

**Performance Evaluation of Entrepreneurship
Training Institutes in Karnataka - An Empirical Study**

**Thesis submitted to Kuvempu University for the award of
Degree of**

Doctor of Philosophy in Commerce

By

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CERTIFICATE

This is to certify that the thesis entitled "**Performance Evaluation of Entrepreneurship Training Institutes in Karnataka - An Empirical Study**" submitted to Kuvempu University by **Mr. Venktram Bhat** for the award of the degree of Doctor of Philosophy in Commerce is the outcome of original research work carried out by him in the Department of Post Graduate Studies and Research in Commerce, Kuvempu University, Jnana Sahyadri, Shankaraghatta-577 451 under my guidance and supervision and it has not been submitted to any other University/Institution previously for the award of any Degree, Diploma, Associateship, Fellowship or other similar title.

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DECLARATION

I, hereby declare that the thesis entitled “**Performance Evaluation of Entrepreneurship Training Institutes in Karnataka - An Empirical Study**” submitted to Kuvempu University for the award of the Degree of Doctor Of Philosophy in Commerce is my original work done under the supervision and guidance of **Dr. K. S. Sarala** Professor, Sahydri Commerce and Management College, (Constituent College of Kuvempu University) Shivamoga – 577 203, Karnataka, India and it has not previously formed the basis for the award of any Degree / Diploma / Associateship / Fellowship or other similar title to any candidate of any University or Institution.

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ACKNOWLEDGEMENT

Completing my Ph.D work has been a long-cherished goal. Also, I believe it is probably the most challenging endeavour I have ever undertaken. I am ever grateful to my learned and distinguished research guide **Dr. K. S. Sarala, Professor**, Department of Commerce and Management, Sahyadri Commerce and Management College, (Constituent College of Kuvempu University), Shivamogga for her valuable guidance, kind support and encouragement throughout my research journey. I am indebted to Kuvempu University authorities for blessing me with this opportunity of pursuing research work. I am thankful to **Prof. S. Venkatesh, Chairman**, Department of Post Graduate Studies and Research in Commerce, Kuvempu University, Jnanasahyadri, Shankaraghatta for his support in my research endeavour. I would like to extend my gratitude to **Prof. J. Madegowda, Dean (Academics) Akshara Institute of Management Studies, Shivamoga** for his motivation and support. I would like to express my gratitude to **Dr. M. K. Veena**, Principal, Sahyadri Commerce and Management College, and **Dr. Vagdevi H. M.** Principal, Sahyadri Science College (Constituent Colleges of Kuvempu University), Shivamogga for their kind support. My sincere thanks to all the Teaching and Non-Teaching staff of Department of Post Graduate Studies and Research in Commerce, Kuvempu University, Jnanasahyadri, Kuvempu University, Shankaraghatta and Sahyadri Commerce and Management College, (Constituent College of Kuvempu University) Shivamogga. I am very much thankful to the Library Authorities and Staff of both of these institutions.

Trained entrepreneurs are the center of this study and their valuable opinions along with their concern for my research study. I thank all the respondents for supporting my study. It gives me immense pleasure to express my gratitude to **Mr. Ramakrishna B Mane**, State Director of RSETIs and all the officials and staff of different selected **RSETIs** for their overwhelming support during my data collection period and for providing the required secondary data for my research work. Special thanks are always due to **Mr. Karunakara Jain** of RUDSETI, Brahmavara for his encouragement and guidance.

It would be incomplete if I did not express my regards to **Dr. Dinesh Upadhyaya of MAHE**, Manipal University, **Dr. Ganapati Bathini**, Chief Librarian of EDII, Ahmadabad and many others for lending their hands whenever I felt helpless.

I would like to extend my heartfelt gratitude **Dr. Shivakumar K. and Dr. Shobha C.K. my senior scholars and Dr. Heena Tabusum, Miss. Meghana D.S. and Mr. Sandeepa G** my co-scholars for help in successfully completing this task. I want to convey my heartfelt thanks to the Principal and my colleagues at **SKVMS Government First Grade College, Kundapura** for their kindness and encouragement during my study.

I received a great deal of support in data collection, data analysis from **Mr. Jayasimha**, Sigma Tabs, Malleswaram, Bangalore and I am thankful to him for his help.

Innumerable number of persons have provided their help in course of this study. Some of them I might have missed, but none of them have been forgotten.

I dedicate this work to my parents, **Mr. Subramanya Bhatta and Smt. Indira Bhatta**, Nempu without whose blessings and encouragement I would not have been in this position today. My wife **Mrs. Poornima** is the backbone of all the work that I am involved. I thank my family members, all my friends and well-wishers who have extended their help in doing this research work.












Finally, I bow down to **Lord Ganapathi of Nempu** whom I worship every day for introducing noble persons to me in doing every work like this and I pray for the well-being of all of them.

Venktram Bhat

Document Information










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LIST OF ABBREVIATIONS

Abbreviation	Expansion
ACB	Assessment and Certification Board
AISHE	All India Survey on Higher Education
AMT	Achievement Motivation Training
ASARE	Alumni of RUDSETI Trained Entrepreneurs
AWAKE	Association of Women Entrepreneurs of Karnataka
BOBSETI	Bank of Baroda Self Employment Training Institute
BLBC	Block Level Bankers' Committee
CAC	Controller of Assessment and Certification
COBSETI	Corporation Bank Self Employment Training Institute
CMEGP	Chief Minister Employment Guarantee Programme
DIC	District Industries Centre
DLRAC	District Level RSETI Advisory Committee
DRDA	District Rural Development Agency
EAP	Entrepreneurship Awareness Programme
EE&T	Entrepreneurship Education and Training
EDII	Entrepreneurship Development Institute of India
EDP	Entrepreneurship Development Programme
ETI	Entrepreneurship Training Institute
GEM	Global Entrepreneurship Monitor
IDI	Institutional Development Index
ILO	International Labour Organisation
KASSIA	Karnataka Small Scale Industries Association
KVIC	Khadi and Village Industries Commission
LDM	Lead District Manager
MGNREGA	The Mahatma Gandhi National Rural Employment Guarantee Act
MILLY	Most Important Lesson Learnt Yesterday
MIS	Management Information System
MMSME	Ministry of Micro, Small & Medium Enterprises
MORD	Ministry of Rural Development
MSDE	Ministry of Skill Development and Entrepreneurship
MUDRA	Micro Units Development & Refinance Agency Ltd
NABARD	National Bank for Rural Development
NACER	National Centre for Excellence of RSETIs
NAR	National Academy of RUDSETIs

NDR	National Director for RSETIs
NES	National Expert Survey
NGO	Non-Government Organization
NIESBUD	National Institute for Entrepreneurship and Small Business Development
NIRD	National Institute of Rural Development
NLAC	National Level Advisory Committee for RSETIs
NRLM	National Rural Livelihood Mission
NSDA	National Skill Development Agency
NSDC	National Skill Development Corporation
NSIC	National Small Industries Corporation Limited
NSQC	National Skills Qualification Committee
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
PIP	Participatory Identification of Poor
PMEGP	Pradhan Mantri Employment Guarantee Programme
PMKK	Pradhan Mantri Kaushal Kendra
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
RSETI	Rural Self Employment Training Institute
RUDSETI	Rural Development and Self Employment Training Institute
SBISETI	State Bank of India Self Employment Training Institute
SDR	State Director for RSETIs
SECC	Socio Economic and Caste Census
SIDBI	Small Industries Development Board of India
SIDO	Small Industries Development Organisation
SISI	Small Industries Service Institute
SIYB	Start and Improve Your Business
SLBC	State Level Bankers' Committee
SLRC	State Level Steering Committees for RSETIs
SOP	Standard Operation Procedure
SRLM	State Rural Livelihood Mission
RGCY	Rajiv Gandhi Chaitanya Yojane
RSBY	Rashtriya Swasthya Bima Yojana
RVTI	Regional Vocational Training Institute
TFC	Trainees' Follow up Card
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme

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EXECUTIVE SUMMARY

Education is believed to empower the human race towards greater opportunities and it contributes to universal betterment. Modern education system focuses on developing not only knowledge but also skills and attitude of students of different age groups to face the future. The more knowledge a person gains the more opportunities he gets in life. Modern business is competitive, challenge-filled and covers multiple knowledge arenas which are far deeper and wider in scope. It is necessary to focus and study various facets of business and at least rightfully reach out to conclusions so that the problems faced are solved temporarily if not permanently.

Creation of businessmen or entrepreneurs is a critical and lengthy process as it has to match the requirements of the economic system and individual characteristics of entrepreneurs. Environmental factors have a greater role play in this process. Therefore establishing an effective system is just a myth. Efforts are taken to establish systems and institutions which are supporting entrepreneurship development are many and widespread in India. The study of such organized and institutional efforts would help in improving them towards the better achievement of their objectives and ultimately serve the purpose of entrepreneurship development.

Entrepreneurship development is a process of increasing entrepreneurial skills and acquaintances through well-thought-out training and institutional programs. It helps to overcome the problem of unemployment, prevents economic stagnation, and enhances the competitiveness and efficient growth of industries. In India, Ministry of Rural Development and the Ministry of Skill Development and Entrepreneurship are jointly entrusted with various organizations for the development of entrepreneurship. At present, there are 33 Rural Self Employment Training Institutes in Karnataka State and 586 in India.

Performance is a question to be answered by assessing the fulfilment of the purpose of any organization. Here the performance of the Institutes is the unit of focus and crucial analysis. Institutions' improvement effort is continuous and such efforts are fruitful if they are evaluated continuously. This is the reason for evaluation studies taking epicenter of academic research and practicing managers. Evaluation studies not only help to find the issues and challenges in the system but also understand the capacities built by the institutes. External evaluation of performance is always welcome as it is generally unbiased and objective in nature. The internal grading mechanism of RSETIs considers

various institutional aspects giving weightages to each of them which is more document oriented and considers the process stipulated is followed or not. It means the institutes are not evaluated in the light of their objectives of institute and benefits of entrepreneurship training. The present study is undertaken to evaluate the entrepreneurship training institutes in Karnataka from the point of view of trained candidates who have established and are successful in managing their businesses.

Further any internal evaluation and program evaluation would help the organization to take decisions at the operations level. Such studies are micro in nature and they evaluate the program under consideration. Institutional evaluation studies are macro in their perspective and help the apex controlling bodies with decision inputs especially in the form of guidelines to make policy decisions. Therefore, the study has been considered necessary and relevant.

Several research studies are carried out focusing on the impact and effectiveness of Entrepreneurship Development Programmes. However, no comprehensive study has so far been undertaken to explore and evaluate the performance of entrepreneurship training institutes in Karnataka to suggest measures to enhance the effectiveness of such training programmes in Karnataka.

The primary objective of the study is to evaluate the performance of entrepreneurship institutes in Karnataka. Other objectives are to explore the key training areas for the candidates of Entrepreneurship Training Institutes, to find out the performance of each factor used as evaluation criteria for training institutes as perceived by trained entrepreneurs across Manufacturing, Trading and Service sectors, to analyse the perceptual differences regarding performance evaluation criteria and the benefits derived from the training institutes, to calculate an Institutional Development Index (IDI) for training institutes, to find the most affecting evaluation criterion and to suggest the available measures for the performance improvement of ETIs in Karnataka

At present, there are 33 Rural Self-Employment and Entrepreneurship Development Institutes in Karnataka State. These are established and managed by banks in each district with specific purpose of training prospective entrepreneurs to take up wage employment and entrepreneurship. Out of these 29 institutes were covered for this study. The trainees who have established their businesses with moderate and good success were covered for the study.

The trainees who have received entrepreneurship training from year 2015 to 2020 are the main source of primary data. Therefore, the population of study comprised of

1,02,078 trained and settled entrepreneurs. Approximately, 25 trained candidates from each of the training institutes were randomly contacted for the survey which made the total sample size of 723. For the secondary sources, the research articles were collected and studied from various journals and databases, books on entrepreneurship development, and web sources.

The primary data has been collected through a standard, structured and tested questionnaire which was used to interview the trained businessmen. After the final survey the data analysed using Percentages and Weighted Average Scores, One - Way ANOVA, Chi-Square test and Independent t-Test for interpreting the data. An Institutional Development Index (IDI) on the lines of Multidimensional Poverty Index was developed to evaluate overall performance of the entrepreneurship training institutes and is calculated on the basis of a total of 65 indicators which are collected from the respondents in the form of likert scale.

The demographic, business details and particularly the attended training details were analysed to make out the background of respondents. On testing the hypothesis using the ANOVA it is found that the perception across Entrepreneurship Awareness Programmes (EAP), Technical Knowledge and Skills (TKS), Achievement Motivation Programme (AMP), Business Opportunity Guidance (Market Support) and Managerial Skills (BOMS), Bank Linkages and Project Report Preparation (BPRP) dimensions remain the same irrespective of the nature of entrepreneurship. On testing the Hypothesis using the Chi-square test it is found that Small and Medium entrepreneurs perceived entrepreneurship training on General Management has made a significant impact.

On testing the Hypothesis using the Chi-square test it is found that there is no variation in the percentage of Micro and Small and Medium entrepreneurs stating dependency on the Technical Know-How aspect of entrepreneurship training and Nature of Units as significant. The same holds good to the 'marginal' impact category. On testing the Hypothesis using the Chi-square test it is found that the proportion of Manufacturing and Trading entrepreneurs getting more benefits from entrepreneurship training is in higher proportion to that of the Service sector or vice versa. On testing the Hypothesis using an independent t-test test it is found that both Micro and Small and Medium entrepreneurs in totality are of the view that the overall training provided by 29 institutes is good.

The performance evaluation was done at the basic level using eight institutional performance indicators namely Training on Key Management Areas (TKMA), Support

System of RSETI in Post Training (SS), EAP, TKS, AMP, BOMS and Governance and Management (G and M) of ETI. The Institutional Development Index is calculated using the Multidimensional Poverty Index technique.

Institutional Development Index is calculated from the data collected based on combination of questions such as multiple choices, categorical (Yes/No) and likert scale (from 1 to 5) type of data in each ETI. A total of 65 indicators (questions) are considered for the calculation of IDI with eight indicators (questions) under *TKMA dimension*, five indicators under *SS dimension*, Eight indicators under *EAP, TKS and AMP dimension*, **10** indicators under *BPRP and BOMS dimensions* and finally eight indicators under *G and M dimension*.

As a result IDI classified entrepreneurship training institutes into Poor, Moderate, Good, and Better categories based on the IDI scores, a total of nine training institutes (comprising of 31 per cent of the total institutes) get classified into a better category. A total of eight training institutes (comprising 27 per cent of the total institutes) get classified into a good performance category. Seven institutes fall under moderate and five training institutes fall under the poor performance category.

According to the degree of contribution of each indicator to the overall Institutional Development Index, Business Opportunity Guidance and Managerial Skills (BOMS) contributes the most to IDI. This indicated that a significant number of entrepreneurs lack enough training in order to improve their managerial skills, as well as a need to expand their business chances. Training on Key Management Areas dimension has the second greatest percentage of contribution IDI. ETIs are suggested to focus on these areas for improving their performance.

A number of other government and non-government institutions involved in the process of entrepreneurship training in Karnataka and other states were not included in this study. The study did not cover the trainees who failed to establish enterprises after receiving training. The research results are based on the perceptions of trained candidates.

Evaluation of these ETIs from the point of view of beneficiaries is the work undertaken in this research. This evaluation is expected to help the policymakers and decision-makers at the government and apex management level of institutes.

Chapter – I



Chapter – I
Introduction and Research Design

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Chapter - I

Introduction and Research Design

1.1 Introduction

Education is understood as a tool to prepare human beings for a better life. It is believed to empower the human race towards greater opportunities and it contributes to universal betterment. Education is critical in modern-day life to face the challenges posed by technology, economy, ecology and ultimately society. Modern education system focuses on developing not only knowledge but also skills and attitude of students of different age groups to face the future. It improves confidence and is treated as an investment for life. Education is the process of imbibing a child with various facets of knowledge by a process of facilitating learning. The more knowledge a person gains the more opportunities he gets in life. Education influences the intentions and thoughts of the persons in a constructive manner. It encourages and brings out the innovative potentials among individuals for the benefit of society. Education encompasses formal and informal mechanisms and the results of education can be seen in the development of persons and nations in totality.

1.1.1 Entrepreneurship and Economy

With the advent of speedy technology and transportation, the geographical boundaries of human life have been crossed. The case of education is not immunity here. Learning for a better life has become global now and it is limitless. This has led to better quality and cross-border exchange of knowledge and learning systems.

The materialistic world has emerged as a superpower controlling economies and people through business. Capitalistic and market-driven economic and industrial systems are the driving forces of development. This has given a huge scope for innovation and creativity combined with efficiency and effectiveness in our thoughts and actions. The merging of domestic economies with international markets resulted in the exorbitant movement of production factors around the globe.

The growing population around the world is not seen as a problem. It is seen as a great opportunity for business and a higher level of economic activity. Increasing imbalances in the distribution of economic fruits and greater risk of poverty are

threats posed by population for many countries. Such factors are hindering the development agenda of economic forums worldwide. It is also implied that a growing population enhances the productive capacities of the economy. It helps in increasing the scale of economic activities and revenue of the state. Besides it also contributes to the problems such as short supply, inequality, and low standards of living. But being positive seeing opportunities to excel out of the crisis is better. Thus the population is looked into as a great market opportunity.

The field of modern economics and business has grown tremendously in theory and practice. There is always a gap between theory and practice which gives scope for research and theory-building exercises for academicians. These interactions create further scope for understanding the present and policy creation for future benefit. Modern business is competitive, challenge-filled and covers multiple knowledge arenas which are far deeper and wider in scope. The practice of business is crammed with such issues and opportunities and it's ever-changing in nature. The theorists are also involved in hard efforts to understand and offer solutions to the challenges posed by practical business. Therefore it is very much necessary to focus and study various facets of business and at least rightfully reach out to conclusions so that the problems faced are solved temporarily if not permanently. This is because of the fact that the problems do not repeat and even if they repeat, solutions can't be repeated.

The above situation makes it compulsory for businesses to understand the environment of business and methods of dealing with it. The process of strategic thinking requires businesses to recognize the configuration and cutthroat dynamics of the business that influence performance and prosperity. Understanding the forces affecting the business takes much of the strategic planning effort as it includes understanding and responding to both internal and external environments.

To satisfy the unlimited wants of the ever-growing population with a limited resource base the businessman has to undertake a struggle. The global business systems are more dependent on technology and communication networks. It is helping the customers get better product choices at convenience. The opportunities thrown open with this are unimaginable. The crisis comes with opportunities as well. Grabbing and sailing through this requires innovation and creativity.

1.1.2 Entrepreneurship Education and Training

Creation of opportunities and grabbing opportunities are the two dimensions which requires taking risks and giving away resources and efforts with the purpose of achieving growth and development. Entrepreneurs are the persons who drive the economy and lead the movement of bringing change in the standard of living of the society and creating wealth for themselves and to the society. They create employment for the population and supply needed products as required by markets. In effect, entrepreneurs are at the core of any economic system.

Becoming an entrepreneur is not looked into as an attractive choice by many. It requires extraordinary practical skills much beyond academic performance. The present education system prepares an individual for employment. The creation of employment is a job or task performed by entrepreneurs and has to act as an investor, risk-taker, manager, who networks resources, matches demand with supply, solves the problems, and whatnot. This sphere of human activity involves high risk but rewarding too. It is impossible to imagine a world without entrepreneurs.

Olden day's entrepreneurs were basically traders and distributors. Such entrepreneurs were created out of necessity. The creation of such entrepreneurs was rooted in communities. The impact of education and modern thinking has instilled entrepreneurial thought in every person. The development of entrepreneurs is a process much focused on by governments and policymakers everywhere. The natural development of entrepreneurship cannot be given to stance and chance. Economists and policymakers have always stressed the need for the development of entrepreneurs all over the world. Arguments have ended nowhere and were unable to reach a suitable conclusion as to whether entrepreneurs are born or made. Irrespective of this, governments all over the world have involved themselves in developing entrepreneurs through some established mechanism.

