resources to generate value-added goods with training in manufacturing and processing technology and marketing techniques, perhaps generating new customer requirements. People in rural regions, particularly women, have to learn about procedures and tools for founding and maintaining businesses, and training programs like the APO ("Asian Productivity Organization") play a significant role.

The ICAR ("Indian Council of Agriculture Research") launched an advanced project during the fifth five-year plan by constructing KVKs around the country to provide vocational training to field level extension workers, rural youth, farm women, and farmers [1]. The Directorate of Extension Education and the State Agricultural University (SAU) provide administrative and technical support to KVKs. Farm Science Centers (KVK) is a creative science-based institution. The success of KVKs is contingent on high-quality upskilling and training that enables people to build self-reliance while also maximizing their innate potential and effort. KVKs serve as a resource center for farmers and rural residents [2]. Krishi Vigyan's two primary components.

The "skill training" and "need-based training" are the two key components of Krishi Vigyan Kendra's training courses. It gives each initial training and ongoing professional development, as well as assists in the development of knowledge, skill, and attitude toward a specific type of employment among its learners [3]. These vocational training courses assist trainees in generating revenue and creating a business. It also offers flexible working hours to accommodate the requirements of stay-at-home moms.

Women's entrepreneurship has recently become a topic of discussion. In India, women entrepreneurs are becoming more visible, as is their contribution to the national economy. Women entrepreneurs are defined as individuals or groups of individuals who start, organize, and operate a business. Women can be successful business owners.

Paper entitled 'Impact of vocational training courses conducted by Krishi Vigyan Kendras of Karnataka on

establishing an enterprise' was prepared with the following objective:

### Objectives

To determine the influence of KVK vocational training on the enterprise establishment in Karnataka.

To determine the reasons behind the trainees' failure to create enterprises.

To create a best-practices training module for trainers.

### Literature review

In Indian history, women started their journey as an entrepreneur in 1970 and proved their talent and potential as successful entrepreneurs (Sivanesan, 2014) [4]. Sharma, (2013) denote women entrepreneur as a self-sufficient and successful entrepreneur who is equally good to run a business enterprise and maintaining the balance between professional and family life. In urban India, women entrepreneurs get good opportunities, support, knowledge, and skill to spread their spectrum of entrepreneurship skills in a wide range of products and services in various sectors (Kumar and Kalyani, 2011) [5]. On the contrary, the journey for the rural women as an entrepreneur was not so easy but rather challenging (Pathak and Varshney, 2017) [6]. The main challenge they have to face as they are deprived of proper education and skill. They also have to face the financial shortage to give necessary support to their business. They are highly dominated by males. They also need to do their motherly duties and family responsibilities. There are still many social and cultural restrictions for them. In their daily household chore, they are losing their motivation to be a successful entrepreneur (Gautam and Mishra, 2016) [7]. Rural women as an entrepreneur are highly neglected. The research found that in rural India, the proportion of female workers' participation in the total workforce is only 16.65 percent (Mishra and Kiran, 2014) [8]. Their entrepreneurial potential is still unrecognized and unexploited. It is highly required to support them with proper skills and financial support policy to become a successful entrepreneur and to contribute to a dynamic rural economy.

### The Methodology

The KVK is primarily focused on providing farm youth, farm women, and farmers with requirements-based and vocational training. The primary goal of the research is to determine the general acceptance status of different practices/technologies taught during KVK training programs. The outcomes of the research will shed light on the influence of training on the adoption status of practices taught in different KVK training courses. The research will also look at the causes for the adoption, non-adoption, and discontinuation of each technique taught in each training session. The study's results will be used to provide feedback to the KVKs administrators, extension staff, and trainers in order to correct any weaknesses or flaws in the design and implementation of future training programs.

The research was conducted on a total of 156 women trainees obtained from chosen KVKs who had participated in specified vocational training courses held 2014 to 2020. Twenty-five % of trainees from each vocational training course were proportionally chosen, reflecting each selected training program and the year. The research selected a sample of 140 trainees from a total of 156 female trainees

using the PPS (“Probability Proportional to Size”) sampling technique. The data was obtained by the researcher directly from the respondents (women trainees) using a previously designed interview schedule. The effect of vocational training programs was measured in terms of the training course's adoption status after KVKs provided training.

## Analysis and Results

### Course adoption status

The training course's average score showed its status of adoption. The data in Table 1 showed that the greatest adoption status was obtained with value-added household products and preparation & garment construction as well as enrichment training with 1.44 and 1.33 mean scores correspondingly, followed by “Phulkari making” (0.95), “Early childhood care & education” (0.97), “Food & Nutrition” (1.24), and Income generating activities (0.85) for empowering rural women.

