

**RESEARCH ARTICLE :**

# Role of Krishi Vigyan Kendra in promoting entrepreneurship amongst rural women in Nalgonda district – experiences of KVK Kampasagar

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**ARTICLE CHRONICLE :**

**Received :**  
17.07.2017;

**Accepted :**  
01.08.2017

**KEY WORDS:**

Self sufficiency,  
awareness, Training,  
Knowledge, Women

**SUMMARY :** Krishi Vigyan Kendra, the front line extension centres of the NARS, plays an important role and imparts need-based and skill oriented training to improve the economic status of women has become a major development priority. Encouraging the women by providing more opportunities to earn income has proved to be a significant contribution to the achievement of development outcomes. Yet amidst the push to get more women into work and stimulate women's income earning capacities, less focus was given on women empowerment. KVK provides training not only in agriculture and allied sectors but also in other areas of income-generating activities that increases the income of farm families. The present study was conducted at KVK, Kampasagar of Nalgonda district, where Tripuraram, Duggapally, Garakuntapalem, Palugu thanda, Water tank thanda, Budidagattu thanda, Peddadevulapally, Miryalaguda, and Laxmipuram village's were the study area with the sample size of 240 trained women who were selected for the study. Impact analysis was done to find out the knowledge gained by the participants to increase the awareness of entrepreneurship development programmes, value addition and marketing skills.

**How to cite this article :** Krishnaveni, G., Harika, M., Veeranjaneyulu, K., Naik, V. Ravinder and Shankar, M. (2017). Role of Krishi Vigyan Kendra in promoting entrepreneurship amongst rural women in Nalgonda district – experiences of KVK Kampasagar. *Agric. Update*, 12(TECHSEAR-6) : 1625-1628; DOI: 10.15740/HAS/AU/12. TECHSEAR(6)2017/1625-1628.

## BACKGROUND AND OBJECTIVES

Krishi Vigyan Kendra, the Front Line Extension centres of the National Agricultural Research System plays an important role for the holistic development of the rural community. Apart from conducting various demonstrations and other need based activities, KVK designs different kinds of

training modules for the farm women/rural youth. Training courses are based on the information received through family and village level survey. No specific qualification is required to be the participant of the training programmes. Certificate is awarded after training programmes. Before and After conducting the training programmes follow up programmes were organised for converting

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the obtained skills of the trainees into productive use. The training starts with rural women/youth production units such as small scale units - Block printing, Food products, Bakery units, Back Yard Poultry, Vermi composting, Artificial flowers making, Paper bags, etc. and ends up with discussion. The vocational training programmes taken into account all methods and means which will result in skill development in rural women/rural youth 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 the knowledge gain by the women.

Dhanabhakyaam and Mufliha (2013) studied the Impact of Training on unemployed women and changes in their attitude for starting a kudumbasree unit for their livelihood. They found that the proper training at the grass root level has benefited 60% of unemployed women in gaining and enhancing skill and knowledge to meet the changes in trends and challenges in their surrounding and also make them competent enough to sustain and strive for excellence on the entrepreneurial arena and remarked an improved performance. The training programme helped 85% of unemployed women to start a Kudumbasree unit in their locality and most of them preferred to start tailoring unit and then beauty parlors as both such similar units provides them a reasonable profit which helped the women to increase the earning capacity and status of their family.

Lal and Tandon (2011) studied the Impact of Vocational Training Programmes on Knowledge Gain by the Rural Youth and found that 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), value added products (33.33), seed production techniques in vegetables (31.57) modern dairy farming (30.43), raising of fruit plant nursery for self employment (28.26) and mushroom (dhingri) cultivation (22). Knowledge was somewhat in case of seed production techniques in vegetables (52.63), modern dairy farming (47.82), raising of fruit plant nursery for self employment (39.13), mushroom cultivation (38), value added products from fruits and vegetables (37.87) and cutting and stitching (13.30).

Seshukumari (2001) studied impact of Polyvalent Adult Education among Women in Visakhapatnam

Shramik Vidyapeeth and revealed that majority of the beneficiaries of the courses (embroidery, DTP, beautician, entrepreneurship development programme, cutting and tailoring, agarbathi making, handicrafts, fabric painting, soft toys and medical lab technician) expressed their positive attitude about the courses, management, instructors and physical facilities at the centres. After completing the courses, 24.8 per cent of the respondents got employment and 41.6 per cent of the respondents started self-employment units. 87.6 per cent respondents in Desk Top Publishing and 64 per cent respondents in Medical Lab Technician courses secured jobs. 38.5 per cent of the respondents in Beautician course got employment.

## RESOURCES AND METHODS

The present study was conducted at KVK, Kamasagar where women trainees were selected purposively to cater the needs of the women in the district. About 240 rural women who were trained in eight vocational training programmes imparted by the KVK scientists *viz.*, Artificial flowers making, Entrepreneurship Development programme on Bakery products, Paper bags making, Value added products of Tomato, Millet based bakery products, Block printing on Textiles, Candles making, Preparation of Amylase rich food for children have been selected. The training programme comprised of several lectures with different visual aids, followed by Practicals, Flash cards/charts/posters were prepared and demonstration was given on different steps included in each activity, emphasis was given on the practical aspects of the each training activity. A pre and post evaluation test was designed and was employed to assess the knowledge gain of the women participants. Gain in knowledge was studied using a knowledge test constructed for the purpose and analysis was made based on the results obtained.