Developing entrepreneurs is a critical and lengthy process as it has to match the requirements of the economic system and individual characteristics of entrepreneurs. Environmental factors have a greater role play in this process. Therefore establishing a perfect or effective system is just a myth. Efforts are taken to establish systems and institutions which are supporting entrepreneurship development are many and widespread. The study of such organized and institutional efforts would

help in improving them towards the better achievement of their objectives and ultimately serve the purpose of entrepreneurship development.

India is an emerging market with attention-grabbing business opportunities for entrepreneurs from within the country as well as outside. The future prospects of business have transformed from industry, agriculture to the service sector. The government policies have always supported formation of small and medium enterprises. According to the Global Entrepreneurship Monitor report, India is ranked lowest in entrepreneurial exit rate amongst GEM countries which is positive to state. The huge population itself is the greatest market opportunity for satisfying them with their ever-mounting needs and wants.

Population in India is addressed originally as a problem. It is resulting in disproportionate distribution of benefits of economic development, pollution, and is a leading cause for unemployment. As per the United Nations Millennium Development Goals Report 2019, 80 million people out of 1.2 billion Indians lived below the poverty line in 2018–19 and there is an increase in rural poor due to this. On the other hand, population means labour force and customers which are the source of economic development. After liberalization and globalization population is offering greater opportunities. Population is the creator of more revenue to the government and more opportunities for one and all involved in the process of economic development. If managed efficiently population is the source of development for any economy.

According to Annual Status of Education Report of India has maintained an average of 96 per cent enrollment in primary education. The gross enrollment ratio of higher education in India is 27.1 per cent according to All India Survey on Higher Education (AISHE) reports 2019-20. These numbers would mean that there are a huge number of dropouts from the education system in India. The higher education system in India lacks quality and as a result, the graduates lack employability. Now the 34-year-old education policy is replaced by the New Education Policy in the year 2020. The new education policy is expected to be more holistic, all-inclusive, and foresighted to make India the knowledge center of the world. At the same time the inadequate infrastructure, lack of quality in research, pitiable governance, and rotten course content, etc act as hurdles for the development of education in India.

The entrepreneurial movement was started in India long back in the 1970s and it was given serious importance with the introduction of incubation and innovation centers in 2001. Now we have completed 50 years of our journey and when we look back there are a number of institutions involved in the process of entrepreneurship development. All the institutional efforts need to be streamlined and each one should be made complementary to the other in every respect. The bureaucratic setup should change and adjust itself to the modern development requirements.

1.2 Research Problem Statement

Entrepreneurship development is a process of increasing entrepreneurial skills and acquaintance through well-thought-out training and institutional programs. The process helps to start a new venture or to expand an existing business. It helps to overcome the problem of unemployment, prevents economic stagnation, and enhances the competitiveness and efficient growth of industries. In India Ministry of Rural Development and the Ministry of Skill Development and Entrepreneurship are jointly entrusted with various organizations and authorities for the development of entrepreneurship. Such efforts are streamlined with the establishment of Rural Development and Self Employment Training Institutes in each district. At present, in Karnataka State, 33 such institutes and in India, 586 Institutes (*Annexure I*) are operational.

Performance is a question to be answered by assessing the fulfilment of the purpose of any organization. Here the performance of the Institution is the unit of focus and crucial analysis. It is a measurement done in the light of institutional previously set objectives. Institutions' improvement effort is continuous and such efforts are fruitful if they are evaluated continuously. This is the reason for evaluation studies taking epicenter of academic research and practicing managers. Such studies help funding mechanisms and managing organizations understand better the role played and to be played by the institutions in the future. Evaluation studies not only help to find the issues and challenges in the system but also understand the capacities built by the institutions. The evaluation may take place within the institution by the insiders or it may be performed by outside independent authorities. External evaluation of performance is always welcome as it is generally unbiased and objective in nature. As of now, the RUDSETIs or hereinafter addressed as RSETIs are

evaluated only by internal assessors. The internal grading mechanism considers various institutional aspects giving weightages to each of them. It is more documents oriented and considers the process stipulated is followed or not. It means the institutions are not evaluated in the light of their objectives of entrepreneurship development. The present study is undertaken to evaluate the entrepreneurship training institutes in Karnataka from the point of view of trained candidates who have established and are successful in managing their businesses. The expert views and opinions of the directors and staff of institutes are also given consideration in drawing conclusions in this study.

1.3 Need for the Study

The aim of every government is to towards mitigating poverty and unemployment. Unemployment is a major problem for economic development of any country. Unemployment rate is 7 per cent during the November 2021 (CMIE reports, November 2021). In addition, it is seen that 77 per cent households have no regular wage/salaried person (Fifth Annual Employment– Unemployment Survey at the all-India level, September 2016).The two sides of same coin are people with less education and people with more education, both are not getting suitable jobs due to lack of required knowledge, skills and attitude. On one hand, the opportunities for education at present are high due to the efforts of government and there is huge public and private funding of education at all levels which has led to an increase in the number of youth completing higher studies. On the other hand, dropouts from schools and colleges are also in a miserable state of unemployment due to lack of education. There is lack of suitable employment opportunities for them, and also the problem of skill gaps among graduates due to lack of industry academia interaction.

The solution to this kind scenario can be to train the youth on entrepreneurship and make them owners of their own. Training plays a vital role in initiating and accelerating the process of entrepreneurship development. The spirit of entrepreneurship can be nurtured to some extent by an appropriate pattern of education and training programmes. Better training will very much help in developing and augmenting the supply of new entrepreneurs which is highly needed to harness the scarce resources for the economic development. There comes the role of various government institutions which are involved in training and development of

entrepreneurs. Such institutions create awareness, train and develop aspiring youth by motivating them and showing them the supportive mechanism of entrepreneurship.

Several research studies are carried out focusing on the impact and effectiveness of Entrepreneurship Development Programmes. However, no comprehensive study has so far been undertaken to explore the effectiveness of the performance of entrepreneurship training institutes in Karnataka. In this direction, present study aims at evaluating the performance of entrepreneurship training institutes and as an outcome suggest measures to enhance the effectiveness of such training programmes in Karnataka.

Any internal evaluation and program evaluation would help the organization to take decisions at the operations level. Such studies are micro in nature and they evaluate the program under consideration. Institutional evaluation studies are macro in their perspective and help the apex controlling bodies with decision inputs especially in the form of guidelines to make policy decisions. No comprehensive studies are carried out to evaluate the performance of Entrepreneurship Training Institutes. Therefore, the study has been considered necessary and relevant.

1.4 Research Questions

The following research questions were set for the study

1. What are the key training areas of Entrepreneurship Training Institutes?
2. What is the significance of training inputs provided under key management areas and the extent of post-training support provided by training institutes?
3. What is the performance of each of the factors used as evaluation criteria of training institutes as perceived by trained entrepreneurs from the Manufacturing, Trading and Service sectors?
4. What is the perception difference regarding factors measuring the performance of institute and the benefits derived from the training institutes?
5. What is the significance of criteria in Institutional Development Index (IDI) in measuring performance of entrepreneurship training institutes?
6. What measures are needed to enhance performance of training institutes?

1.5 Study Objectives

The primary objective of the study is to evaluate the performance of entrepreneurship institutes in Karnataka. Other objectives are outlined below:

1. To identify the key training areas of Entrepreneurship Training Institutes
2. To examine the importance of training inputs provided under key management areas and the extent of post-training support provided by sample training institutes
3. To find out the performance of each factor used as evaluation criteria for training institutes as perceived by trained entrepreneurs across Manufacturing, Trading and Service sectors
4. To analyse the perceptual differences regarding performance evaluation criteria and the benefits derived from the training institutes
5. To calculate an Institutional Development Index (IDI) for training institutes to find the most affecting evaluation criterion and
6. To suggest measures for better performance of the institutes to promote Entrepreneurship

1.6 Scope of the Study

The research has covered 33 Rural Self-Employment and Entrepreneurship Development Institutes which are currently functional in Karnataka State. The institutes which have been established and training youth for a minimum of five years or more have been considered for the study. Out of which four institutes training details were unavailable. Therefore the trainees trained between years 2015-2020 and established their businesses with moderate and good success from twenty nine institutes were considered for this study.

1.7 Hypotheses of the Study

Hypothesis 1:

H₀(1): There is no significant difference in mean rating scores of evaluation dimensions across the entrepreneurs involved in Manufacturing, Trading and Service sector

Hypothesis 2:

H₀₂: The importance (significance) of entrepreneurship training in the subjects of General Management and Technical Know-How domains is dependent on the type of business units (Micro, Small and Medium) managed by the respondents

Hypothesis 3:

It is intended to test the hypothesis that proportion of respondents stating that entrepreneurship training programme has been significantly beneficial differs across entrepreneurs involved in Manufacturing and Trading and Service sector

H_{03(a)}: The difference between the proportion of Manufacturing and Trading entrepreneurs stating that entrepreneurship training has been beneficial to those of Service sector entrepreneurs is equal to zero

H_{03(b)}: The difference between the proportion of Manufacturing and Trading entrepreneurs stating that entrepreneurship training has been beneficial to those of Service entrepreneurs is less than zero

H_{03(c)}: The difference between the proportion of Manufacturing and Trading entrepreneurs stating that entrepreneurship training has been beneficial to those of Service entrepreneurs is greater than zero

Hypothesis 4:

H₀₄: There is no significant difference in mean rating score (1 to 10) on the performance of training institutes between Micro and Small and Medium scale entrepreneurs on eight determinants

1.8 Sources of Data

The present study has considered both primary and secondary sources of data. The trainees who have received entrepreneurship training from year 2015 to 2020 and who have established businesses constitute the main source of primary data. The expert views and opinion of the staff of institutes are collected and considered for drawing conclusions in this study.

For the secondary sources, the research articles were collected and studied from various journals and databases, books and web sources. Dissertations' were referred to make out till date research, scope of study and results obtained. Reports of various acclaimed organizations involved in the field of study were studied. The annual reports of the Rural Self Employment Training Institutes, the apex institutions such as NAR and NACER, the central government authorities such as MORD, MOSDE etc, influential institutions such as EDII, NIESBUD etc were considered for secondary data.

1.9 Survey Instrument

The primary data has been collected through a standard, structured and tested questionnaire which was used to interview the trained businessmen. The questionnaire was divided into four parts, Section-I, II, III and IV. **Section-I**, consists of questions on demographic details of respondents such as Age, Educational Qualification, Occupation and Income. This section also includes questions on Present Enterprise/Business Activities. **Section-II** consists of questions are related to Background of Training Programmes attended at ETI. **Section- III** was alienated into five parts including various questions on dimensions measuring/evaluating the Performance of ETI. This part consisted five sub-sections with a 44 likert scale questions to understand the perception of performance of the ETI. **Section- IV** was structured to get an overall rating of ETIs.

The questionnaire was prepared in Kannada Language to make the survey process more convenient. Along with survey questions the researcher enquired the background and process of entry into entrepreneurial venture by the trainee, the issues and concerns, problems faced, benefits derived etc to ease the process of interview. The researcher also enquired about the probable solutions to the problems faced by the present day entrepreneurs and the ways and means of solving them.

1.10 Pilot Survey

Pilot survey was conducted before the conduct of full scale survey for the purpose of testing the questionnaire and testing the validity of research methods. A total 75 trainees from two ETIs of Karnataka RUDSETI, Ujire and RUDSETI, Brahmavara were contacted and requested to fill up the questionnaire on random sample basis. The collected data was tabulated and analysed, on the basis of which

few questions were reframed and re-sequenced to make the questionnaire more feasible for the survey.

1.11 Sampling Design and Frame Work

Out of various ETIs in Karnataka State the present research covers primary data collected from RSETI/RUDSETIs. There are thirty three RSETIs functional in Karnataka State. These are similar set of standard entrepreneurship training institutes sponsored by banks and governed by MoRD guidelines in their activities.

The RUDSETI/RSETIs in Karnataka have to mandatorily train 750 candidates in each financial year as per MoRD Guidelines. The details of training organized and number of candidates trained and settled under self employment are given in the below table.

Table 1.1: Training Details of RSETIs in Karnataka during Years 2015-2020

particulars	2015-16	2016-17	2017-18	2018-19	2019-20	Total
No. of Training Programmes organised	1,223	1,226	1,035	1,014	959	5,457
No. of Unemployed Youth Trained	36,346	34,505	27,515	26,041	24,676	1,49,083
No. of Trainees Settled under Self Employment	23,760	24,031	18,190	18,033	18,064	1,02,078

Source: NACER Reports (Extract)

The number of candidates trained during the research period 2015-20 is 1,49,083. Out of the trained candidates those who have settled with self employment comprised of 1,02,078 which is the population of the study.

1.11.1 Selection of Sample ETIs

The research intended to cover all the thirty three Rural Self Employment Training Institutes of Karnataka state given below.

Table 1.2: List of RSETIs in Karnataka

Sl.No.	Name of the Institute	District
1	Rural Development and Self Employment Training Institute	Brahmavara
2	Rural Development and Self Employment Training Institute	Ujire
3	BVV Sangha ING Vysya Bank RUDSET Institute	Bagalkot

4	RUDSETI, Nelamangala	Bangalore Rural
5	RUDSET Institute	Dharwad
6	Corporation Bank Self Employment Training Institute	Chikkamagaluru
7	CBRSETI Holalur	Shivamogga
8	RUDSETI Vajarahalli	Ramanagara
9	RUDSETI	Harohalli
10	Rural Development and Self Employment Training Institute	Chitradurga
11	SBI RSETI	Yadgir
12	Rural Development and Self Employment Training Institute	Mysoru
13	Rural Development and Self Employment Training Institute	Vijayapura
14	Rural Development and Self Employment Training Institute	Davanagere
15	Rural Industries and Self Employment Training Institute	Kolar
16	Sharada Sahakara Rural Development Academy	Bidar
17	Self Employment Training Institute Canara Bank	Chikkaballapura
18	State Bank of Hyderabad Riset	Raichur
19	State Bank of Hyderabad	Koppal
20	Syndicate Institute of Rural Entrepreneurship Development	Kumta
21	Syndicate Institute of Rural Entrepreneurship Development	Manipal
22	Syndicate Institute of Rural Entrepreneurship Development	Bellary
23	Syndicate Institute of Rural Entrepreneurship Development	Belgavi
24	Canara Bank Self Employment Training Institute	Hassan
25	Vijaya Bank Self Employment Training Institute	Haveri
26	Deshpande RUDSETI	Haliyala
27	CB RSETI	Belgavi
28	SBI RSETI Hulkoti	Gadag
29	COBSETI Kodagu	Kodagu

Source: Extracted from KVIC list of Training Institutes in India 2021

** RSETIs in Chamarajanagara, Kalaburagi, Tumkur and Sonnahallipura were not willing to share the training details.*

1.11.2 Selection of Sample Respondents

The trained entrepreneurs were selected from twenty nine RSETIs who have achieved moderate and good success by establishing enterprises were considered for the purpose of survey. No discrimination was made regarding gender, income, education, religion, nature and scale of business, demographic and business features of the trained candidates. Approximately, 25 trained candidates from each of the

training institutes were randomly contacted for the survey which made the total sample size of 723.

1.12 Survey Period

The respondents were contacted personally by the researcher during period from June 2020 to May 2021 for the purpose of collection of responses.

1.13 Statistical Techniques and Tools of Analysis

Along with Percentages and Weighted Average Scores the research study utilizes One- Way ANOVA, Chi-Square test and Independent t-Test for the purpose of analyzing and interpreting the data. An Institutional Development Index (IDI) on the lines of Multidimensional Poverty Index was developed to evaluate overall performance of entrepreneurship training institutes and is calculated on the basis of a total of 65 indicators which are used to collect data from the respondents in the form of likert scale. Development of IDI involved four steps to lead to a holistic evaluation. Microsoft Excel and SPSS 20.0 were used to analyze the tabulated data and test the hypotheses.

1.14 Testing of Hypotheses

Hypotheses are tested using ANOVA, Chi-Square test, Two Sample test of proportions and Independent t-test. SPSS package was used to for statistical analysis.

1.15 Limitations of the Study

- Coverage of Entrepreneurship Development Institutes is limited to Karnataka state and only 29 were covered out 33 RSETIs. A number of other government and non-government institutions involved in the process of entrepreneurship training were not included in this study.
- The study did not cover the trainees who failed to start business activities and establish enterprises after receiving training.
- The research process is dependent on the perceptions of trained candidates. The opinions of trained candidates are subject to recall bias. Efforts were taken to reduce this limitation by stressing the importance of research.

1.16 Chapter Scheme

The study is presented in the form of six chapters as shown below:

Chapter Number	Chapter Name
I	Introduction and Research Design
II	Literature Review
III	Entrepreneurship Training –An Overview
IV	Training Practices of ETIs in Karnataka
V	Performance Evaluation of ETIs in Karnataka
VI	Summary of Major Findings, Suggestions and Conclusion

The first chapter *Introduction and Research Design* covers the study background, need, research questions, objectives, scope and limitations of study. It includes the research methodology, sample framework and design, details of pilot study conducted, hypotheses formulated for testing, statistical tools used for the study, followed by few limitations. At the end it gives a brief outline of the thesis.

The chapter *Review of Literature* focuses on the available literature relevant to the field of research. It covered past researcher view of related topics from books, reports and doctoral studies. The reviews are classified into two categories namely, on Entrepreneurship Training and EDP Evaluation Studies. Out of 84 reviews, 54 belonged to entrepreneurship training and the remaining 30 are related to EDP evaluation studies. The chapter concluded with the highlights of literature and identification of research gap.

The chapter *Entrepreneurship Training – An Overview* covers present scenario of Entrepreneurship Training in India. It briefly discusses about Entrepreneurship Education and Training with the conceptual premise. It embraces EE&T at global level in India and specifically focuses on entrepreneurship training institutes in Karnataka State.

The chapter *Training Practices of ETIs in Karnataka* presents the methods of operation of the sample institutes as defined by the government and apex institutes. The overview of training practices focuses on the training methods adopted by the

institutes and after training support of institutes. It gives an outline of evaluation process of institutes through grading mechanism.

The chapter *Performance Evaluation of ETIs in Karnataka* presents the empirical study results in the form of demographic details and presentation of training profile of trained entrepreneurs, analysis and interpretation of such results. The chapter is divided into five parts. In Part-A, profile of respondents, nature of present business activities carried out and reasons to start the enterprise and the investments are depicted. Part-B discusses the background of training programmes attended and consequently the benefits obtained through training. In Part-C, the perception of entrepreneurs on various performance dimensions is discussed and presented. Furthermore, in Part-D the Inferential Statistics results are presented along with certain defined hypotheses. Part-E is dedicated to the calculation of Institutional Development Index (IDI) and the interpretation of each of the dimension. The study results are arrived using statistical techniques and tests of hypothesis.

The last chapter Summary of Major Findings, Suggestions and Conclusion summarizes the findings and on the basis of which appropriate research suggestions were drawn. Major study findings were made out from demographic, training profile of respondents and from performance evaluation of ETIs. The chapter presents the reasons for good performing ETIs. The suggestions were offered both on the basis of empirical study as well as the observations made during the research survey. Suggestions based on evaluation indicators, policy interventions and guidelines at various stages of Pre-Training, Training and Post Training stage are offered. The chapter was concluded with identification of few areas for further research.

1.17 Conclusion

Entrepreneurship Training Institutes are regarded as key forces in driving the economic development of a country. The evaluation of performance would greatly benefit the policy makers in achieving better targets. The present chapter presents the objectives and methods of research and the expected outcomes. Effectiveness of design of research gives accuracy and credibility to results. Effort is taken to approach the study with suitable designs and methods.