In addition, the lowest mean scores for Management of family resources (0.68) and Fabric painting and preparation of domestic items (0.65) suggested that these training courses were not widely used. Level of usage of Training programs carried out by KVKs

The number of businesses started by the chosen trainees was shown in Table 2. It was surprising to see that 87.86% of KVK trainees did not establish their own business.

There were only 12.14% of trainees who used the training they obtained to launch a business. The results are consistent with [4]. They discovered that just 13.3% of businesses have implemented this training.

### Reasons for starting and stopping a business

Table 3 shows that only 17 trainees from 4 KVKs launched their businesses, with two trainees dropping out owing to unforeseen family and health issues. The reasons for starting an enterprise were questioned by those trainees who continued the business until the end of the date, and the results are shown in Table 3.

All of the reasons listed for starting a business were reported by 100% of the trainees, including personal interest, encouragement from KVKs experts during training, training that employed them, financial support from the family, helping women in becoming financially independent and increasing their standard of living, and so on.

Only two trainees had left a business after it had been established in the instance of discontinuance. The unavoidable family issue and serious health conditions were among the reasons they revealed.

### Causes of an enterprise's non-establishment

According to the data in Table 4, the majority of the chosen trainees (87.86%) did not establish any business after obtaining training from the KVKs. They were simply utilizing it in their homes. Financial restrictions and high equipment costs (33.33 percent) were the main reasons given by trainees (47.15 percent) for not starting a business.

The results are consistent with those of [5], who concluded that the lack of long-term financing and adequate marketing were substantial obstacles to starting a business. They were financially weak and unable to launch a business, although the majority of them were interested in it.

In other terms, since they married, they were unable to establish and maintain their business. Nazir *et al.* [6] published similar results from the investigation. They discovered that a small percentage of women respondents gave up their business after adoption since they married and their in-laws wouldn't let them continue.

### Non-cooperation from the family as well as the family's unwillingness to spend money

On a new company were the main reasons given by 27.64 percent and 26.02 percent of trainees, respectively, for not establishing an enterprise, while the reason for 20.33% was the absence of suitable guidance to establish a business by the KVKs and the family. Some of the other reasons given by trainees for not starting a business included a lack of technical know-how (16.26percent), a lack of confidence (13.01 percent), a lack of awareness (13.82percent), a health issue (8.13percent), and a 3.25% for every unprofitable owing to limited income and adopted practices that did not provide any additional revenue. These results are in line with the findings of [7], they reported that the attitude of women towards entrepreneurship was regressive because of their lack of information and experience which makes it very complicated for them to choose the location, market their product, and deal with other production-related issues. When the data was analyzed by KVK, the financial constraint was the primary cause for non-establishing a business as noted by the trainees of KVK Tumkur (56.25%), Dodaballapur (60.00%), and Dharward (50.00%). It may be determined that the majority of the trainees have been financially disadvantaged and were unable to establish a business owing to financial restrictions.

### Annual growth in respondents' income after starting a business

After completing their training course at KVKs, the trainees were questioned about how launching a company increased their yearly revenue. Table 5 shows that stitching had the highest yearly rise, followed by value addition, Phulkari manufacturing, and Fabric painting. The results are consistent with [6]. They demonstrated that KVK cutting and tailoring instruction has improved the trainees' and their families' economic situation.

It may be inferred that the trainees' income grew as a result of their adoption of methods presented in various training courses. The findings are also assisted by Sharma [8] she determined that after receiving training from KVKs in Karnataka, women had improved their earnings by adopting better practice

**Table 1:** The status of various types of vocational education in terms of adoption

Name of vocational training courses	No. of practices imparted under each training course	Total of mean scores of all practices of each training course	Mean score of training
Value-added household products preparation	6	8.63	$\frac{8.63}{6} = 1.44$
Garment Construction and Enrichment	11	14.6	$\frac{14.6}{11} = 1.33$
Food and Nutrition	22	27.25	$\frac{27.25}{22} = 1.24$

Early childhood care and education	9	8.75	$\frac{8.75 \times 9}{9}$
Income-generating activities for empowering rural women	5	4.25	$\frac{4.25 \times 5}{5} = 0.85$
Family resources management	21	14.39	$\frac{14.39 \times 21}{21} = 0.68$
Fabric painting and household products preparation	17	11.09	$\frac{11.09 \times 17}{17} = 0.65$



Fig 1: Mean Score of training

Table 2: Respondents were classified as per the development of enterprises after training at KVKs. n=140