## OBSERVATIONS AND ANALYSIS

Eight vocational training programmes were conducted pertaining to different self employment activities. The maximum and minimum lengths were six and four days, respectively with the duration of six hours per day (Table 1).

The knowledge gained by the trainees from various training programmes are presented in Table 2. About 76.6 % trainees who were trained on Value added

products of Tomato have expressed that the gain in knowledge was full, followed by Millet based bakery products (73.3%), Paper bags making (66.6%), Preparation of Amylase food for children (56.6%), Candles making and Entrepreneurship Development programme on Bakery products (53.3%), Artificial flowers making (50.0%), Block printing on Textiles (46.6%). While 40.0% the trainees of Block printing on Textiles expresses that they could gain partial Knowledge and was followed by Candles making and

**Table 1: Details of vocational training programmes conducted during the year 2015-16 at KVK, Kampsagar**

Sr. No.	Name of the training Programme	Place	Duration	No. of participants
1.	Artificial flowers making	KVK, Kampsagar	6 days	30
2.	Entrepreneurship development programme on Bakery products	KVK, Kampsagar	6 days	30
3.	Paper bags making	KVK, Kampsagar	6 days	30
4.	Value added products of Tomato	KVK, Kampsagar	5 days	30
5.	Millet based bakery products	KVK, Kampsagar	5 days	30
6.	Block printing on Textiles	KVK, Kampsagar	5 days	30
7.	Candles making	KVK, Kampsagar	4 days	30
8.	Preparation of Amylase food for children	KVK, Kampsagar	5 days	30

**Table 2 : Knowledge gained by the trainees**

Sr. No.	Name of the training programme	Gain in knowledge					
		Fully		Partially		Some what	
		(F) (n=30)	%	(F) (n=30)	%	(F) (n=30)	%
1.	Artificial flowers making	15	50.0	9	30.0	6	20.0
2.	Entrepreneurship development programme on bakery products	16	53.3	10	33.3	4	13.3
3.	Paper bags making	20	66.6	7	23.3	3	10.0
4.	Value added products of tomato	23	76.6	5	16.6	2	6.66
5.	Millet based bakery products	22	73.3	5	16.6	3	10.0
6.	Block printing on textiles	14	46.6	12	40.0	4	13.3
7.	Candles making	16	53.3	10	33.3	4	13.3
8.	Preparation of Amylase food for children	17	56.6	7	23.3	6	20.0

(Values in numerical scores) No. Respondents = 30

**Table 3: Number of women entrepreneurs developed through different vocational training programmes**

Sr. No.	Vocational training programmes	No. of entrepreneurs developed	% of women who started self employment
1.	Value added products of tomato	11	36.6
2.	Millet based bakery products	14	46.6
3.	Preparation of amylase food for children	8	26.6
	Total	33	

**Table 4 : Frequency of women who are interested in future vocational training programmes**

Sr. No.	Vocational training programmes	No. of women who are interested in future training programmes	%
1.	Value added products of milk	50	50
2.	Garment construction	85	85
3.	Tie and dye on textiles	45	45
4.	Aari (Maggam work) embroidery on textiles	85	85
5.	Paper plates making	60	60
6.	Fabric painting techniques	45	45

Entrepreneurship Development programme on Bakery products (33.3%), Artificial flowers making (30.0%), Paper bags making (23.3%), Preparation of Amylase food for children (23.3%), Value added products of Tomato and Millet based bakery products (16.6%). While about 1/5<sup>th</sup> of the trainees of Artificial flowers making and Preparation of Amylase food for children (20.0) expressed that their knowledge gain was poor followed by Entrepreneurship Development programme on Bakery products, Block printing on Textiles and Candles making (13.3%), Paper bags making, Millet based bakery products (10.00%) and Value added products of Tomato (6.66%).

Out of eight training programmes, women who have been trained in three training programmes *i.e.* value added products of tomato, millet based bakery products and preparation of amylase rich food for children have started self employment (Table 3). From the three activities highest per cent (46.6) of entrepreneurship development was found through Millet based bakery products followed by Value added products of Tomato (36.6) and Preparation of Amylase food for children (26.6).

Majority of the trainees (85.00%) expressed that they like to be trained in “Garment construction and by Aari (Maggam work) embroidery on Textiles followed by Paper plates making (60.00%), Value added products of Milk (50.00%), Tie and Dye on Textiles followed by Fabric Painting Techniques (45.00%) .

## Conclusion:

Vocational trainings play an important role in developing the skills among the women and rural youth for income generation. Such training programmes can be replicated elsewhere and some more need based vocational training programmes may be incorporated so that the women/rural youth can be moulded as entrepreneurs (Table 4).

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