Chapter – II



Chapter- II

Review of Literature

2.1 Introduction

2.1.1 Objectives of Review

2.1.2 Scope of Literature Review

2.2 Classification of Reviews

2.2.1 Review of Research on Entrepreneurship Training

2.2.2 Review of Research on EDP Evaluation Studies

2.3 Summary of Reviews

2.4 Research Gaps Identified

2.5 Conclusion

Chapter- II

Literature Review

2.1 Introduction

For the development of any subject or discipline, academicians and particularly researchers feel the need to pause and take efforts to understand the accumulated knowledge of the field and its progress. In this section, the researcher has taken effort and concern in the review of literature. It is an opportunity to detect gaps, unearth areas that have been less explored, and formulate a research agenda for future work. It is a comprehensive abstract of earlier research on a topic. It surveys academic and scholarly articles, dissertations, books, and other sources pertinent to the selected area of research. The review enumerates, describes, summarizes, objectively evaluates and clarifies the previous research.

2.1.1 Objectives of Review

The literature review provides the basis for understanding the existing knowledge available on the subject. It helps in identifying areas of earlier learning which helps in preventing replication of work. With this, we can recognize earlier researchers in the field. It also helps in recounting gaps and conflicts in prior studies. A systematic literature review brings lucidity and focuses on the research problem and improves the research methodology as well as widens conception in the research area and helps in contextualizing the results.

As a conclusive remark, the present literature review is done with following basic objectives

- To collect, understand and present the relevant literature in an systematic manner
- To synthesize the content in the literature into a summary
- To decisively evaluate such information gathered for the purpose of identifying gaps in current knowledge by screening the boundaries of theories and opinions to make out areas for advance research.

2.1.2 Scope of Literature Review

Every effort is made to cover the literature review on the research topic broadly from standard sources. The focus of the study is entrepreneurship training and evaluation of institutions involved in the process of training entrepreneurs. The literature relating to the topic is evaluated comprehensively and selectively from various sources such as journal articles, conference presentations, working papers and dissertations around the globe and specifically in India relating to the evaluation of entrepreneurship training efforts of established institutions.

2.2 Classification of Reviews

For the purpose of creating better synthesis and understanding, the present study has classified literature review into two categories.

- I. Reviews on Entrepreneurship Training - 54
- II. Reviews on EDP Evaluation Studies - 30

2.2.1 Review of Research on Entrepreneurship Training

Benamraoui and Berbar (2022)¹ emphasized the role of training in the creation of enterprises through case study analysis method. They found that there is lack of suitable knowledge and training needed to start and run business enterprise in Algeria. They studied Start and Improve Your Business (SIYB) training programme of International Labour Organization and its components with stages as well as partner organizations involved in implementation. The study suggests that training on management and motivation play a vital role in establishing a venture as the training helped in understanding the inherent skills of trainees and instilled entrepreneurial spirit.

Lampón et al., (2022)² analysed the importance of visual description in entrepreneurship education and training. Specifically, the study conducted an empirical work regarding training woman entrepreneurs on venture creation process. The study found that development of entrepreneurial capabilities, opportunity identification, idea conception etc. are boosted with visual media training than text book based methodologies. And concluded that the used visual media would also save the training time and it connects theory and practicality easily in the business idea generation process.

Nani et al., (2022)³ studied importance of entrepreneurship training for establishment and nourishment of micro, small and medium enterprises in post covid era in Indonesia. This experimental study was based on creative social and community service to create web based technologies to support MSMEs. The research suggests that training plays a prominent role in promoting and developing entrepreneurship in post pandemic era. As the covid situation demanded the use of technology for effective performance of MSMEs which were suffering from variety of problems.

Trabskaia and Mets, (2021)⁴ observed the comparative stability of the content of the proposal, while the trainees reformulated the entrepreneurial opportunity of knowing it in depth through the study of entrepreneurship training process. The intricacy or ease of the business idea, compared to the already existing products and services, played a significant role. The results show that perceptions of both idea and opportunity are not stable, even when the effect of the external factors is excluded. There is no pattern equivalent between students or individual student evaluations of the idea and opportunity. The study concluded that perception is under the influence of effect caused by the individual context of the entrepreneurial journey asynchronous fluctuations in this individual context-based insight, frequently depending on the progression of the entrepreneurial journey. The study added the notion of emotional artefact and a few general aspects to elucidate the entrepreneurial expedition and suggested the implementation and research of entrepreneurial process-based training.

Adeyanju et al., (2021)⁵ highlighted the importance of training to improve the performance of young agripreneurs and suggested the provision of such programmes to encourage entrepreneurship in Nigeria. The study used the example of the Fadama Graduate Unemployed Youth and Women Support (GUYS) programme. The research studied the impact of training on the performance of youth agripreneurship ventures. The results exposed that participation in the programme was significantly influenced by factors such as age, years of formal education, marital status, current residence, employment type, and perception of trainees. The empirical analysis shows that after controlling for endogeneity, participation in the training led to better performance which was measured in terms of average income from agripreneurship.

Al-Awlaqi et al., (2021)⁶ found positive and significant causal relationship between entrepreneurship training and the three dimensions of entrepreneurial orientation in small-sized businesses namely proactiveness, innovativeness and risk-taking. The study investigated the effect of entrepreneurship training on entrepreneurship orientation and its sub-dimensions. It filled the research gap in the entrepreneurship literature concerning the effect of entrepreneurship training on entrepreneurial orientation as a practical business strategy in developing countries. It also discussed the theoretical and managerial implications of ET. The study used a quasi-experimental approach of the sharp regression discontinuity design as the rigorous alternative to experimental schemes and tested the association using a sample of 1330 micro-sized firms.

Kummitha and Kummitha (2021)⁷ discussed the importance of training in sustainable entrepreneurship after studying its motives. They found that the aim of the training is to enhance venture creation opportunities by graduates. Sustainable entrepreneurship training normally aims to achieve any of the three objectives – initiate, ensure and integrate and based on this assertion, they conducted a field study in India to find the answer to the research question relating to the motives of business schools to undertake sustainable entrepreneurship training. The results indicate that business schools engage in sustainable entrepreneurship training to support students to tackle mounting social problems by initiating sustainable enterprises. The study highlighted that the business schools focus on ‘initiate’ based training, to help create ventures but not to help grow the sustainable entrepreneurship industry.

Rozmi et al., (2021)⁸ found that there are five main components of courses in small businesses such as business management, sales and marketing, accounting and finance, ICT and production and operations. As a result of the Thematic Analysis study, researchers have developed a smart entrepreneurship training structure related to the five components and produced a system called the Malaysian SMEs Psychometric Test which has been endorsed by the respective panels of experts as it identified the proposed framework imperative for owners and managers of SMEs as well as the government and stakeholders while taking decisions in the selection of business training programmes and to increase ICT to create a positive impact on SMEs.

Nitya and Vidya (2020)⁹ analyzed the intermediary relationship between entrepreneurship training and the accomplishment of entrepreneurs. The study has proved remarkable implications for entrepreneurial training institutions. First, the findings confirm that communication has an influence on the accomplishment of entrepreneurs. This research confirms the effect of communication between training and success rate. The article concludes that merely entrepreneurship training will not provide the likely outcomes; there is consideration needed for probable moderating variables. Along with communication, there are various other factors that have an impact on entrepreneurial success such as the interest level of the candidate, risk-bearing ability and innovation etc. It is suggested that the training institution should not only concentrate on communication but also on various other factors leading to the success of entrepreneurs.

Ghamdi et al., (2020)¹⁰ emphasized that entrepreneurship education and training are important for developing entrepreneurs. They agreed that training provides the necessary inputs and skills to establish the business, create awareness concerning the prospects and risks in the business as well as enhances the entrepreneurial competencies. The study was conducted with the objective of ascertaining the awareness level of students about of entrepreneurship education and training. The research methodology adopted is quantitative research at Effat University, Jeddah and the results stressed that training provides the required curriculum and skills to establish and run business, create awareness about opportunities and risks in the environment as well as enhance abilities and capabilities.

Ranjith and Gunasekaran (2020)¹¹ analyzed the impact of Entrepreneurship Training for rural poultry farmers who adopt modern management practices. The study brings out the significance of training to the insignificant and minor farmers who are already working in the poultry farm. It concluded that there is a need for suitable training for the farmers which enhances the poultry farmer's income. They suggest that the areas of training should include various technical and non-technical issues related to the area.

Galvao et al., (2019)¹² evaluated entrepreneurship training in Portugal to propose new guidelines to improve them same. The data were processed using cross-

sectional content analysis of the interviews and descriptive analysis of the completed questionnaires in order to ascertain the opinions of all the parties involved in training. The suggestions included the proposal of new phases to be included in the training and the inclusion of new methods of management decision training. The study concluded that both training and entrepreneurship education can be an important tactical tool for regional progress. Conclusions disclose three trends in entrepreneurship literature: entrepreneurial universities, spirit, and process.

Mukesh et al., (2018)¹³ found that there is lack of consistency in the policy for the development of entrepreneurship in India. It also states that entrepreneurship education is essential at the early stages of development of a person so that he can inculcate the knowledge and skills required to become a successful entrepreneur. The study analyses the potential of students to become entrepreneurs and entrepreneurship education in the higher education system of India. The article concludes that there is a higher potential among students to become entrepreneurs, but the education for the same is below average in the higher education system and entrepreneurship education and training in the higher education sector is not promising. This proves that there is a need to increase focus on entrepreneurial education and training in India.

Galvao et al., (2018)¹⁴ conducted a study to provide insight into a systematic literature review of the Entrepreneurship Education and Training as the facilitators of regional development identified current and future trends by adopting inclusive bibliometric analysis for the period 1973-2016 taking articles from Scopus. The outcomes of the study emphasized that EE&T can be a strong tactical instrument for regional development. It is important for academia, government and business to oblige towards strengthening the entrepreneurial intention of society. Findings of the study classify trends in the literature on EE&T namely entrepreneurial universities, entrepreneurial spirit and process of business creation. There is an urgent need for strong and sustainable support from government authorities and society at large.

Ismail (2018)¹⁵ studied few questions to know the evidence of the impact of entrepreneurship training programmes in India and internationally and the mechanisms which enhance the success of these programmes. They found that entrepreneurship training enhances the confidence and sense of empowerment among entrepreneurs. These programmes are designed to promote self-employment through

business creation. But, as observed the impact of these programmes on entrepreneurial activity is modest and enhances business knowledge and practices. The impact on other aspects of business performance such as income, sales, profits, and inventory is average.

Moreira et al., (2018)¹⁶ studied the perceptions of participants of the entrepreneurship training programme about the impact of training in improving the current and/or generate new business opportunities. The evaluation of the training programme confirmed the theory described by UNESCO, as the trainees understood the development of the market view and the possibility of investing in new businesses. The training enabled better evaluations of opportunities, planning and goals with monitoring of the results, the search for new technologies from the training. The training also enhanced the knowledge and skill level of the trainees.

Al-Awlaqi et al., (2021)¹⁷ studied the positive and causal relationships between entrepreneurship training and orientation and its dimensions such as pro-activeness, innovativeness, etc. The study addressed the consequence of entrepreneurship training on entrepreneurial orientation as a feasible business tactic. It also studied the causal relationship between entrepreneurship training and orientation in micro-sized businesses. The study concluded that the training would enhance the entrepreneurial orientation which would help the entrepreneurs to adopt strategies for success in developing countries.

Ho et al., (2018)¹⁸ examined the impact of systematic entrepreneurship training comprising both active and passive learning activities on entrepreneurial alertness and efficacy among adolescent youth. The impact was measured through the analysis of trained and non-trained candidates and higher entrepreneurial alertness was found among trained ones. The research suggested that training and education should be given at the secondary education level to be effective in enhancing the entrepreneurial competencies among youth. The concluding implication of this study showed that there is a need for experiential learning in developing entrepreneurial competencies and skill sets.

Moses et al., (2018)¹⁹ assessed the impact of entrepreneurial mentoring and training on young entrepreneurs in developing countries. The study first assessed the impact on the effectiveness and productivity of entrepreneurs. Secondly, it examined

the effects of the programme on mentorship, access to related knowledge and networks. The study concluded that training has a positive impact on youth entrepreneurial capabilities and competencies. The training is strategic to entrepreneurial mentoring and to build entrepreneurial networks. The training helped to enhance the skill, knowledge, and efficacy of entrepreneurs in identifying opportunities and business excellence. The study concluded that training is a must for developing countries in enabling entrepreneurs towards success.

Bernoster et al., (2018)²⁰ investigated the importance of both positive and negative effects in entrepreneurial orientation leading to entrepreneurial innovation, pro-activeness, and adventures. The result concludes that among student candidates trained positive effect is significantly and positively associated with all three dimensions. But the negative effect is associated with pro-activeness.

Meena et al., (2017)²¹ unearthed that Rural Development and Self Employment Training Institute is imparting demand-driven skill development training and need-based training programmes to the rural youth to empower them to take up self-employment and entrepreneurship. The training modules are designed to achieve entrepreneurship development through Human Resource Development. The article covered details of training modules, methods, practices and outcomes along with features and contribution of RUDSET institutions. Article quoted that the concept of RUDSETI is replicated all over the country and the major contributor in entrepreneurship training and development efforts of the government. It is a systematic and organized effort besides educational institutions and NGOs in enhancing the entrepreneurship in the country.

Matricano and Formica (2017)²² studied the effectiveness and consequences of entrepreneurship training programmes. The article measures the actual impact of training on the commitment of entrepreneurs. The important players of the field are educational institutions and government organizations in training prospective entrepreneurs. There is an extensive research on entrepreneurship education and training. But as observed, little has been done to assess the effectiveness of the same. The article concludes that more time is needed to measure the effectiveness of training programmes on entrepreneurship.

Batthini and Vaishnav (2016)²³ suggested that Indian universities should increase the availability of Ph.D programmes and concentrate on providing methodological education, training and research in entrepreneurship. They also suggested connecting researchers with startup ventures so as to enhance the practical and theoretical interface. They stressed the need for evidence-based research in the field of entrepreneurship. During the study period, only 177 (out of 20,271 theses in social science subjects) doctoral studies were conducted and the authors make out that the research in the field is still in its infant stage.

Frese et al., (2016)²⁴ evaluated two types of training interventions. The first type focuses on increasing personal initiative in entrepreneurs from developing countries. The second type aims at increasing the startup rates in these countries by enhancing participants' entrepreneurial skills and motivation. The article explains the impact of both training interventions and evaluation studies with randomized pretest-posttest control-group designs. This is done to promote entrepreneurship in developing countries. The article concludes that the training has a strong positive impact on entrepreneurship.

Mwatsika (2016)²⁵ did an analysis of entrepreneurship education and training programmes. The results clarify that focus of entrepreneurship training on new business creation, linkages and value networks has more likely to create jobs in the economy. Effective entrepreneurship training programmes would spend less per job created. Entrepreneurship training programmes would have a greater impact if there is a purposeful focus on new venture creation and the creation of value chains and linkages. The study, however, identifies new venture start-ups and the creation of value chains and linkages as the two areas capable of creating jobs if entrepreneurship training is purposefully focused with other entrepreneurship support programmes and institutions in place.

Gielnik et al., (2016)²⁶ described the entrepreneurship training programme, its impact on vocational trainees' entrepreneurial behaviour, and how the occupational training institutes adopt the training to permanently offer entrepreneurship training to its trainees. The study indicates that entrepreneurship training can be successfully integrated into vocational training settings when the training institutions take over responsibility; keep the conceptual core of the training. There is a positive and strong

impact of training on entrepreneurship activity and behaviour. In addition, offering entrepreneurship training along with governmental top-down strategies to foster entrepreneurship will help to boost the economy.

Kin ori and Simba Theuri (2016)²⁷ focus to find out whether the skills relating to entrepreneurship, innovation, apprenticeship and business have any role in enhancing the growth of small and medium enterprises. Descriptive analysis of data was used to arrive at conclusion. The results proved that there is substantial evidence regarding the impact of these skills on the performance of businesses. The study recommended the adoption of education and training in the early stages of development of a person to inculcate the entrepreneurial culture. The study also suggests that the training empowers the trainees to acquire relevant and required skills.

Logendran (2016)²⁸ study the impact of entrepreneurship training on the performance of small enterprises. The findings concluded a significant positive impact of entrepreneurship training on the performance of enterprises. From the analysis, it was concluded that entrepreneurship training contributed 85% towards the performance enterprise. It was emphasized that the training cost should be treated as the investment that would yield returns for the economy as a whole.

Wiger et al., (2015)²⁹ study government organizations that are increasing their spending on entrepreneurship training programmes to assist people to come out of the vicious circle of poverty and enable the youth to empower themselves with necessary livelihood. The article studies the context of these training in African countries in relation to their broader relevance and applicability. At the same time, the authors place on record the variety of expectations from these programmes which may be far away from reality. The article concludes that the success of these programmes largely depends on a wider set of environmental factors beyond the trainee's individual control. There is a need for promoting the training to the needy along with broader efforts to address the contextual factors affecting the trainees as a whole.

Ramakrishna (2015)³⁰ acknowledged in general, the role played by the RUDSETIs with their training methodology in promoting self-employment and entrepreneurship among the unemployed youth by understanding the performance of units located at Prakasam District of Andhra Pradesh, India. The research found that

majority of agricultural EDP trainees was successful in settlement. The trainees were helped in getting suitable bank finance as well for setting up their ventures. It is concluded that the training is felt necessary for future entrepreneurs so as to achieve the fruits of demography in the economic growth.

Azim and Al-Kahtani (2014)³¹ responded to the features of empirical as well as conceptual studies on entrepreneurship education and training. The purpose is to highlight the approaches to teaching entrepreneurship. The study stressed the approaches of training entrepreneurship and the role and characteristics of the trainers in the programme. They studied the concept of entrepreneurship education and training based on secondary sources of data. They discussed the definition, objectives, and contents of the area to highlight the approaches to training and teaching methods. The purpose was to conceptualize entrepreneurship training and education to promote academic research for the development of the field. The authors concluded that the subject is gaining academic and research interest. The article concluded that training programmes are sure to enhance the business performance of entrepreneurs and the role of facilitators or trainers is highest in this process.

Rajiv (2014)³² identified and classified challenges, issues, themes and different models of entrepreneurship education. The article covered present practices of entrepreneurship education and measures to tackle challenges and issues therewith. It is observed that EE today faces many challenges in their direction of developing entrepreneurial aptitude. This needs a fundamental shift in EE implementation and approach. Teachers of entrepreneurship should understand the definition and approach of the entrepreneurship teaching method they are adopting. They need to focus on what is to be taught and how it is to be taught. They should show the real entrepreneurial framework conditions of reality into the classroom for better learning of students. The design, delivery and evaluation of EE programmes must be well thought out for the effectiveness of their outcomes.

Khalili et al., (2014)³³ studied the impact of an entrepreneurship training programme on entrepreneurial development in the field of sports experts. The semi-experimental method of research was used to find and analyze the data. The outcomes of the study proved that there is a positive relationship between entrepreneurship training on variants of risk-taking decisiveness, intelligence, self-confidence and

entrepreneurship. As an outcome of the study, the conclusion is that the entrepreneurship training courses will have an effective impact on the development of entrepreneurial features on the trained candidates.

Idrusa et al., (2013)³⁴ highlighted the deficiencies in training and education as an obstruction to women entrepreneurs. The study showed how a training programme could solve the problems of women in becoming entrepreneurs. The results confirm that entrepreneurship training programmes can assist in creation of new businesses, growth of existing ones and generation of new jobs.

Kithae (2013)³⁵ examined the various components of entrepreneurship training programmes and their impact on the performance of entrepreneurial ventures. It was analyzed and observed that there is a substantial impact of training on the performance of entrepreneurs. It was suggested that constant monitoring and support was needed for entrepreneurs to translate the skills learned into more practical work leading to success. Along with this, there is a need for the provision of financial resources for the success of entrepreneurial ventures.

Mohan and Revathi (2012)³⁶ concluded that individuals can be developed, their outlook can be changed and their ideas can be given the true shape of the enterprise through organized and systematic training programmes. Entrepreneurial training aims at arousing and reforming the entrepreneurial behaviour in the day-to-day activities and helping them develop their own ventures or enterprises as a result of their learning or training. The development of an entrepreneur means inculcating entrepreneurial traits in a person, imparting requisite knowledge, developing the technical, managerial, financial and marketing skills, and building the entrepreneurial attitude. The process of entrepreneurial training involves equipping a person with the information and motivation needed for enterprise building and sharpening his/her entrepreneurial skills.