Level of use	Ramanagar (n <sub>1</sub> =50) f (%)	Tumkur (n <sub>2</sub> =36) f (%)	Doddaballapur (n <sub>3</sub> =21) f (%)	Dharwad (n <sub>4</sub> =17) f (%)	Raichur (n <sub>5</sub> =16) f (%)	Total f (%)
Have Established enterprise	-	9 (25.00)	1 (4.76)	1 (5.88)	6 (37.5)	17 (12.14)
Have Not established enterprise	50 (100)	27 (75.00)	20 (95.24)	16 (94.12)	10 (62.5)	123 (87.86)

Table 3: Reasons for establishment and discontinuance of enterprise after obtaining training from the KVKs

Reasons for the establishment of an enterprise (n <sub>1</sub> =15)	Ramanagr (n <sub>1,1</sub> =9) f (%)	Tumkur (n <sub>2,1</sub> =1) f (%)	Dharwad (n <sub>3,1</sub> =1) f (%)	Raichur (n <sub>4,1</sub> =6) f (%)	Total f (%)
Create jobs for others	9(100)	1(100)	1(100)	4 (100)	15 (100)
Augment of the standard of living	9(100)	1(100)	1(100)	4 (100)	15 (100)
To become financially independent	9(100)	1(100)	1(100)	4 (100)	15 (100)
Financial support to the family	9(100)	1(100)	1(100)	4 (100)	15 (100)
Provide employment to others	9(100)	1(100)	1(100)	4 (100)	15 (100)
Encouragement during training	9(100)	1(100)	1(100)	4 (100)	15 (100)
Build confidence and self-reliance	9(100)	1(100)	1 (100)	4 (100)	15 (100)
Personal interest	9(100)	1(100)	1(100)	4 (100)	15 (100)
Reasons for enterprise discontinuance (n <sub>2</sub> =2)					
Health and family issues	-	-	-	2 (100)	2 (100)

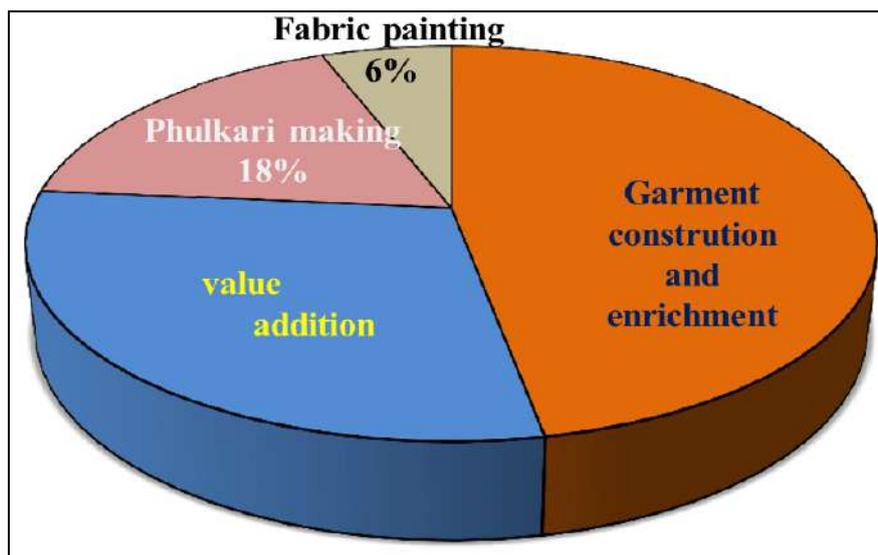
Table 4: Reasons for enterprise’s non-establishment after getting training from the KVKs n=123

Reasons	Ramnagar (n <sub>1</sub> =50) f (%)	Tumkur (n <sub>2</sub> =27) f (%)	Dharwad (n <sub>3</sub> =20) f (%)	Dodaballapur (n <sub>4</sub> =16) f (%)	Raichur (n <sub>5</sub> =10) f (%)	Total f (%)	Ranking
Got Married	29 (58.00)	3 (11.11)	1 (5.00)	1 (6.25)	2 (20.00)	36 (29.27)	4
Don't want extra burden	1 (2.00)	1 (3.70)	-	8 (50.00)	-	10 (8.13)	11.5
Lack of technical know how	1 (2.00)	7 (25.93)	9 (45.00)	2 (12.5)	1 (10.00)	20 (16.26)	8
Practices adopted do not provide additional income	1 (2.00)	-	1 (5.00)	2 (12.5)	-	4 (3.25)	13.5
Unprofitable owing to limited income	-	1 (3.70)	1 (5.00)	2 (12.5)	-	4 (3.25)	13.5
Family doesn't want to spend money	9 (18.00)	10 (37.04)	6 (30.00)	6 (37.5)	1 (10.00)	32 (26.02)	6
Health issue	2 (4.00)	-	1 (5.00)	7 (43.75)	-	10 (8.13)	11.5
Lack of awareness	-	6 (22.22)	5 (25.00)	4 (25.00)	2 (20.00)	17 (13.82)	9
Time shortage	12 (24.00)	9 (33.33)	12 (60.00)	13(81.25)	3 (30.00)	49 (39.84)	2
Non-cooperation from the family	10 (20.00)	10 (37.04)	6 (30.00)	7 (43.75)	1 (10.00)	34 (27.64)	5
confidence lack	-	7 (25.93)	7 (35.00)	1 (6.25)	1 (10.00)	16 (13.01)	10
Inadequate guidance	2 (4.00)	10 (37.04)	9 (45.00)	3 (18.75)	1 (10.00)	25 (20.33)	7
High material expense to begin the enterprise	15 (30.00)	12 (44.44)	10 (50.00)	2 (12.5)	2 (20.00)	41 (33.33)	3
Financial Constraint	18 (36.00)	14 (51.85)	12 (60.00)	9 (56.25)	5 (50.00)	58 (47.15)	1