Sarabjit (2012)³⁷ contended the need for thorough research on entrepreneurship training and education has been an area of concern for many scholars. The study compared the business performance of trained and untrained entrepreneurs in Punjab and Haryana states. The study identified that the number of trained taking loans was less than the untrained ones and there is a lot of improvement in turnover of business of trained candidates. The capital efficiency was higher in

their case. The lack of awareness among the backward communities to join the training was also observed. The article suggests future research on finding out reasons for these institutions' involvement in entrepreneurship in a huge way and their strengths and weaknesses in promoting entrepreneurship. Further suggested that research is needed to propose appropriate policy to train the organizations to create feasible ventures for needy trainees and at last, there is a need for study on reasons for the failure of trained candidates to start new businesses.

Quadir (2012)³⁸ maintained that India is a developing or emerging economy is fuelled by a new breed of entrepreneurs. This even justifies the Schumpeter's thought that entrepreneurs contribute to economic growth. The author states that economic growth created by entrepreneurship education and training can create a more affluent exchange of students and researchers between developing economies and Western universities. Western universities could better train developing country aspirants for entrepreneurial careers. Therefore the author stressed the need for promoting education and training on entrepreneurship. The article concludes that the training of entrepreneurs can be intensely connected to public service, vital to the mission of universities.

Premand et al., (2012)³⁹ claimed upon the experimental substantiation on new entrepreneurship studies that provide business and personalised training to university students in Tunisia. The study depends on the randomized assignment of the entrepreneurship track to identify the impact on employment market outcomes one year after graduation. The analysis finds that the entrepreneurship training was effective in increasing self-employment among trained, but the effects are meager in totality. Findings also suggest that diverse behavioural skills are shaped through different formative experiences and training helps to improve that business skills, affected a variety of behavioural skills. The article shows that the shift from wage employment to self-employment to entrepreneurship was due to education and training.

Karlan and Valdivia (2011)⁴⁰ studied the impact of business training on microfinance clients, through the study of randomized control groups. The research question was whether the training improves executive decisions leading to better profits. This is subject to the fact that there is a small impact on the revenues. They

concluded that there is a need for evaluation of the impact of training on particular habits, skills, and knowledge of the entrepreneurs. Another important suggestion is that examining the status of the business is also important along with the success of the entrepreneur.

Fairlie et al., (2014)⁴¹ conducted a study on the evaluation of effectiveness of entrepreneurship training programmes as huge amount of funds are invested to provide subsidized training to alleviate market frictions. The evidence proved that entrepreneurship training increases business planning and business ownership in the short-run. But, the few businesses were unsuccessful and unable to produce subjective outcomes during a period of 6 to 60 months. As observed there are strong positive effects on business ownership in short run but the same results disappear in the long run.

Gries et al., (2011)⁴² determined methods to formalize the training course for venture creation and failure in an endogenous growth model background. This is done by considering successful ventures as the consequence of a match between entrepreneurs and opportunities. In this process subsequent to the endurance of new venture, both entrepreneurial ability and search intensity, and capital turn out to be momentous. Even though individual entrepreneurs raise their force of search and capital amount, business start-up and failure rates are affected by institutions and the circumstances of doing business. Some may not be able to overcome adversities, many others won't be able to do so and the overall entrepreneurial capacity utilization of the economy will be less. Policy implications must be observed in this regard and to empower the entrepreneurial capability.

Rae (2010)⁴³ pointed out that education is vital in creating an understanding of entrepreneurship, developing entrepreneurial capabilities and contributing to entrepreneurial identities and cultures at individual, collective and social levels. Moreover, the role of education is to shape ideas of what it means to be an entrepreneur, not to promote an ideology of entrepreneurship and to create critical alertness that contributes to the responsibility of entrepreneurs to society.

Ojala and Heikkilä (2009)⁴⁴ reported upon the evolution and assessment of training programmes for entrepreneurs. The trained candidates have started businesses at the global level and had good knowledge of technology, but lacked business skills.

The entrepreneurs had an urge not only to make profits but also to serve society. The study suggested the need for well-designed training for entrepreneurs.

Marc (2009)⁴⁵ described the nature of candidates getting the entrepreneurship training and what difference the training would create on future entrepreneurial activity, and the extent of the impact on improving the business. There is a lack of empirical testing regarding these aspects. The outcomes state that the younger population receives the training, at school, college, university, and government-supported training, and more males receive training as per the data collected. The conclusion is that the training has improved the quality of entrepreneurs.

Singh (2008)⁴⁶ studied the availability of trained teachers in entrepreneurship in the USA and found that little research in the area has resulted in a lack of established pedagogical theories as there are few doctoral programmes offered and is also the reason for inadequate supply of scholars and academicians in the field. Also there is no strong network of academicians due to problems in research, teaching methods and various other pedagogical issues. It is concluded that being optimistic, this situation offers an incredible opportunity for researchers and academicians to do the needful for the development of the field of study.

Achim and Popescu (2008)⁴⁷ conducted a longitudinal study on non-business students about the impact of teaching entrepreneurship at the postgraduate level. The experiment revealed that the teaching doubled the focus and efficiency of efforts undertaken by entrepreneurs.

Manimala (2006)⁴⁸ assessed the entrepreneurship training needs against current practices. The author found that attention is given to entrepreneurship only at the higher education level. The study focused on the problems of training and methods to overcome them. The findings suggested that there is a need for differentiation between entrepreneurship and small business training.

Ladzani et al., (2002)⁴⁹ analyzed the course content, training methods and profiles of trainers and trainees of entrepreneurship training providers in South Africa. The findings show the need for training as well as the existence of few deficiencies in the present training. The conclusions showed the need for comprehensive entrepreneurship training for successful new enterprises. The authors suggest that

entrepreneurship training should be considered as one of the basic requirements of starting and running a business. Efforts should be contained to train both existing and new entrepreneurs so as to equip each of them with related skills.

Edgcomb (2002)⁵⁰ established that training has a significant impact on participant characteristics and final participant outcomes. As a result of training, enterprise operators can obtain better management techniques, expand their entities, adopt new technology and build more business linkages.

Paul Dana (2001)⁵¹ stipulated important aspects of entrepreneurial and small business training activities in various countries of Asia. In this article, he states that the conventional education system does not address the entrepreneurship awareness, education, and training needs in India. It stresses that the country needs small businesses for its emergence as an economic power but the need for training is yet to be focused on education and employment training levels.

Chandler and Lyon (2001)⁵² evaluated the research methodologies used in entrepreneurship research to encourage appropriate methodologies for the development of the field of entrepreneurship research. The authors reviewed the research methodology used by researchers during a decade ending 2001 and observed sophistication in it. They suggested that a lot more needs to be done for advancement of the field of entrepreneurship research.

Kroonand Moolman (1992)⁵³ highlighted that training helps owners and managers learn how to tackle certain problems, saving them in the process, time and money. Also, it allows them to understand certain rules and procedures present in running a business.

Romijn (1989)⁵⁴ observed the recent developments in the field of entrepreneurship training in developing countries. The authors state that the research on evaluation of entrepreneurship development studies is an underdeveloped area and concluded that only training cannot create successful entrepreneurs. It is stressed that a package approach is required including practical and credit assistance is required for new entrepreneurs. Another conclusion was the need for high-quality training faculty. The positive side is that the training is undertaken for disadvantaged groups, but customizing the design of training programmes according to the audience is needed.

The realistic application of McClelland's thoughts in the structure of the entrepreneurship development programme has not been tested rigorously enough to enable arrive at a direct conclusion based on objectivity concerning usefulness.

2.2.2 Review of Research on EDP Evaluation Studies

Phatik Chandra (2018)⁵⁵ examined the contribution and impact and suggest effective measures for improving the performance of EDPs by undertaking a study on the performance of entrepreneurship training agencies in Assam with the objective of assessing the effectiveness of EDPs. The results of the study revealed that entrepreneurship training is considered effective in the promotion of first-generation entrepreneurs, but also have ultimately contributed to employment generation; reduction of poverty and industrial sickness contributed to the economic development of the region. But, the study found out few inbuilt issues in training and suggested that there is a need for a proper selection procedure of trainees. The training material should include a variety of action-oriented aspects of the business and the trainer motivators should also have deep practical insights. The study suggested a major role of bankers in every stage of training with continuous monitoring and feedback mechanism to assess the performance of trained candidates. The study concluded with the observation that there is a need for research to strengthen the training institutes with a holistic approach.

Khursheed (2018)⁵⁶ exposed that the EOPs have no impact on the financial performance of the enterprises and correspondingly with reference to growth indicators, there is little or no impact except average growth in investment of firms. He studied entrepreneurship orientation programmes conducted for entrepreneurs at Jammu and Kashmir State. The objective of the study was to assess whether these EOPs have yielded the expected results or not.

Rana et al., (2018)⁵⁷ conducted a study to determine the impact of entrepreneurship orientation on prospective entrepreneurs. In particular, the study considers the perceived benefits before and after the particular training. It maps the gap between apparent and actual benefits. The study identified that the gap exists in three key areas of training programme, namely marketing research, network building and leadership skills. The study concluded that only 9% participants started new ventures after the training which is considerably low. So, it was suggested that the

organizing institutions should focus on improving the effectiveness of the training to prospective entrepreneurs.

Muhammedsajjada and Sathyapriya (2017)⁵⁸ looked at the status and growth of entrepreneurship development in India. After analyzing the secondary data, it was concluded that the time is good for an entrepreneurial revolution in India. It was observed that entrepreneurship training is not given enough importance and due to which there is less development of entrepreneurship culture. If we compare our economy with fast growing economies like China and Brazil, we have a lot more to be done for entrepreneurial development. It is suggested that entrepreneurship is linked to small scale business activities which play the life leading role amongst masses. It is a skill to be developed among youth which needs proper training and the training should be given importance to develop entrepreneurial culture so as to make India a developed country.

Pankaj Kumar (2016)⁵⁹ found that the most severe constraints for entrepreneurship development is lack entrepreneurial culture prevailing in our societies. Along with this, there are various other constraints faced by trainees in starting their own ventures. Those constraints need to be addressed by the training institutions and related authorities. He conducted a study of assessment of capacity building programmes of RUDSETI for self-employment among rural youth. It was noted that the trainees did not have any other option to livelihood, so opted to start a business. So, it is suggested that training institutions should take measures to improve their effectiveness and the need for skill development in entrepreneurship along with Government support and the creation of a conducive environment for entrepreneurship.

Debanjan and Niladri (2015)⁶⁰ studied various training methods to develop a framework for identifying the better training methods for entrepreneurship skills development. They studied the advantages and disadvantages of various training methods employed at major entrepreneurship training institutions in India. The study provided guidelines as to how effective training methods could be premeditated to facilitate the acquisition of entrepreneurial competencies. It is stressed that the training should not only skill the prospective entrepreneurs but also involve motivational aspects. The study covered few training methods but identified that there

is further need for research on better training methods for entrepreneurship development.

Tambwe (2015)⁶¹ evaluated the impact of entrepreneurship on the performance of small and micro-enterprises. The key skills expected among trainees and evaluated were financial, marketing, sector-specific technical and communication skills. The study results proved that there is a positive relationship between the training and successful performance of small businesses. The article suggested that the governments should start behavioral and social transformation by including entrepreneurship training in the education system.

Ramakrishna and Sudhakar (2015)⁶² conducted a study on EDPs organized by RUDSETIs in state of Andhrapradesh specifically for women empowerment. The study was conducted with the objective of analyzing the reasons behind success of such programmes. The major findings of the study reflected that the training programmes helped woman to establish and run businesses successfully. They had background of their trade and they could even generate employment. Here the major success factor was dependent on managerial and motivational aspects of training and the post training support emerged as key in establishing business.

Hosseinzadeh et al., (2014)⁶³ evaluated the effectiveness of entrepreneurship training courses conducted for 265 trained candidates in a two years period through a random sampling method. The results revealed that the effectiveness of course outcomes was significant and was measured to be at an adequate level. The educational services in the field of entrepreneurship would help students in improving their motivation, skills and awareness. Efficacy of the entrepreneurship training course definitely affects the skills, motivation and knowledge of the instructor.

Abdullah and Latif (2014)⁶⁴ investigated whether the trainees get motivated or not after entrepreneurship training, the training programme needed the attachment of high quality experts from entrepreneurial background, the continuous counseling and feedback. The study suggested the revising modules from time to time, integration of new contents to survive the changes, the involvement of high eminent experts from entrepreneurial background and the constant counseling and feedback process for the improvement of training.

Basu (2014)⁶⁵ proposed the need for developing and introducing a course on entrepreneurship at foundation levels and also an urgent need for establishing a framework for building an effective entrepreneurship education ecosystem. He studied the status of entrepreneurship education in India. The purpose of the study was to review the present state of entrepreneurship education and to propose an effective ecosystem for integrating and promote entrepreneurship education as a basic part of conventional management education in India.

Kumari (2012)⁶⁶ studied the entrepreneurship development process by analyzing relevant secondary data in India and the role of development programmes in the economic growth. It is concluded that they create employment, leads to achieving balanced regional development, prevents industrial slums and results in economic independence. Again the entrepreneurial training would lead to development of entrepreneurs which would increase per capita income and higher standard of life.

Dwivedi and Tiwari (2013)⁶⁷ conducted a study of 28 entrepreneurship development institutes in India in the framework of their objectives. These institutes suffer from difficulties in generating own financial resource or they depend on government for funds, or assistance, dependency on outsider trainers, lack of research-driven teaching training methodology, lack of qualified network and lack of uniformity in course content and designs. These obstacles are hindering the performance and development of EDIs in India. There is a need for sharing resources among institutions themselves for better performance. They also suggested the formation of an umbrella organization of all EDIs to co-ordinate the activities and bring effectiveness.

Anis and Yasir (2012)⁶⁸ discussed the measures to be taken by B-schools for the promotion of entrepreneurship and education. He explained the evolution of and the tasks performed by schools in shaping and fostering prospective entrepreneurs in India. The authors discussed the sufficiency of the current curriculum taught in meeting the requirements of potential entrepreneurs. Finally, the paper contends that the state of entrepreneurship education in India concentrates on and is similar to the general business courses. These courses do not have a noteworthy influence on entrepreneurial propensity. But there is a demand for programmes exclusively

premeditated to expand the knowledge and experience of students on entrepreneurship. The contents and instruction methods have to be differentiated from traditional business courses. The authors also concluded that schools help in increasing the knowledge base, by identifying opportunities and by pointing out ways to overcome barriers imposed by the surrounding environment. They have an explicit role in enhancing entrepreneurship by enlarging the pool of entrepreneurs in society. As a result, the government should take suitable measures to promote entrepreneurial education in India.

McKenzie and Woodruff (2012)⁶⁹ pointed out various shortcomings of training evaluations around the world. They critically reviewed the evaluations and found that the conclusions had a limited usage in policy formulation. They also expressed concern over methodological aspects of measuring the success of entrepreneurship training programmes and their heterogeneity leading to complications in comparison.

Kesari (2012)⁷⁰ analyzed the effort of EDP institutions with concern for income generation activities. The objective analysis concluded that these programmes helped in poverty mitigation, job creation, women empowerment and entrepreneurship development and institutions have to ensure stakeholders' participation at various stages of formulation and implementation, transparency in operation and monitoring. Also, primary requirement is the creation of public awareness about the programmes organized by these training institutions. The study concluded that these programmes contribute to the alleviation of poverty, especially in rural areas.

Jayakumar (2012)⁷¹ made an attempt to understand the key support structure and identify the success factors for creating, developing and sustaining group enterprises and specifically women led enterprises. Article identified that Shri Kshetra Dharmasthala Rural Development Programme has promoted highly effective group enterprises in the state of Karnataka. It suggested that individual focus on training and hand holding support after training would bring sustainability in the enterprises.

Egelsner and Rena (2012)⁷² made an attempt to identify the strengths and weaknesses of the existing training programmes and the challenges faced by SMEs in Namibia. As a result of huge unemployment the study stresses for training and

development of entrepreneurs and observed that incidental factors did potentially form entrepreneurial orientation and the same dimensions and surrounding factors were linked to their performance. The study suggested that SMEs need better training from expert trainers to develop their businesses.

Premalatha (2012)⁷³ contended that women have been showing ever-increasing interest in recent times in self-employment and entrepreneurship. The ultimate goal of these training programmes is to develop a perfect human being in the form of a successful entrepreneur. They conducted a study to understand comparatively the role of AWAKE, SISI, MDTC, RVTI and KASSIA which impart entrepreneurship training and development Programmes for women in Karnataka. Descriptive study is engaged for investigation and the survey method is used for used to collect data from potential and existing women entrepreneurs.

Glaub and Frese (2011)⁷⁴ found that entrepreneurship training positively affected entrepreneurial performance. It suggested that contents of training influences various aspects of entrepreneurial success. The study analyzed 30 evaluation studies on entrepreneurship training programmes in developing countries with the objective of assessing them to determine whether the methodologies used were adequate and therefore, efficacy of the training programmes is supported. Additional purpose of research was to assess whether the evaluated training programmes promoted entrepreneurship and to determine the contribution of different of the training programmes contribute to entrepreneurial success. The study emphasized that a vast majority of the sample evaluation studies faced methodological issues, thus limiting the conclusiveness of their results. Therefore, it is vital to use good methodology to evaluate entrepreneurship trainings.

Raposo and do Paco (2011)⁷⁵ reported that there are little studies on evaluation of effectiveness of entrepreneurship training organizations and programmes that could be attributed to the lack of appropriate tools and measurement methodologies. The purpose of article was to link entrepreneurship education and entrepreneurial activity through literature review. The study provided evidences of affirmative link between entrepreneurial education and consequent entrepreneurial activity. As correct teaching methodology is crucial for success of entrepreneurial activity and there is little proof on how learning strategies influence development of

entrepreneurial abilities and how these are transformed into enterprise creation. This article provides a policy question to both institutions delivering entrepreneurship education and organizations that fund the entrepreneurs later for venture creation.

Oberschachtsiek and Scioch (2014)⁷⁶ questioned how the training helps improve the competence of entrepreneurs. Authors studied three different programmes such as training courses, support for using business coaching and a flexible support programme provided along with a financial subsidy with a focus on founders who started a business while they were jobless. They established that the participation was strongly determined by provincial patterns and time and those individual characteristics were less imperative. These results reflected a particular regional specialization in promoting self-employment.

Ken (2011)⁷⁷ evaluated the outcomes of two entrepreneurship training programmes performed in the state of Vermont, USA through an interview of entrepreneurs. The schedule focused on entrepreneur's motivations to start own businesses, their definitions of success, the challenges and barriers faced, and the effects that training had. The researchers suggested finding ways to recruit and retain individuals with less experience and education as well as address their different needs in terms of business knowledge, access to capital, perceptions of risk and opportunity. As observed, financial aid to aspiring entrepreneurs plays a critical to their success.

Latha et.al., (2009)⁷⁸ found that the government and its agencies played a vital role in helping entrepreneurs to enhance their entrepreneurial skills by providing continuous entrepreneurship development training programmes on financial management knowledge including budgeting, costing and maintaining a cash flow for their business. This was an exploratory study of SMEs in India.

Laxmana and Ishwara (2008)⁷⁹ contended that the evaluation of the entrepreneurial development programmes is done by the training agencies themselves. Therefore, the result of the evaluation always goes with the vested interest of the training institute. They suggest that the assessment of the EDPs conducted by various ED Organizations for the development of entrepreneurial and managerial talents in the country should be done by a competent authority. Also suggest that the authority should be impartial and objective measure, which would help to discover the operational efficiency and weakness of EDPs and ultimately this would lead to

correction measure for improvement of EDP institutions and training for entrepreneurship.

Bartakke (2007)⁸⁰ suggested continuous evaluation of entrepreneurship development programmes, which in-turn help the improvement and further success of the training organization. Another main suggestion was regarding follow-up support which remained greatly ignored by the organization as well as the trainees. The study offered many research areas such as studying the success and failure candidates, especially women trainees, selection methods etc where further studies can be done in the field of entrepreneurship.

McMullan et al., (2001)⁸¹ argued that it is necessary to assess the effectiveness of entrepreneurship courses on a number of grounds such as: (i) there is an expectation that the net benefits of entrepreneurship programmes should be more important than their costs and risks; (ii) training programmes and courses can be expensive in terms of money from sponsors and time for participants.

Jean-Pierre and Gilles (1995)⁸² identified four different approaches such as institutional, reticular, didactic and regionalist that are used in teaching entrepreneurship which differ in quality and effectiveness. They studied the effectiveness and quality of entrepreneurship training programmes using a theoretical framework that is drawn from the field of education. The study suggests identifies three levels socioeconomic, psycho cultural, and pedagogical interventions regarding public policies which eventually determine the entrepreneurship training.

Jean-Pierre and Toulouse (1995)⁸³ took an effort to understand the character of entrepreneurship development programmes in the light of main contributions from the field of education. They found that the impact of EDPs on the trainers and their educative orientation are key rudiments in an entrepreneurship development programme. They were of the opinion that it is vital to develop research feat on the training of these teachers. The study identifies eight approaches to teaching entrepreneurship, which are mainly responsible for design, implement and evaluate the programmes in the light of education, learning and content.

Oza (1988)⁸⁴ reviewed the entrepreneurship development through the integrated entrepreneurship development programmes in India and highlights that less

importance has been given to entrepreneurial development in early decades after independence. The article describes the evolution and historical background of EDP movement in India and the problems faced by development programmes. The conclusion drawn is that EDP activity is most important human resource development activity in India. The programmes are used as an instrument of self employment generation among rural and urban poor, as solution to rising sickness in medium, small and micro industries by adding diagnostic and remedial measures in training entrepreneurs. The highlight of research is that there is absence of any mechanism to measure, monitor and evaluate the results of entrepreneurship development programmes in India.

2.3 Summary of Reviews

The entrepreneurship training institutions should have greater focus on articulation with the trainees. It is an important tactical tool for regional progress. EE&T in higher education sector is not promising in India and there is a scope and need for increasing focus on the same. The training on entrepreneurship can enhance the knowledge and skill level of the trainees and would enhance the entrepreneurial orientation. There is need for experiential learning in developing entrepreneurial competencies and focus on training from secondary education level. Training is a must for developing countries in enabling entrepreneurs towards success. The training on entrepreneurship can create strong positive impact on entrepreneurship. Training empowers the trainees to acquire relevant and required skills. Governments should start behavioral and social transformation by including entrepreneurship training in the education system. EE&T would shift persons from wage employment to self employment to entrepreneurship. There is a need for differentiation between entrepreneurship and small business training and self employment. Financial aid to aspiring entrepreneurs is also critical to their success.

Entrepreneurship training is felt necessary for future entrepreneurs so as to achieve the fruits of demography in the economic growth. They can help create new businesses, grow existing ones and generate new jobs. There is need for provision of financial resources for success of entrepreneurial ventures. There is need for study on reasons for failure of trained candidates to start new businesses. Training of entrepreneurs can be intensely connected to public service. Entrepreneurship policy is

seen as an important tool for supporting the growth of India and the present situation is filled with chaos. It must be realistic and closer to life as per the needs of local framework. Training should give importance to develop entrepreneurial culture so as to make India a developed country. The entrepreneurial training would lead to development of entrepreneurs which would increase per capita income and higher standard of life. The technology plays dominant role in the future of entrepreneurship in India. Social media and internet revolution also has great impact on future entrepreneurship. The impact of training programmes on entrepreneurial activity is modest in India, hence seeking improvement through research.

Training institutes in India have shown an average 69% of settlement of trained candidates as self employed. Little research has been done to measure the effectiveness of training programmes, because more time is needed to study the performance on entrepreneurship creation. Effective entrepreneurship training programmes/ institutes would spend less per job created. According to another study, entrepreneurship training contributed 85% towards the performance enterprise. Training cost should be treated as investment which would yield returns for the economy as a whole. Entrepreneurship training programmes were unable to produce subjective outcomes within a period of 6 to 60 months. They may not be able attain success due to short span of training. They have not been tested rigorously enough to enable to arrive at a direct conclusion based on objectivity concerning usefulness.

The expected success is not much with reference to entrepreneurship training institutes and programmes. Hence, there is need for evaluation of entrepreneurship training institutions. The studies should also consider the regional imparities in the environments for entrepreneurship development. There is concern over methodological aspects of measuring the success of entrepreneurship training programmes. There are little studies on evaluation of effectiveness of entrepreneurship training organizations due to lack of appropriate tools and measurement methodologies. There is need to discover the operational efficiency and weakness of EDPs through continuous research which leads to correction. It is necessary to assess the effectiveness of entrepreneurship courses as they involve costs, risks, time and resources of people. There is absence of any external mechanism to measure, monitor and evaluate the results of entrepreneurship development programmes in India.

2.4 Research Gaps Identified

In spite of vast literature available on entrepreneurship training, Entrepreneurship Development Programmes, evaluation of EDP's conducted by different entrepreneurship development organizations with their own aims and objectives in diverse parts of the country and abroad, still there exists an opening, which offers scope for further research.

The survey of the literature reveals that several studies on entrepreneurship development especially on the role, prospects, and problems, employability, the scope of job opportunities, etc. of SSI or MSME, village and cottage industries have been undertaken in different parts of the country. In Karnataka, a few studies relating to the evaluation of EDPs of the rural entrepreneurial promotional agencies at the state or district or institute level have been conducted by researchers, government and some non-government organizations.

The review indicates a number of attempts that have been made so far to evaluate various dimensions of EDPs. Though these studies have importance for upcoming studies, these are not inclusive especially from point of the entrepreneurship Training Institutions. From the literature review, it has been observed that there is a gap between existing literature and the present research study.

Further, most of the evaluative studies of EDPs were done on the basis of the data supplied by the Entrepreneurship Development Organizations or by other agencies, only a few studies have been done by taking data directly from the trainees of ETI's. More specifically studies have been done on EDP's and not on Entrepreneurship Training Institutions as a whole. Therefore, in the present study, the researcher has made a persistent effort to collect data from all the trained candidates of ETI's. Again the efforts were taken to collect data from all the Entrepreneurship Training Institutions managed by banks in the state of Karnataka. Hence, the present study is undertaken by the researcher, so that it can help in focusing on various broader issues relating to the ETI's.

2.5 Conclusion

Research on entrepreneurship is a most fascinating, worthy and also an emerging field of research where lot needs to be done to balance theory and practical aspects of field. The review of literature gives conclusive evidence about most necessitating profiles for research in the area of entrepreneurship. Training and developing entrepreneurs is highly practical field due to its relevance in creating entrepreneurs in any economic system. Huge amount of efforts and resources are used in the process of training potential entrepreneurs in India through bank managed institutions. Several studies have been conducted geographically and demographically on programme, and institution specific circumstances, contributing to decision and policy making at micro or programme or at institution level. The review emphasizes that there is a drawback of methodologies in research on entrepreneurship. The present study is undertaken at state level inclusive of all such bank led training institutions to give a holistic view of efforts in creating entrepreneurship.

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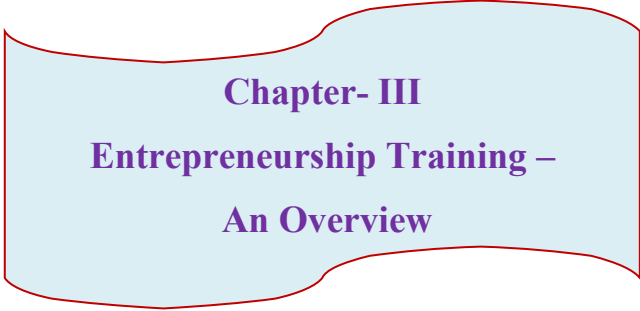
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Chapter – III





Chapter- III
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Chapter- III

Entrepreneurship Training - An Overview

3.1 Introduction

The human race progresses through novel ideas in every sphere of activities. New challenges posed by innovations and the exponential impact of technology are the welcome changes facilitating economic growth and empowering the standard of life. These have an impact not only on how we do live but also the market mechanisms, which creates the necessity for the education sector to emphasize on required knowledge and skills among younger generation.

The affiliation between economic advancement and entrepreneurship has been established theoretically and practically. The endorsement of entrepreneurship fosters the economic competitiveness of a country on the edges of globalization and technological change. The economic, psychological, and sociological research has established that entrepreneurship is a vibrant process.

Education plays a decisive role in nurturing the entrepreneurial state of mind and helps to develop business ideas and create a firm to allow learners to understand and integrate finance, economics, accounting, marketing, and other relevant aspects. Entrepreneurship Education is expected to teach problem-solving skills and equip youth with critical decision-making skills to enhance entrepreneurial competence. It links the academic and business communities by bridging the gaps in the system. In the later part, institutional mechanisms streamline entrepreneurship development efforts and help create entrepreneurial culture in society.

India is transforming in its seventh decade of Independence which could lead to unparalleled economic growth matching with far-reaching impact on the country's Human Development Index. During the last two decades, our Gross Domestic Product (GDP) has increased by more than US\$1trillion and is expected to see an increase in its GDP by nine per cent per year to emerge as a US\$10 trillion economy over the next two decades.

This development is exceedingly positive for India and the nation has to create 10-12 million jobs every year in these two decades to provide better standards of

living for its ever-growing population. Members of the emerging middle class become majority of the population by the next decade with high aspirations. They are empowered to change demand and its patterns, due to better access of internet technology and portable connectivity.

3.2 Concept of Entrepreneurship Education and Training

Entrepreneurship Education and Training (EE&T) is a much-focused area of knowledge and discipline as the governments strive to achieve their objectives of sustainable development. EE&T forms the basis or foundation of knowledge among younger generation leading to the development of human capital. The purpose of EE&T is to inculcate entrepreneurial skills beginning with early years of education continuing at youthful years of any individual. This requires systems and institutionalized efforts at every stage of education and training the individuals. EE&T helps develop a background and culture in the society which in turn empowers entrepreneurial thoughts and aspirations.

3.2.1 Definitions of Terms and Conceptual Background

3.2.1.1 Entrepreneur

An entrepreneur is a person who performs the acts relating to establishing and running a business or enterprise for the purpose of earning a profit. According to Investopedia, an entrepreneur is a person who creates a new business, bearing the risks for enjoying the rewards. The procedure of establishing a business is called entrepreneurship. An entrepreneur is normally referred to as an innovator, a dreamer of new ideas, products, services, and businesses as well as solves the problems of society in a creative manner.

3.2.1.2 Entrepreneurship

‘Entrepreneurship’ is derived from the French verb *‘entreprendre’* which means to take your bare hands and do something. **Morris and Kuratko (2004)** define “Entrepreneurship as a dynamic process of vision, change, and creation. It requires the application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to collect and use needed resources; and fundamental

skill of building a solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion.”

Entrepreneurship is considered as a way of thinking, perceptive, and taking action in some manner to create that was not there till date. Entrepreneurship means opening a new business organization. It is a social and economic incident that can be found at the individual, organizational, institutional, and societal levels. The functions performed by entrepreneurs are making decisions, allocating resources, leadership, and provision of finances, facing risks, and innovation. Some of the conceptions of entrepreneur include:

The Cantillon or Knightian entrepreneur is connected with risk-seeking behavior and is prepared to take the risk associated with uncertainty

The Schumpeterian entrepreneur is allied with innovation because he/she accelerates the generation, dissemination, and application of innovative ideas

The Kiznerian entrepreneur is related to opportunity-seeking, as he perceives and captures new profit-making opportunities

Institutions streamline their efforts to guide youth in the development of skills and competencies for entrepreneurship. Under action-based entrepreneurship education programmes, the students launch a new business as a fundamental part of the learning process.

Under corporate entrepreneurship or Intrapreneurship approach aspirants promote innovation or introduce new products, services or markets in existing firms. This was made popular by author Gifford Pinchot (**Pinchot and Pellman, 1999**). Recent research indicates that clustering is a driving factor in entrepreneurship. Silicon Valley is one such cluster, grown very largely creating impact all over the world on the information technology industry.

Another fresh thought towards entrepreneurship is creating generous organizations or charities which are designed to be self-supporting in addition to business, classically called ‘social entrepreneurship’ or ‘social venturing’. Even a new edition of public sector entrepreneurship has come into picture in governments, with an increased orientation on innovation and customer.

3.2.1.3 Entrepreneurship Education

Entrepreneurship education is defined as a compilation of formal knowledge that informs, trains, and educates anyone interested in and participates in socio-economic change through a project to promote entrepreneurship awareness, business creation, or small business development. Entrepreneurship Education is about life-wide as well as lifelong competence development. It is a process through which learners acquire a broad set of competencies that can bring greater individual, social and economic benefits. **(Gartner and Vesper, 1994).**

According to **Kirby and Mason (2010)** “Entrepreneurship education refers to activities aimed at developing enterprising or entrepreneurial people and increasing their understanding and knowledge about entrepreneurship and enterprise.”

Enterprise Education is defined as the process of equipping students with an enhanced capacity to generate ideas and the skills to start their own enterprises. It equips students with the additional knowledge, attributes, and capabilities required to apply these abilities in the context of setting up a new venture or business.

3.1.2.4 Entrepreneurship Training

Entrepreneurship Training is the training given to persons to develop self-employment or for organizing and/or managing an enterprise and is aimed at enhancing entrepreneurial competences. It includes motivating probable entrepreneurs, assisting prospective entrepreneurs in the direction of performing appropriate activities to set up enterprises, improving their enterprise establishment skills and facilitating them to make economically and technically feasible projects. It helps the individuals to understand their entrepreneurial personality, changing self-concept and values with the help of self-awareness. Imbibing the ability to identify suitable products for production or services is facilitated with the help of training. The training focuses on teaching different techniques of performing market research and project reports. Information regarding different government schemes and programmes available for entrepreneurial development is given. The presence of various government agencies which assist entrepreneurs in the form of financial support, power supply, raw materials, water supply, machinery, equipment etc. are explained to the trainees.

Entrepreneurs are taught managerial techniques required for launching and operating their own enterprises. Different management topics like production management, resource management, marketing management, financial management, taxation, stock control, labor laws, etc., are covered. To give practical exposure, training also includes industry and business visits. Successful entrepreneurs are invited to share their experience and guide the trainees on what to do and what not to do during the entrepreneurial effort.

3.2.2 Objectives and Importance of EE&T

Valerio et al. (2014) emphasized that EE&T encompass academic education as well as formal training interventions to develop entrepreneurship. It has the broad objectives of creating in individuals the mindsets and skills required for entrepreneurial activity and to inspire as well as boost the eminence of various entrepreneurial and associated executive actions. The academic conversation on entrepreneurship education and training is vigorous and vibrant.

EE&T focuses on the development of attributes to enable the realization of business opportunities. The various objectives of entrepreneurial training are listed below:

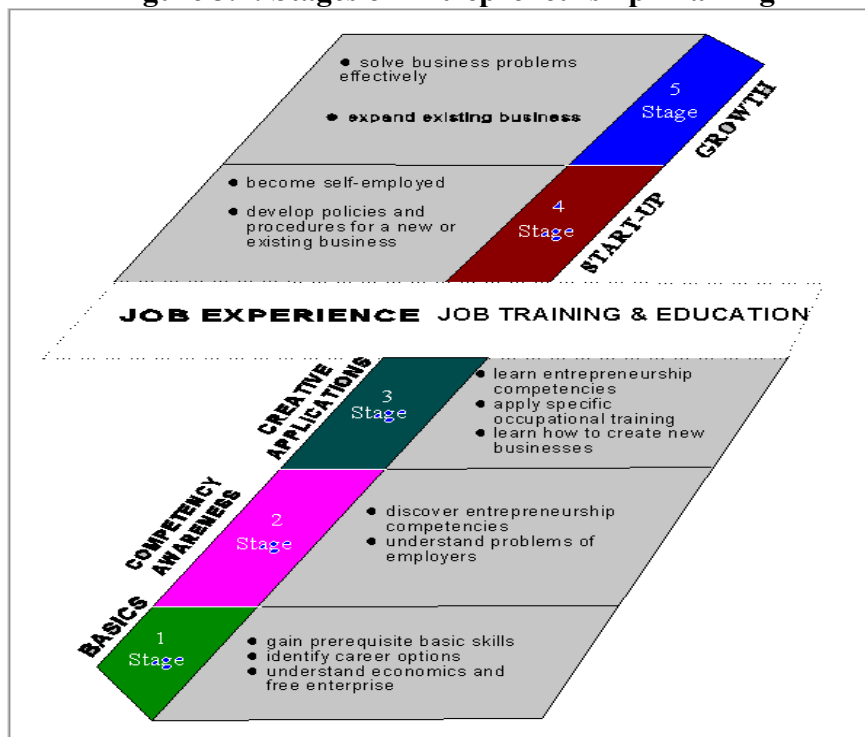
- To promote the fortitude of self-employment among trainees and expand small and medium enterprises
- To cheer new venture establishment and expansion of the existing ones in rural areas
- To inculcate the entrepreneurial skills and mindset among potential entrepreneurs and help develop the same in existing entrepreneurs
- To enable the entrepreneurs to define or redefine their business goals and work individually as well as in groups for the achievement of the same
- To make the entrepreneurs ready for unforeseen threats and risks associated with the business
- To assist entrepreneurs in strategic decision making, inculcate team building and coordination skills for future needs
- To develop the communications skills among the potential entrepreneurs

- To make the potential entrepreneurs able to define the vision of their ventures and work in coordination for the realization of the same
- To make the potential entrepreneurs able to analyze the environment around them and take suitable decisions about the product
- To make the aspiring entrepreneurs, know about the legal procedures and norms involved in starting a new venture and
- To inculcate the basics of industrial relations among potential entrepreneurs

3.2.3 Stages of EE&T

Promoting entrepreneurship can be done by systematic efforts at various academic and institutional levels and on the basis of which the efforts are classified. It may be offered at various levels on the basis of requirements of target audience. Various stages of EE&T are depicted in figure 3.1 on the basis of requirements of trainees, as the training needs differ from each other depending on the stage of entrepreneurship development.

Figure 3.1: Stages of Entrepreneurship Training



Source: Sangita (1990)

The stages of EE&T shown in figure 3.1 is explained below:

3.2.3.1 Stage One

Starting at High school the students idealize experiences about the advantages of entrepreneurship. The contents may include basic economics, entrepreneurship as a career option, opportunities, and required basic skills to be successful as an entrepreneur. Learning outcomes include a motivated mind and the ability to perceive entrepreneurial opportunities around them.

3.2.3.2 Stage Two

The training is offered to Pre-University students who are taught the language of business and understand the challenges of entrepreneurship. Students are made to understand the initial competencies required for entrepreneurship.

3.2.3.3 Stage Three

Here, the Under Graduate students learn about establishing and operating a business. During this age, prospective entrepreneurs take time to clarify themselves about various business ideas and understand their feasibility. The present stage offers an academic experience where students gain depth and breadth of entrepreneurial knowledge.

3.2.3.4 Stage Four

After the education process, aspirants look for special and specific assistance to realize their business idea. Such requirements may be honoured at the postgraduate level through MBA courses specializing in entrepreneurship.

3.2.3.5 Stage Five

Final stage of academics relates to addressing the potential problems of entrepreneurs on time. This can be done by colleges and universities by organizing workshops, seminars, and conferences to discuss and resolve practical issues of entrepreneurship.

3.3 Entrepreneurship Education and Training – Global Scenario

United States of America was the first country to embrace entrepreneurship education. **Katz (2003)** identified the chronology of entrepreneurship education. Alternatively, other scholars identified that entrepreneurship education courses started

at Harvard Business School which offered courses in 1947. There is another argument that the Entrepreneurship Education movement was initiated in 1970. The University of South Carolina offered the first MBA focusing on entrepreneurship in 1971 followed by the first undergraduate concentration in 1972 and not limited to USA; but has spread to the United Kingdom and across other European countries.