\*Multiple Response

**Table 5:** Rise in the respondent's annual income after establishing an enterprise

Title of the vocational training programs	Krishi Vigyan Kendras				
	Ramnagar (n <sub>1</sub> =36) f	Tumkur (n <sub>2</sub> =21) f	Dharwad (n <sub>3</sub> =17) f	Raichur (n <sub>4</sub> =16) f	Total (%)
<b>Stitching (n<sub>1</sub>=8) (Rs.)</b>					
Less than 60000	1	-	1	3	5 (29.41)
60001-120000	-	-	-	2	2 (11.76)
120001-180000	-	-	-	1	1 (5.88)
<b>Value addition (n<sub>2</sub>=5)</b>					
1000-4000	3	-	-	-	3 (17.65)
4001-8000	-	-	-	-	
8001-12000	2	-	-	-	2 (11.76)
<b>Phulkari making (n<sub>3</sub>=3)</b>					
1000-6000	1	-	-	-	1 (5.88)
6001-12000	1	-	-	-	1 (5.88)
12001-18000	1	-	-	-	1 (5.88)
<b>Fabric painting &amp; preparation of household products (n<sub>4</sub>=1)</b>					
24000	-	1	-	-	1 (5.88)



**Fig 2:** Rise in the respondent's annual income after establishing an enterprise

**Conclusions**

The adoption status of family resource management was poor. The requirement of the hour is to manage family resources. As a result, it is necessary to investigate the causes for the non-adoption and discontinuation of the suggested procedures covered in this course. According to the trainees, financial restraints and high equipment costs were the main factors for the non-establishment of a business. Thus, marketing components and connections relevant to starting a business must be an important element of vocational training. KVKs must give appropriate resources in the form of a resource center to its trainees to reduce the cost of starting an enterprise. Only those trained women who got a training course at a specified KVK in State from 2014 to 2020 were included in the research. The results are on the basis of information supplied by the respondents. As a result, the validity, as well as reliability of statistics, are dependent on the respondents' honesty in providing information. It is possible to do research comparing the KVKs in various states.

**References**

1. Chawla L, Bhan C. An appraisal of rural women training programmes of Krishi Vigyan Kendra, Sri Ganganagar (Rajasthan). *J Prog Agri*. 2014;6:15.

2. Jana H. Farm Science Centre: Lighthouse of agricultural development. *Bdhan Chandra Krishi Viswavidyalaya, Agricultural Farm, Burdwan (W.B.) India*. 2015;10(2):48-51.

3. Vocational education and training analytical quality glossary, 2009. Available: <http://www.ejpau.media> (Retrieved from 22 February 2016)

4. Sivanesan R. A comparative study on rural and urban women entrepreneurs—Prospects and challenges. *International Journal of Research in Management & Business Studies*. 2014;1(3):28-34. Sharma, (2013)

5. Kumar D, Kalyani B. Motivational factors, entrepreneurship and education: Study with reference to women in SMEs. *Far East journal of psychology and business*. 2011;3(2):14-35.

6. Pathak AA, Varshney S. Challenges faced by women entrepreneurs in rural India: The case of Avika. *The International Journal of Entrepreneurship and Innovation*. 2017;18(1):65-72.

7. Gautam RK, Mishra K. Study on rural women entrepreneurship in India: Issues and challenges. *Int. J. Appl. Res*. 2016;2:33-36.

8. Mishra G, Kiran UV. Rural women entrepreneurs: concerns and importance. *International Journal of Science and Research*. 2014;3(9):93-98.