EE&T is embedded in the academics of most developed countries. Top universities and colleges offering training and academic courses on entrepreneurship include Stanford University, USA, University of Pennsylvania – Wharton School, USA, Massachusetts Institute of Technology (MIT), USA, Harvard University, USA, INSEAD, France /Singapore, London Business School, UK and Columbia Business School, USA. Entrepreneurship education is embedded with management education and offered as a part of MBA programmes in top universities of the world. It is also offered as a part of undergraduate programmes and secondary school curriculum creates awareness about opportunities. At present around 1500 colleges and universities are offering varieties of programmes on entrepreneurship throughout the world.

The most widely implemented training programmes are the International Labour Organization (ILO)'s Start and Improve Your Business (SIYB) programme. Starting in 1977, the programme claims over 4.5 million trainees with implementation in over 100 countries. Others to be quoted here are GTZ/CEFE programme, the UNCTAD/EMPRETEC programme, business plan competitions and training run by Techno Serve, content for microfinance clients developed by Freedom from Hunger, and the IFC's Business Edge and SME Toolkit programmes. Entrepreneurship education programmes are differentiated from entrepreneurship development programmes but in their impact education programmes have a far-reaching impact.

3.3.1 Entrepreneurship Training Programmes all over the world

Top ranked ET programmes offered throughout the world are enlisted below.

AMT – Achievement Motivation Training of USA

EDP – Entrepreneurship Development Programme of India

SYB – Start Your Business of International Labour Organisation

GYB – Generate Your Business Idea of International Labour Organization

CEFE - Competency-based Economies through Formation of Enterprise of UK

EMPRETEC - Emprendedores Tecnologia of UNCTAD

CEPE - Création d'Entreprises et Développement de la Petite Entreprise of Africa

Source: (Glaub and Frese, 2011)

3.4 Status of Entrepreneurship Training in India

The Global Entrepreneurship Monitor (GEM) study is the annual survey of entrepreneurial dynamics around the world. Sixty-two countries are part of the GEM Consortium that researches on-trend entrepreneurship in these countries. In India, the GEM-India Consortium comprising of Entrepreneurship Development Institute of India (EDII), Ahmadabad being Lead Institution, Centre for Entrepreneurship Development Madhya Pradesh-CEDMAP (Bhopal), and Jammu and Kashmir Entrepreneurship Development Institute-JKEDI (Srinagar). The consortium plays a key role in inquiring about the rapidly sprouting nature and the level of entrepreneurship in India.

The report gives a contrast of India and its peers in BRICS countries which suggest that apparent opportunity is the highest and professed capability is the second-highest among all. The entrepreneurial perspective in India as measured by the individual perception about entrepreneurship is on increase as per the recent Global Entrepreneurship Monitor (GEM) Report on India for the monetary year 2016-17. The study found that during 2016-17 an increase in the rate of entrepreneurial intention to 14.9per cent took place from 9 per cent 2015-16 and the rate of fear of failure decreased to 37.5per cent from 44 percent in 2015-16.

A comprehensive comparison of all economies suggests that the intention rate of India is close to the rate of innovation-driven economies, which is commendable, due to the fact that various policies such as Make in India, Startup India, and Stand up India, Skill India, and Digital India etc. are making India a favorable destination for doing business.

3.4.1 Observations from GEM 2019-20 Report

In India 37.8 per cent adults alleged good opportunities for establishing a business and felt that they possessed the ability to do it. However, 44.0 per cent of Indian youth reported that they were gripped in fear of failure when it came to starting a business.

Figure 3.2: Comprehensive Data of GEM Report on India (2019-20)

Population (2019) (WEF)	Attitudes and perceptions				Motivational				
1,334.2 million			% Adults	Rank/50	(somewhat or strongly agree)				
GDP growth (2018, annual % change) (IMF)	Know someone who has started a new business		64.4	10	% TEA	Rank/50	% Female	% Male	
6.8%	Good opportunities to start a business in my area		83.1	2	To make a difference	86.8	1	88.5	85.7
GDP per capita (2018; PPP, International \$) (IMF)	It is easy to start a business		80.0	5	Build great wealth	87.2	3	83.1	90.1
7.86 thousand	Personally have the skills and knowledge		85.2	1	Continue family tradition	79.8	2	81.0	78.9
World Bank Ease of Doing Business Rating (2019)	Fear of failure (opportunity)		62.4	1	To earn a living	87.5	10	84.1	89.9
71.0/100	Entrepreneurial intentions		33.3	13	Entrepreneurship impact				
Rank: 63/190	Activity						% Adults	Rank/50	
World Bank Starting a Business Rating (2019)	Total early-stage Entrepreneurial Activity		% Adults	Rank/50	% Female	% Male			
81.6/100	Established Business Ownership rate	11.9	10	9.1	14.6				
Rank: 136/190	Entrepreneurial Employee Activity	0.2	-47	0.0	0.3				
World Economic Forum Global Competitiveness Rank (2019)									
68/141									

An equals sign (=) indicates that the ranking position is tied with another economy or economies

Source: Extract of GEM Report (2019-20)

Eighty three per cent adults felt that there exist good opportunity to start a new business and 80% felt that it is easy to start a business. Eighty five per cent perceived that they had skills and knowledge to start a new business and 62% feared about failure of business venture.

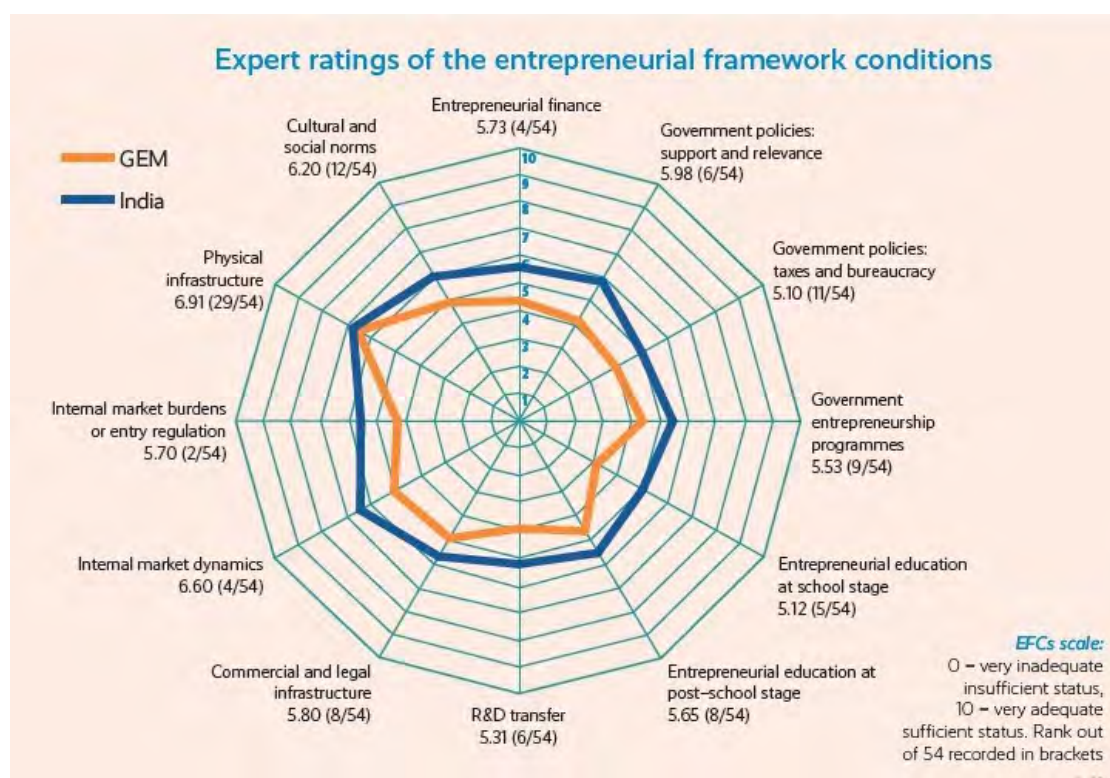
Total early age entrepreneurial activity is very much low in India which is 15%. The employment creation rate is also very nominal. The purpose of starting new business is 86% to create a difference, 87% earn more money, 80% to continue family business and 88% to earn a living. The global ranking of entrepreneurial impact in India is very much negative.

3.4.2 Observations from National Expert Survey India Data

The NES Data attempt to evaluate the Entrepreneurial Ecosystem in the country. GEM classifies twelve Entrepreneurship Framework Conditions that mirror fundamental characteristics of socioeconomic context that aid the growth of

entrepreneurial activity. To assess the nationwide conditions influencing the entrepreneurial activity, at least 36 experts in each country were involved in this survey. The highlights of the expert rating study conducted as part of GEM India Study 2019-20 on Entrepreneurial Framework Conditions are mentioned below:

Figure 3.3: NES Rating of EFC (2019-20)



Source: Extract from NES (2019-20)

As per the expert opinion depicted in the above figure physical infrastructure and internal market dynamics and cultural and social norms are somewhat adequate in India (above 6 out of 10). The entrepreneurial education at school stage, government policies and taxes and Research and Development transfers are inadequate in India (below 6 out of 10).

3.4.3 Background of EE&T in India

Entrepreneurship Development efforts can be traced to the year 1960 in India and the primary motive of such programmes was to help entrepreneurs by giving them required technical and managerial information along with motivation to start a business.

McClelland (1961) of Harvard University made a fascinating experiment into why do certain societies display immense creative powers at specific time periods? What is the reason for these creative bursts of energy? He investigated that the need for achievement was the answer. It is the need for achievement that motivates people to work hard. According to his research, earning money was the subsidiary objective. It is only a gauge of achievement, not its motivation.

To answer the second question of whether this need for achievement could be induced, he conducted an experimental study in Kakinada, i.e. one of the affluent districts of Andhra Pradesh in India in association with Small Industries Extension and Training Institute (SIET), Hyderabad, during 1964-65 for the purpose of studying the impact of achievement motivation on adult entrepreneurs prevalently known as the 'Kakinada Experiment' where young persons were selected and given three-months training and motivated to set fresh goals. The 'Kakinada Experiment' is treated as a pioneering point to the present-day EDP inputs on behavioural aspects and is considered as the kernel for the Entrepreneurship Development Programmes (EDPs) in India. After this study, SIET started EDP training in the states of Jammu and Kashmir.

In 1970, first major effort was to identify and train entrepreneurs from non-conventional community backgrounds youth to motivate them to take up entrepreneurship in Gujarat. But, only two EDPs were conducted in that year as a subsidiary activity by an agency.

The State Bank of India takes pride of organizing EDPs primarily for educated but jobless industrialized backward districts of Gujarat State during the year 1978. The main source of EDPs in India can be traced to two creative schemes of Gujarat Industrial Investment Corporation Ltd., Technicians Scheme and New Entrepreneurs Scheme. In 1979, a separate wing was set up under the aegis of GIIC with the support of the Gujarat Government along with four state-level financial and industrial promotional agencies and was named as 'Centre for Entrepreneurship Development'.

The training included motivation and management orientation along with financial assistance schemes to promote potential entrepreneurs from diverse backgrounds. Small Industry Development Organization (SIDO) started organising EDPs for jobless technical graduates. Industrial Development Bank of India (IDBI)

showed up the concern in the SIDO approach and circulated a paper on the achievements and potentials of the Gujarat Model among other states which resulted in setting up of the Centre for Entrepreneurship Development in Ahmedabad in 1979, Entrepreneurship Development Institute in 1983. Then, IED Lucknow, Bhubaneswar, Patna established state centres such as Maharashtra Centre for Entrepreneurship Development, (MCED) Aurangabad, Madhya Pradesh Centre for Entrepreneurship Development, (MPCED) Bhopal, Centre for Entrepreneurship Development of Karnataka, (CEDOK) Dharwad was established for entrepreneurship development activities to the grass root level. RUDSETI was established in Ujire during 1982 which pioneered the entrepreneurship training movement all over India.

Along with government agencies and organizations, a large number of universities, academic institutions, Non-Government organizations and private institutions are also organizing different varieties of training programmes to cater to the needs of entrepreneurship development.

The proven fact is that entrepreneurship development has emerged as a national movement to face the problems of unemployment and poverty effectively. But, the policies to help the needy at ground level could not be achieved during the 1990s. Later, the government introduced many self employment programmes such as Pradhan Mantri Rozgar Yojana, Training of Rural Youth for Self Employment etc. with the aim of imbuing entrepreneurial qualities among youth. But, due to the innate implementation issues in the government system, these schemes could not achieve the targets. So, the situation necessitated the government agencies to collaborate with the NGOs to reach out to the lower rungs of the needy population. An exhaustive list of various institutions which plan, co-ordinate, train and support entrepreneurship in India are given in *Annexure II*.

The NGO's concerned with entrepreneurship training and development can be classified into the following three categories:

- Primary level NGOs
- Intermediate NGOs
- Grass root level NGOs

The Indian model of entrepreneurship development is being adopted by some of the developing countries of Asia and Africa.

3.5 Entrepreneurship Training Institutes in Karnataka

The entrepreneurship movement in Karnataka State has a long history. Many experiments and institutions have played their roles in training and developing entrepreneurs. The nationwide movement of RSETIs is proud to be originated in Karnataka. The success of RSETI initiatives has been replicated even outside India as a most appropriate measure to create awareness, train and develop entrepreneurs.

3.5.1 Rural Self Employment Training Institutes (RSETIs)

Identifying and observing the need for self-employment and entrepreneurship training and development, during 1982, Rural Development and Self Employment Training Institute was established in Ujire, South Canara District of Karnataka. This was a rare kind of effort and distinctive scheme to mitigate the problem of unemployment undertaken jointly by Sri Dharmasthala Manjunatheshwara Educational Trust, the Syndicate Bank, and Canara Bank under the visionary leadership of Dr. D Veerendra Heggade, Dharmadhikari of Dharmasthala. This gave an institutional framework in the form of Rural Development and Self Employment Training Institute which was replicated throughout India in the form of RSETI movement.

This movement was started to orient, train, motivate and facilitate rural jobless youth to take up self-employment as a source of livelihood. Overwhelmed by the admirable evidence of RUDSETI model of self-employment promotion, the Ministry of Rural Development, Government of India has adapted the RUDSETI model by facilitating the establishment of Rural Self Employment Training Institute (RSETIs) all over the country by District Lead Banks. At present, 33 Rural Self Employment Training Institutes are functioning in Karnataka State.

3.5.2 Karnataka State Women Development Corporation (KSWDC)

KSWDC was started in the year 1987 under The Companies Act 1956. The objective is to improve the socio-economic conditions of impoverished women of the community. It organizes skill development training programmes through government and Non-Governmental Organizations for women to promote self-employment according to the needs and interest. Necessary training is imparted on project report preparation, basic accounting, inventory management and marketing. Awareness

programmes are organized to publicise the activities and support given by the institute. State resource centers and counselling are established to guide the needy woman in the direction of self employment and empowerment. Credit facility is extended through various incentive schemes for establishing own enterprises.

3.5.3 Centre for Entrepreneurship Development of Karnataka, Dharwad (CEDOK)

CEDOK is a Government of Karnataka Organization promoted by the Department of Industries and Commerce with the support of many state-level industrial developmental agencies with the objective to contribute to the development and diffusion of entrepreneurship by undertaking various entrepreneurship and skill development / up-gradation training programs established in 1992. The objective of CEDOK is to create awareness about entrepreneurship among youth to start and manage new ventures by offering entrepreneurship education and training. The organization ensures the continuous creation of entrepreneurs by undertaking education, training, and research activities to enable multiplier effects in the economic system regarding entrepreneurship.

3.5.4 Mahila Coir Yojana (MCY)

MCY is a women-oriented self-employment programme in the coir industry, aims to provide self-employment to rural women artisans in regions producing coir fiber. The conversion of coir fiber into yarn on motorized ratts in rural households provides scope for large-scale employment, improvement in productivity and quality, better working conditions and higher income. The scheme is being implemented by the Government through the Coir Board under its Coir Vikas Yojana.

Not more than one artisan per household would be eligible to receive assistance under the scheme. Women artisans need to have successfully completed a training programme in the spinning coir yarn through any of the training centers of the Coir Board. The financial assistance for procurement of machines/equipment may be obtained under the PMEGP scheme for setting up of new coir units for which the maximum project cost is up to ₹ 25 lakhs.

3.5.5 MSME Development Institutes in Karnataka (MSMEDI)

Ministry of Micro, Small and Medium Enterprises is established with the idea of budding a vibrant MSME sector by promoting its growth and development. Office of the Development Commissioner (MSME) provides a range of services and schemes for the promotion and development of the MSME sector. In Karnataka State MSME-DI's are set up in Bengaluru, Mangaluru, Hubballi, and Kalaburagi and assist MSMEs financially through the schemes and improve their technical skills through training programmes. The institute focuses on creating young entrepreneurs through various Industrial motivation and entrepreneurship development programmes.

3.5.6 The Federation of Indian Women Entrepreneurs (FIWE)

FIWE is an outcome of the decisions taken at the International Conference of Women Entrepreneurs held in December 1993 in Hyderabad (India). The idea was that the Women's Wing of the erstwhile National Alliance of Young Entrepreneurs (NAYE) converts itself into an autonomous national-level women entrepreneur's organization whose main function would be networking among women entrepreneurs.

The organization educates and trains young aspirants and start-up women entrepreneurs for their right initiation into business and does awareness programmes and business counseling. Besides, it provides hand-holding and networking opportunities to aspirants interested in business growth and creates a launching pad to empower women in the regional economic framework.

FIWE regularly organizes Enterprise Development Programmes and Skill Development Programmes in various Trades such as IT, Computers, Garment Stitching and Cutting, Security Guards, Retail, Bedside Patient Attendant, Spinning and Weaving, etc. in various cities/towns across the country for Below Poverty Line youth.

3.5.7 Deshpande Foundation India, Hubballi

The Deshpande Foundation India's Hubballi Sandbox is an experiment to empower the ecosystem to promote entrepreneurial culture. It is a living laboratory for prospective entrepreneurs to experiment their ideas, make changes, and eventually develop scalable solutions that address the pressing social challenges of people living in rural and small cities of India. It provides an entrepreneurial ecosystem to support

committed entrepreneurs with resources, associations, knowledge and talent to scale their ventures and to penetrate the untapped market of rural India and its Tier II and III cities micro-entrepreneurs with unique products, the programme helps them expand their businesses through mentorship, assistance, and support.

3.5.8 Small Industries Service Institute (SISI)

Small Industries Service Institute, Bengaluru with its branch office at Mangaluru oversees the needs of entrepreneurs in the small-scale sector in the State of Karnataka. Various technical training and skill development courses are conducted in the fields like CNC training, Master CAM, Pro-E, Carpentry, tool and Die making, CAD-CAM, Machinist, Cookery, AIFT Articles, etc.

SISIs are established in each state to provide consultancy and training to small and prospective entrepreneurs. SISI performs a wide spectrum of technological, management, and administrative tasks and also assists present and prospective entrepreneurs through a variety of training and counseling programmes.

The SISI assists and supports District Industries Centre's in promoting industrial development by providing technical and economic information, project profiles on industries, participating in EDPs and seminars organized by DICs, conducting industrial potential surveys, attending task force committee meetings, assisting DICs in the capacity assessment of raw materials, conducting mobile van demonstrations, processing applications for allotment of sheds, training programmes under PMRY scheme, etc.

3.5.9 The Garment Research, Design Training and Development Center, Bellary (GRDTD)

The GRDTD was established with financial assistance from ASIDE (Assistance to state for Developing Export Infrastructure and Allied Industries), Department of Handloom and Textiles, Government of Karnataka, and Karnataka state Textile Infrastructure Development Corporation. The Center is providing systematic training not only to the rural youth but also to the technical personnel seeking better opportunities in the garment sector. The objectives of the center include training of skilled manpower to the apparel industry for manufacturing products as per international standards. National Institute of Fashion Technology (NIFT) has also lent

its support to the centers by developing course curriculum and providing training to the faculty. The Institute is affiliated to Vijayanagara Sri Krishnadevaraya University, Ballari and offers 3 years B.Sc. (Garment Manufacturing Technology) degree course.

3.6 Conclusion

The thought that entrepreneurship can be taught and learned gives a greater opportunity to train and develop entrepreneurs for the prosperity of the economy. The knowledge and skills required for entrepreneurship are always widening in their scope and the governments and institutions all over the world are taking their efforts to empower them every day. Academicians and researchers also focus on entrepreneurship training to bridge the gaps in theory and practice. There is always a scope for give and take relationships and interaction between various entities and establishments which enhances the possibilities of development.

Chapter – IV



Chapter- IV
Entrepreneurship Training
Practices of ETIs
in Karnataka

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Chapter - IV

Entrepreneurship Training Practices Of ETIs in Karnataka

4.1 Introduction

The greatest challenge for governments and policymakers is to create and manage institutions that will help youth to be successful entrepreneurs to act as drivers of the economy. Thirty-six years ago, the “Rural Development and Self Employment Training Institutes” movement was started to orient, train, motivate and facilitate rural jobless youth to take up self-employment as a source of livelihood.

The commitment of the directors, well-structured residential training and the disciplined environment created in the institutes has influenced the mindset of the youth to gain the essential skills in their chosen profession, develop confidence, and venture into their own enterprise.

Overwhelmed by the excellent evidence of the RUDSETI model of self-employment promotion, the Ministry of Rural Development, Government of India is upscaling the RUDSETI model by facilitating the establishment of the Rural Self employment Training Institute (RSETIs) throughout the country by District Lead Banks. It is the National Academy of RUDSETI (NAR), a resource organization for RSETIs which plays a critical role in capacity building and mentoring these RSETIs.

In an endeavour to facilitate standardization in the functioning of RSETIs and uniform training practices to realize the expected results, Standard Operating Procedure Manuals have been designed.

4.2 Establishment of RSETIs

The RSETIs are established and financed by the Ministry of Rural Development (MoRD) through its flagship programme National Rural Livelihood Mission (NRLM). A separate ministry has been created to support skill development among youth by the name Ministry of Skill Development and Entrepreneurship (MSDE). The MSDE has launched National Skill Development Mission and emphasized the National Policy on Skill Development and Entrepreneurship. MSDE has notified Common Norms for rationalization of Central Government Schemes on skill development.

RSETIs are owned by Banks with different backgrounds and managements. As a consequence, the outcomes are also different and keeping this in view, MoRD had taken the initiative to execute an MOU with NAR to bring about consistency and to standardize their functioning so that they are on par with the Best Performing RUDSETIs.

The training programmes conducted by RSETIs are in line with the common norms stipulated by MSDE. Standard Operating Procedure is the source of reference and to bring uniformity in the activities of RSETs and is the torchbearer for standard functioning of training institutes. This helps stakeholders to perform their roles effectively and efficiently. In the backdrop, SOPs are developed by the National Academy of RUDSETIs covering all the spheres of activities of RSETIs.

4.3 Vision and Mission of RSETIs

The sustainability of these organizations depends on commitment to their goals and consistent efforts. The objectives of any institution guide the stakeholders and functionaries to perform better to achieve them in a sustainable manner.

The **vision** statement of RSETIs

“Developing human and social capital for nation-building”

The **mission** statement of RSETIs

“Empowering rural youth to share economic progress equitably and transform them to acquire productive identity through short-duration intervention”.

4.4 Objectives of RSETIs

Following are the objectives of RSETIs

- To identify, orient, motivate, train and assist the youth to take up self-employment as an alternative career
- To skill the unemployed youth to take up wage employment as a source of livelihoods
- To promote entrepreneurship
- To enhance the effectiveness of livelihood promotion programmes of the government

- To facilitate sustainability and growth of small businesses started by RSETI trained persons with credit linkage and skill up-gradation training
- To provide counseling and project consultancy services
- To take up research and development in the area of entrepreneurship and rural development
- To train the stakeholders and personnel of community development and financial inclusion initiatives
- To promote and conduct research on entrepreneurship and rural development.

4.5 Creation of Awareness on Self-Employment and Entrepreneurship

The institute gives orientation on advantages of self employment and business opportunities available in the geographical area. The aptitude, support system/facilities available for acquiring the skills and the role of various government and other institutions in enterprise promotion is emphasized during these awareness programmes.

The candidates belonging to age from 18 - 45 years from rural areas who are deprived of benefits of economic development are given priority. RSETIs are creating awareness and mobilizing candidates for training by organizing Entrepreneurship Awareness Programmes (EAP).

EAPs are conducted with the following objectives,

- To create awareness on skill development and orient them towards entrepreneurship
- To provide information about the support available from banks and government agencies for enterprise creation
- To inform about the activities and services of RSET Institutes
- To counsel the youth to make out their specific needs and interests and choose skill development options
- To motivate the rural youth to take up self-employment by presenting the stories of successful entrepreneurs as role models

- To create a network with different social/developmental forums/institutions and organizations for reaching out to large sections of society so as publicize the activities and efforts of RSETIs

4.6 Mobilization of Candidates for Training Programmes

A most critical aspect of operating an RSETI is mobilizing the right candidates for its training programmes. Every RSETI is supposed to train a target of 750 candidates in every financial year. RSETIs implement the following methods in achieving this purpose.

- The past trainees are the ambassadors of the Institute. Sharing their experience and views about training at RSETI has a multiplier effect and helps to generate more applications.
- Advertising and promotion about the training programmes in the mass or social media reaches out to a larger audience. Also publish the success stories of trained Entrepreneurs with their achievements which generate interest among the prospective candidates.
- RSETIs are the outcome of a joint venture between the Ministry of Rural Development, the sponsoring Banks, and the States governments.

It is the primary responsibility of all District Rural Development Agencies (DRDA) and the branches of the sponsoring Bank to sponsor the youth from rural BPL families. Other Bank branches/Government Departments operating in the area, District Industries Centre etc. are persuaded to sponsor candidates.

The role of the State governments through its departments is very vital in working as a bridge to connect the RSETIs with the target youth. The National Rural Livelihoods Mission (NRLM) project is mandated to reach out to all the rural poor families to link them to receive sustainable livelihoods.

DRDAs/Zilla panchayaths should provide such data on BPL families and another eligible category of households to RSETIs. At Taluk Level /Block Level, the Block Development Office / Taluk panchayath office should provide the data of SECC/BPL families and other eligible category families to RSETIs. The list of candidates/stakeholders may also be supplied to institutes for training purposes.

Other government departments of State and Central Governments are implementing a number of development schemes which aim to promote livelihoods and promote particular economic activity like fisheries, sheep/goat rearing, sericulture, handicrafts, etc. These departments /institutions are to be approached to sponsor the target group candidates for RSETI training in the following manner:

- The RSETIs identify trustworthy NGOs operating in the district, network with them for mobilizing candidates.
- It is the primary responsibility of the branches of the sponsoring bank/ lead bank of the district to sponsor youth / prospective borrowers for training in RSET Institutes.
- Banks and their officers are involved in the generation of applications for training batches. Bank Managers are invited to the inauguration/valedictory/training sessions of training programmes, as guests/ speakers which bridge the institute with the banks.
- The Ministry with the intention of reaching out to a large number of rural families has launched a web-based platform called “Kaushal Panjee” in mobilizing the candidates in 2017.
- Other promotional measures using social media on internet platforms is much conveniently used by institutes to spread the message of entrepreneurship among youth.

4.7 Selection of Candidates for Training

All training programmes of the RSETIs shall be need-based and result-oriented. There must be convincing results from each training programme contributing to the achievement of the overall objectives of the Institute. In this milieu, it is necessary for the Institute to select appropriate and suitable candidates for every training programme. RSETIs adopt flexible and broader criteria for eligibility.

4.7.1 Eligibility Criteria for Training

The target group for training is the unemployed rural youth in the age group of 18- 45 years and who are able to read and write. The candidate should have aspiration, propensity, and motivation to take up self-employment after the conclusion of the training.

In relation to Self Help Groups (SHG) members, sponsored for training by any Government Agency/Bank/NGO under any credit/assistance linked livelihood or enterprise promotion programme of any organization, the eligibility criteria of the respective scheme would be the primary criterion for admitting them to training.

The RSETIs are mandated to train rural youth and make sure that 70% of the total trained candidates belong to one of the categories:

- Members of BPL families
- Members of MGNREGA household with 35 days' work in the previous year
- Candidates from Socio Economic and Caste Census household's deprivation/auto included a category
- Candidates recognized through Participatory Identification of Poor (PIP) method and approved by Gram Panchayats
- Candidates from a household with an Rashtriya Swasthya Bima Yojana Card wherein the details of youth are mentioned
- Youths from households who have been issued Antyodaya Yojana / BPL PDS Cards
- Youth from a household where a family member is a member of SHG under NRLM

4.7.2 Tools and Techniques for Selection of Candidates

One of the important factors reflecting on the quality, result and impact of RSETI training is the selection of suitable candidates for various training programmes. The following tools and techniques are used for the selection of potential candidates

4.7.2.1 Application form containing bio-data

The application form has been designed to collect comprehensive information about the candidate. It covers information relating to the candidate's personal background, his/her role and responsibility in the family, the purpose of taking a particular training programme, his/her financial capability, etc. and are scrutinized so as to get a fair idea of the prospective candidate.

4.7.2.2 Personal Interview and Counselling

Personal interview of the applicant by the Director or by the faculty is administered compulsorily for all the candidates for all the skill development/entrepreneurship development training programmes of RSETIs. In case of skill training courses, the concerned domain trainer is also involved in the interview which helps the Director to appraise the appropriateness of the candidate for that training, his ability to acquire the skill etc.

If the candidate is found to be not suitable for training applied for, the Director shall encourage the applicant duly and guide him to join the relevant course or acquire the required basic skills.

4.7.2.3 Preference for Candidates with Bank Credit Linkage

During the selection process preference is given to applicants sponsored by branches of bank. Accessibility of bank credit enhances the chances of early and sustainable settlement of the trained candidate. Once the selection process is over, an intimation letter is issued to all the selected candidates informing the selection, facilities available in the institute and instructions to bring the prescribed documents and materials for training programme.

4.8 Designing and Developing the Training Curriculum

RSETIs have to effectively train the youth in a short period of 10 to 45 days so that they can obtain the necessary skills to create an enterprise with confidence. Hence a vigorous training curriculum and content attached with effective delivery are the prerequisites.

Learning objectives are to be decided to take into consideration the entry and exit status of the trainees in terms of Knowledge, Skills, and Attitude. The training curriculum for training programmes of RSETIs is developed by the National Academy of RUDSETI, Bangalore. The courses are aligned with NSQF and approved by the NSQC. It is mandatory to adopt and administer the training modules developed and prescribed by NAR (*Annexure III & IV*)

4.8.1 Programme Structure and Contents

Each RSETI offers 30 to 40 skill development programmes in a financial year in a variety of skills. The programmes are of short duration ranging from 1 to 6 weeks falling into one of the categories listed below:

Entrepreneurship Awareness Programmes and **Entrepreneurship Orientation Programmes** are organized, one to three days duration to create awareness about training and support entrepreneurship among target youth.

Agricultural Training Programmes include agriculture and allied activities. For example dairy, poultry, apiculture, horticulture, sericulture, mushroom cultivation, floriculture, fisheries, etc

Product Training Programme includes dress designing for men and women, rexine articles, incense sticks manufacturing, football making, bag, bakery products, leaf cup making, recycled paper manufacturing, etc.

Process Training Programmes include two-wheeler repairs, radio/TV repairs, motor rewinding, electrical transformer repairs, irrigation pump-set repairs, tractor, and power tiller repairs, cell phone repairs, beautician course, photography, and videography, screen printing, domestic electrical appliances repair, computer hardware, and DTP.

General Training Programmes – Skill development for women, General EDPs for Government Schemes for establishing and managing general business enterprises

Other Training Programmes – related to other sectors like leather, construction, hospitality, and any other areas depending on local requirements.

Institutes also provide training to bank officials in rural development activities to facilitate identification of prospective entrepreneurs and credit assessment. They conduct 'Personality Development Programmes' for the elected representatives and Government officials to augment the delivery mechanism of welfare schemes of the Government. Village level workforce of voluntary/commercial organizations working for rural development, social animators and Self-Help Group organizers are also trained by Institutes to act as change agents.

4.9 Administration of Training

Careful planning, enough preparations, and faultless execution are required for successful training administration. Planning for training programmes starts with the preparation of the annual action plan followed by the generation of applications and selection of candidates. The next step is preparations for the commencement of training smoothly.

4.9.1 Planning the Training Activities

The plan of the training is according to the calendar of events prepared by the institute on the basis of annual achievement plan. In case a Government department sponsors the training batches like RGCY, PMEGP etc. institute, it will plan such training programmes accordingly.

4.9.2 Arrangements or Preparations for Training

Selection of prospective trainees, developing training curriculum and contents are part of preparations which are to be completed much before commencement of training. The following preparations are made before commencement of any batch of training in the RSETI for smooth conduct of the training:

4.9.3 Intimation to Selected Candidates

After selecting candidates for training, all the selected ones are communicated about their selection through an official selection letter and are instructed to report to the training much before the time of commencement. They are advised about the arrangements they have to make, things they have to bring for the training.

4.9.4 Training Curriculum/Schedule

Training curriculum and session plan for the training courses done by the RSETIs are developed by NAR and are approved by the NSQC. The session plans are displayed in the notice board of the institute and this helps the trainees to know about the complete contents which will be taught to them. Trainees can give feedback if the contents are not covered fully during training. The Faculty will record the sessions taken by them in a training log in sync with the approved Session Plan.

Training modules of RSETIs are intended to result in Entrepreneurship Development, through human resource development. The course modules are designed

considering practical aspects out of research and experiment and are expected to facilitate the enhancement of the essential skills in an efficient manner in a short tenure.

4.9.5 Engaging the Domain Experts/Faculty for Skill Training

The institute should identify, select and maintain a panel of qualified and experienced resource persons /practitioners in respective occupations as guest faculty for skill training. The relevant guest faculty is contacted well in advance to confirm the availability of his services for the training.

Identifying persons to work as guest faculty and impaneling them is done on a continuing basis. NAR conducts Trainers' Training Programmes all over the country for various Qualification Files and hosts the names and contact details of certified trainers on its website. The Institutes contact the certified trainers and utilize their services for various training requirements. The RSETIs send feedback on the behavior and quality of these faculties to NAR during regular intervals.

4.9.6 Resource Persons

The major resource persons of RSETI include directors of the RSETIs who is an officer deputed from sponsor banks, possess rich experience in Rural Development. These officers are supported by full-time training faculty who teach EDP topics such as behavioral aspects, managerial aspects, banking, business commencement procedures, etc. Along with this, the expert resource persons of the respective field, provide their services out of concern, may impart skill training. Regarding technical areas, trainers and practitioners from outside will be invited on honorarium or even past trainees also support the institute in this cause.

4.9.7 Inviting Successful Entrepreneurs for Interactions

In every batch of the training programmes, RSETIs coordinate interaction sessions with RSETI trained successful entrepreneurs, preferably from the same activity. Direct interaction of a local successful entrepreneur who has a similar background to the trainees provides a good role model example for aspiring candidates.

4.9.8 Training Equipment and Training Materials

Each RSETI is equipped with computers, multimedia projectors and audiovisual systems for the classrooms as specified in the SOP. In addition, for each type of skill

training, particular tools and equipment in adequate numbers, as prescribed by NAR are arranged before the start of the programmes.

4.9.9 Training Kit to Trainees

Each trainee has to be provided with a training kit containing basic tools related to the training undertaken, necessary stationery for taking notes, achievement motivation training work book, code of conducts sheet, ID card, etc. All the tools required for practical work as specified under the schedule of training are included in the training kit. Handouts and study materials required for each session of training are prepared and updated well in advance and kept ready in sufficient numbers. Institutes also provide training and learning materials on the related course to the trainees.

4.9.10 Training Raw Materials

A variety of raw materials may be required for practical skill training like cloth and threads for dress designing, wires, testing board and tools for electrical/electronic course, raw materials for other products like food processing, agarbathi making etc. These are planned well in advance in consultation with the technical faculty. All required items are procured in adequate quantity and provided to the trainees.

4.9.11 Guests for Inauguration and Valedictory Functions

Each training course starts with a formal Inauguration and concludes with a valedictory. Suitable persons who are eminent personalities, achievers in the related fields, successful entrepreneurs, bank executives, officials from sponsor agencies, DLRAC members etc. are acknowledged and invited as guests.

4.9.12 Registration of Candidates

The first day of training starts with the registration of candidates by filling in a registration form. The registration form contains essential information relating to the candidate along with latest passport size photographs. Other documents and procedures include:

- Copies of documents such as Aadhaar Number, Social category, date of birth are verified and attached to the registration form by the staff. Institutes upload required documents in the MIS.

- Recording of trainee attendance via the Aadhar enabled biometric attendance system through <http://rural.skillattendance.gov.in> is made compulsory for the purpose of participating in training.
- Attendance of each participant is marked at the start and end of the training every day.

4.10 Delivery of Training Programmes

Important components of delivery of training are discussed below:

4.10.1 Delivery of Contents

Contents of the entire training course are delivered session wise in the same sequence by the respective faculty as detailed in the training schedule/curriculum. The session wise contents of the whole training curriculum, both theory and practical are imparted by adopting effective delivery methods as prescribed in the course modules.

RSETI Director and faculty should deliver the sessions relating to entrepreneurship, enterprise launching and management aspects and other soft skills. Regarding skill development, inputs are delivered by the domain faculty or technical persons who are the practitioners in the relevant field.

4.10.2 Training Log

The training log is the recording of the actual delivery of training sessions daily according to the training schedule/curriculum of each programme. At the end of each session, the faculty who has delivered the session should record it in the Training Log Register maintained for the purpose. This gives information as to the contents delivered and methodology adopted by the trainer, which will be helpful to evaluate the training and take corrective steps, in case of deficiencies.

4.10.3 Methods of Delivery of Training Contents

The central aspect of success of training lies in delivery of training contents to ensure greater learning by the trainees. Various delivery methods are devised for the delivery of training sessions, taking into consideration effective communication skills/techniques and adult learning habits. Methods of training delivery are Behavioral Games, Lectures, Case Study, Study Groups and Role Play

Taking into consideration the past experience, depending upon the content and expected learning outcome, specific training delivery methods for each session of training are defined and prescribed in the training modules developed by the National Academy of RUDSETI. In case any RSETI Faculty/Guest faculty has adopted any other methodology and if it is found more effective, the institutes provide the details to NAR for evaluation and application of same in all RSETIs.

In RSETI training programmes the following techniques are also adopted:

- Interaction with successful entrepreneurs and stakeholders (Bank Managers/SRLM officials, etc.)
- Field visits to successful business units/ industries/farms etc.
- Video clippings and short films of related incidence/activity field / exposure visit
- Field visits of trainees to locations of the enterprises/industries/farms or other institutions related to the activity in which the training is being conducted are organized in the training programme.

4.10.4 Most Important Lessons Learnt Yesterday

Writing MILLY helps the trainees to recollect, revise, reflect, and reinforce the previous day's Training inputs. All the trainees have to compulsorily write MILLY session wise every day. Every day, after the Morning Prayer, 2-3 trainees have to make a presentation of the previous day's learning in the form of MILLY. This provides instant feedback on the training inputs, delivery of inputs, and effective learning by the trainees. The quality and presentation of MILLY have to be evaluated by the director/faculty and trainees are guided to prepare for the MILLY effectively. The copies of one or two candidates are collected every day and preserved as a record in the master batch file.

4.10.5 Use of Games in Training

These games are compulsorily administered by all the RSETI directors and faculty, as per the modules in the relevant training sessions. All RSETI directors and faculty are trained on how to use these games, in the trainers' training programme. Detailed instructions contained in the session notes are followed for proper briefing about the games and for highlighting the appropriate learning points to the candidates.

The experience resulting from behavior games should enable the trainees to understand the key learning points of each session.

Achievement Motivation Training Manual developed by RUDSET Institute is prescribed for use by all the RSETIs. RSETIs provide the AMT Workbook to all the trainees except to the candidates who are illiterate.

4.10.6 Maintaining Discipline and Punctuality

The RSETI administration ensures that discipline and punctuality are maintained in all aspects of training. This is necessary to ensure safety especially in workshops, field visits and quality in outcomes. Trainees are informed about the standards of discipline and are strictly instructed to adopt them.

4.10.7 Leave of Absence for Trainees

Any break in attendance will weaken the learning and missing inputs shall reduce the learning and confidence of the trainees. Therefore, absence for training is permitted by the director only under compelling circumstances like sickness or statutory obligations, that too for a day or two and not more than that. As per the assessment and certification norms, a minimum of 75% attendance is mandatory for a trainee to attend the assessment test.

4.10.8 Business Plan Preparation

In each training batch, sessions on market survey and project report (Business plan) preparation is conducted as per the prescribed module. At the end of the training, each trainee is given an exercise to prepare a project report for establishing an enterprise in the activity for which he/she has been trained. The director / faculty guide the trainee to prepare the project report in a simple manner.

4.10.9 Exit Interview and Counselling of Individual Trainees

The director / faculty observe the participation of the individual trainees during the training sessions. Hence, at the end of the training programme, the director/other staff members provide one to one counseling and exit interview to the trainees, to enable them to fill up the gaps in knowledge, skills etc, and prepare a clear course of action to shape up his/her business plans. This will help the trainee to complete the

training with self-assurance, clarity of goal, and initiate action at the earliest and will lead to attainment of the desired settlement rates.

4.10.10 Feedback and Evaluation of Training

The information obtained from the feedback is compiled and analyzed. This analysis is discussed by the Director and faculty members including the guest faculty. The feedback is utilized to enhance training quality by recognizing the relevancy and adequacy of inputs and efficiency of delivery and taking corrective steps including modifying the contents, improving delivery methods and change of guest faculty, etc.

Assessment and evaluation of trainees in all the training programmes of RSETIs by external assessors is compulsory in compliance with common norms notified by the Ministry of Skill Development and Entrepreneurship. This is done to fulfill the requirement of exit test to assess the level of learning by individual trainees.

4.10.11 Inauguration and Valedictory

Every training course will have an inauguration and closing ceremony. Inauguration provides an opportunity to make the trainees comfortable in the new setup, give them detailed information about the training they are about to undergo and other instructions related to discipline, code of conduct, etc. The valedictory function is an event to distribute participation certificates. Officers from local Banks, Government Agencies, NGOs, and reputed persons are invited to these functions.

4.10.12 Issue of Certificate to Trained Candidates

RSETIs give certificates to candidates trained in Skill/Entrepreneurship Development Training Programmes confirming the participation and completion of training. The certificate clearly mentions the name of the training completed by the candidate, the duration (from and to date). The Certificate contains the logo of the RSETI sponsoring Trust/Bank. In case the Training is sponsored by MoRD/ NABARD/ SIDBI and any other agency, the same is mentioned on the certificate and is signed by the Director of the institute.

4.10.13 Extra-Curricular Activities – Yoga and Shramadan

Extra-curricular activities such as Yoga sessions in the morning, Shramdan (voluntary physical work) and also cultural activities in the evenings, sports in free

time, etc., form an integral part of the training programme. These activities help in reducing the learning stress of the participants and refresh them for enhanced learning.

4.10.14 Programme Report

This is compiled once the particular training is completed. This report contains information about the following aspects – Name of the RSETI, Name of the training course, duration, batch size (along with a list of trainees with their details), the broad narration of the topics covered, gist of important points covered in each session/module. Names of resource persons, report on the inauguration and valedictory function projects chosen by candidates, plan for follow up and hand-holding.

4.11 Monitoring of Training

The impact of training is expected to bring out behavioral changes in the participants. Continuous monitoring will help to enhance the effectiveness of training and reduce deficiencies in execution which dilute the results of training. The tools used for monitoring the RSETI training are comparison of Training log V/S Training schedule, effectiveness of MILLY – Preparation and Presentation, Training Feedback from Trainees - good /poor, etc., attendance at classroom and hostel, notes written by trainees in AMT work book and notes and formal and Informal interaction with the trainees.

4.12 Assessment and Certification

4.12.1 Need for and Importance of Training Assessment

Evaluation of training helps to analyze and improve training effectiveness. Evaluation is done through the collection, analysis and interpretation of the outcomes of training. Evaluation of training helps to confirm whether the learning objectives of the training have been achieved in terms of the trainee learning.

Training Programmes conducted by RSETIs are aligned with the National Skill Qualification Framework (NSQF). According to the Common Norms, notified by the Ministry of Skill Development and Entrepreneurship, Government of India, every trainee passing out of training has to be assessed and certified.

4.12.2 Framework for Assessment and Certification

The Ministry of Rural Development, Government of India, the apex body governing the RSETIs, aligning with the common norms requirements has developed the structural design for implementing the Assessment and Certification of RSETI trainees across the country.

Assessment and Certification Board for RSETIs

There is an independent Board for Assessment and Certification of trained candidates called Assessment and Certification Board (ACB) for RSETIs. The ACB is the Apex Body for Assessing the RSETI trainees. The management and operation of the Assessment Board will be maintained as independent of the training and monitoring functions of NAR. The Board has independent professionals to guide and manage the functions of Assessment and Certification. A separate organizational setup devoted to Assessment and Certification at the National Academy of RUDSETI (NAR), Bangalore will carry out the assessment.

The assessment organization is led by a Controller of Assessment and Certification (CAC) who is an experienced professional in the RSETI training system. The CAC will be assisted by 4 Zonal Heads controlling the whole country's operations divided into 4 parts. Below the CAC, there will be 22 State assessors who will be in charge of a cluster of 25-30 geographically congruous RSETIs

4.12.3 Assessment Process

The assessment involves the following three steps:

- I. Assessment of Pre and Post-Training Behaviour
- II. Assessment of Enterprise Setting Skills
- III. Hybrid Assessment on Hard and Soft Skills

Certification is the cumulative marks of all the above three assessments. Candidates who score more than 50% of the aggregate marks allotted shall be declared eligible for certification.

The assessment will be primarily carried out by collecting proof of proficiency gained by the trainees by observing them at work, asking questions and initiating

formative discussions to evaluate the understanding and by evaluating their practical work.

4.12.4 Testing and Certifications for the Course

A crystal clear and objective instrument is created to ensure that the evidence on which assessment made is comparable for all trainees and that the judgments made do not vary from Assessor to Assessor. The mechanism of test starts with preparing question papers for a examination and implementing the same in a systematic manner through examination.

4.12.5 Assessment Rubrics

The assessment rubrics consist of

- Behavioural assessment for establishing a potential business enterprise.
- Mapping the change in trainee behavior before and after the training.
- The test to include sections on theoretical knowledge; change in self-drive and behavioral aspects.
- Hybrid assessment for hard and soft skills.

Hybrid mode of assessment consist of following process consisting of, each assessment which will be administered by Assessor/Assessors having proven credentials in the field of specific hard as well as soft skills. There will be an online assessment (Computer Based Test) for capturing the command gained over the theoretical component and the CBT also offers simulation tests where the response of the trainees would be recorded and compared with a set standard. The subject matter Assessor will perform the practical part of the assessment and enter his observation against performance criteria.

The practical part of the assessment will primarily test consists of manipulative skills to handle tools and equipment, speed in performance of work, accurateness maintained, quality in skillful work, sequence of performance, efficient use of material, neatness and housekeeping and command over all the competencies prescribed in the course curriculum.

4.12.6 Formative and Summative Assessment

Assessment and evaluation of training outcomes is a tool to benchmark the effectiveness of training. There are two methods of assessment used in training in RSETIs:

- Formative Assessment
- Summative Assessment

Formative Assessments are done during the conduct of training. Formative assessment provides both the trainee as well as the faculty with information on slow learners, fast learners, the level of understanding among the general class, efficacy of content and delivery, etc.

Summative Assessments are generally done at the end of the training course to evaluate trainee learning against a predefined outcome. The training in RSETIs is normally residential and the trainees practice the skills during the training and also beyond the structured training hours. Therefore a combination of both methods of training is implemented in RSETIs for the assessment of candidates

Marks for the assessments are allocated for formative assessment 100 marks and summative assessment 200 marks, making total of **300 marks**. Trainees who score a total of 150 marks (50% of allotted marks) are considered as qualified for certification. Trainees who score aggregate marks below 150 shall be considered as failed who will be provided one more attempt to undergo reassessment and certification after 3 months.

4.12.7 Result and Certification

After assessment, the assessor shall feed inputs against each of the trainee into a dedicated MIS website created for data management. The inputs shall be added to the system generated scores which is the score obtained in the CBT part of the test. Scores will be verified at the central level. Then it will be approved, each candidate will receive a web link in his/her registered e-mail id, through which he/she can download his/her score card and certificate. A hard copy of the certificate will also be dispatched by the NAR to the concerned RSETIs who in turn will send them to the trainees.

4.13 Post- Training Practices

4.13.1 Need for Post-Training Support

A formal system of follow-up is adopted to extend handholding support services to the trained persons. RSETI model of training post-training interventions has the following objectives:

- To sustain the level of motivation of trained candidates.
- To link them for self-employment by encouraging them to use the skills acquired during training.
- To assist them in mobilizing resources for the launching of Microenterprises.
- To facilitate them for Bank credit linkage.
- To give them a network of similar activity and marketing support.

4.13.2 Guidelines for Follow Up

- Every person trained by RSETI is followed up for a period of two years, after the training by the institute.
- Each trainee is followed up at least once in 60 days during the first 6 months after the training and at least once in three months thereafter or till settlement of the trainee whichever happens earlier.
- A follow-up calendar is prepared before the start of each month and submitted to the controlling office of the concerned RSETI for information and sanction under copy to the State Director for RSETIs.
- The follow-up visits/meets are carried out in an organized and focused manner by Director, Faculty members, and Office Assistants.
- The Director, Faculty members, and Office Assistants undertake post-training follow-up and visit for a minimum of 5 full days in a month.
- On average more than 10 trained candidates are contacted in each follow-up visit/day.

- After the follow-up visit, observations and counseling provided are recorded in the prescribed documents and uploaded in MIS.

4.13.3 Methods of Follow-up

4.13.3.1 Personal Contact

RSETI staff undertakes a personal visit to the trainees' places, as part of follow-up. This is apart from group follow-up meets at block/district level. This is done to find out the exact status of the settlement, business started by the trainee, status of the venture and problems if any, in running it, and support required from RSETI. The fact of visit and observations are recorded in the Trainee follow-up card.

4.13.3.2 Correspondence

The institute sends the first letter to all trainees after one month of the completion of training. If the letters do not receive the expected response, messages are sent to the cell phone or email or both remind the candidate on the above lines. However, communication made with trainees through letters, messages, telephone calls, etc. are not considered as follow-up visits of RSETI staff since they are only methods to collect necessary information about the trainees.

4.13.3.3 Follow up Meetings of trainees at Taluk Level

In villages where the number of past trainees is less and are scattered all over, then group meetings are held at the Hobli or Taluk. Group meetings are organized at convenient locations like Banks, Block Development offices, Lead Bank offices, etc. Officers of the support system like LDM, local Branch Heads of all Banks, officials from the local Banks, BDOs, etc., are involved in the meetings. Intimation of the meeting is sent to the trained candidates and the officials in advance, about the time and venue of the meeting.

4.13.3.4 Cluster Follow up Meeting at the Institute

Follow-up meetings are also organized at the institute rarely by calling the trainees of particular batches. This will also be useful to the institute for ascertaining the business potential/prospects in that particular activity and also challenges affecting the type of business. The occasion is also used to give guidance to the candidates.

4.13.3.5 Other methods of Follow up

Business Correspondents will be visiting different villages in the course of discharging their duties. RSETIs make use of the Business Correspondents for mobilization of candidates, follow-up of trained candidates, and for-credit linking them. RSETIs make use of other social media like Whatsapp, Facebook, to keep in contact with the trained candidates.

4.13.4 Documents/Registers/Files to be maintained

Trainees' Follow up Card (TFC) or Follow-Up Cards are maintained for each trainee to record the details of follow-up made, the status of progress, and the condition of the enterprise established. A photograph of the trainee is affixed to the follow-up card for easy identification. The address of the trainee with landmarks to locate the address is recorded on the card. The Follow-up Card is maintained village-wise for institute convenience. The card is updated continuously and also the same is recorded on MIS.

RSETIs maintain a Register to record the visit of past trainees to the Institute for follow-up purposes. Information elicited from the trainee regarding the purpose of the visit and the counseling provided is recorded in the register.

4.13.5. Reporting of Follow Up

The information relating to follow-up activities during a particular month is uploaded to MIS within three days of the follow-up meeting/visit to facilitate the controlling offices to produce reports and review the performance.

4.14 Settlement of Trained Candidates

A trained candidate will be treated as settled only when he/she starts his/her own enterprise and is able to earn regular income.

The settlement in case of self-employment is defined as:

The candidates should have been gainfully employed in livelihood enhancement occupations within one year of training, earning a minimum of ₹ 5000/- per month for at least 3 continuous months.

In the case of wage employment, the criterion for settlement is

- The trainee should take up a job and continue to be in the job for a minimum period of three months from the date of employment in the same or higher level with the same or any other employer
- The income is at least equal to or more than the minimum wages prescribed under the Law of the State.

4.14.1 Documentary Evidence of Settlement under Self-Employment

The settlement is evidenced by a photograph of the business enterprise/activity and anyone or more of the following:

- Trade license
- Candidate concerned attested certificate on business turnover
- Becoming a member of a producer group
- Proof of additional earnings inferred from transactions in the bank statement
- Bank loan sanction document
- Bills/vouchers of fixed assets or raw materials purchased for running the enterprise which gives an indication as to the investment and the resultant income
- Proof of non-institutional borrowings
- Income Tax Returns
- Proof of having employed at least one or more person in the business enterprise
- Sales register the referred proof shall be certified by the RSETI Director and uploaded in RSETI MIS.

Documentary Evidence of Settlement for Wage Employment

- Letter of appointment from the Employer
- Copy of Salary Slip for the last three months
- Identity Card issued by the Employer
- Photostat copy of the Bank Passbook showing credit of salary for at least three months.
- Any other credible document to support or convince about settlement under Wage Employment.

Of the evidence above, documents fewer than 2 and 4 are compulsory. It is ensured that the wages paid to comply with the minimum wages Act for the relevant states.

4.14.2 Recording of Settlement

The details relating to settlement on self-employment is recorded by firmly observing the following process:

- RSETI Director/Faculty/Staff should invariably visit the place of activity/unit
- Take a photograph of the unit along with the trained entrepreneur in action.
- Fill up the settlement form in the prescribed format provided and obtain the signature of the trained entrepreneur.
- The Director to confirm each settlement reported by countersigning the format.
- The settlement is recorded in the respective Trainees' follow up card
- A batch-wise settlement register is maintained by the Institute recording the details of the settlement of all trained candidates. The following details are recorded in the register:
 - Investment made in the enterprise.
 - Bank loan sanctioned/disbursed
 - No. of persons employed.

4.14.3 Targets for Settlement of Trained Candidates

Out of the total candidates trained by an RSETI every year:

- At least 70% of the candidates shall be certified
- At least 70% of the candidates shall be settled, of which a minimum of 90 percent shall be in self-employment and the remaining may be in wage employment in jobs (with minimum wages).
- For Persons with disabilities, settlement rates shall be as below:
 - (a) 60% - in case of all types of disabilities except intellectual disabilities
 - (b) 40% - in case of intellectual disabilities.

4.14.4 Recording the Growth of Trained Candidates

The RSETIs keep track of the enterprises of settled trainees to know the credit requirement for expansion/diversification. This is to be provided to the Bank for subsequent installments of the loan to meet the genuine requirements. The details of such expansion/diversification, increased investment, and credit are uploaded to MIS.

4.14.5 Bank Credit Linkage to Trained Entrepreneurs

Getting credit assistance to the Micro and Small Enterprises from the formal Banking system is an immense challenge in India. RSETIs being Bank-led Institutions, Banks are proactive and supportive in meeting the credit requirements of RSETI trainees for starting/running their enterprises. The RSETI Director should take note of the following factors and take proper steps for enabling credit assistance to the trained candidates:

- The activities are undertaken by RSETI trainees fall under Priority Sector lending of Banks Agriculture or Micro, Small and Medium Enterprises (MSME)
- Government of India has mandated the Banks to progressively increase lending to the priority sector and each Bank branch has to achieve the target under priority sector lending
- Each Bank branch has to achieve the target under PM MUDRA Yojana, under which the RSETI trainees can be covered
- Under the “Stand up India” Programme women and other vulnerable sections of the society are to be assisted by the Banks
- The Government, with the participation of Banks has been implementing a massive financial inclusion programme under PMJDY
- It is also found that RSETI trained entrepreneurs show responsible behavior in utilizing and repaying Bank borrowings, on account of training.

4.14.6 Guidelines of Ministry of Rural Development, Government of India

RSETIs provide help in credit linkage by recommending the specific proposals of the trained candidates to the Bank Branches and coordinating with Bank branches for extending financial assistance under RGCY, PMEGP, PM MUDRA or direct lending. It is the primary responsibility of the director of the RSETI to ensure credit

linking. Director also takes steps to arrange periodical review meetings for ex-trainees involving officials of Bank branches to enable the trainees to overcome their problems in availing Bank credit.

4.14.7 Action Plan to RSETIs for Credit Linkage

The RSETI Director takes the below actions to enable credit linkage

- Maintain liaison with Bank Managers by inviting them to the institutes for interaction with the trainees and also as guests for inaugural and valedictory functions
- Assist the trainees in preparing the Project Report of the proposed business and forward the loan proposals of feasible ventures to the Banks for assisting under the schemes mentioned above
- Participate in BLBC/DCC/DLRC meetings and make presentations on RSETI activities and sensitize them on RSETI movement
- Coordinate and Follow up with Lead District Manager for early processing of credit proposals by the Banks
- Ensure opening of Bank Accounts by all the trainees before completion of training
- Upload the loan applications of trainees in PM MUDRA / Stand up Mitra portal of SIDBI and follow up the same with LDM
- Keep track of loan repayments by RSETI trained Entrepreneurs and assist the Banks in the recovery of loans
- Arrange periodical orientation workshops to Bank Officials and interface with successful RSETI trained entrepreneurs
- Make use of the available Business Correspondents' network and Certified Counselors of SIDBI for Credit Linkage.

4.14.8 Marketing Support to Trained Entrepreneurs

RSETIs play an active role in facilitating the RSETI trained Entrepreneurs to access various platforms/forms to market schemes/services and gain confidence. Forms of marketing support are mentioned below

RSETI Bazaars are set up during the local/regional events like exhibitions/fares/fests to facilitate RSETI trained entrepreneurs to exhibit and market their products is one of the post-training support activities. This is useful for developing marketing contacts and networking of RSETI trained entrepreneurs with potential buyers.

Interface Meetings and Networking of people connected with Rural Development activity. This is done for the promotion of micro-enterprises, identification of trends in market and opportunities, etc. This is necessary to systematize meetings with NGO-Banker, Govt. official-Banker, Industrialist- Banker.

4.14.9 Networking of RSETI Trained Entrepreneurs for Mutual Growth

Micro and Small Enterprises face multiple challenges for sustaining in the business in the dynamic and competitive economic environment. Sustenance and growth of RSETI trained Entrepreneurs is focused by RSETIs

4.14.10. Association of Successful Alumni of RSETI-trained Entrepreneurs

(ASARE)

ASARE is a medium for the exchange of information, to resolve the common issues of entrepreneurs, and to create a network for improving the products, services, markets, and capabilities of the members.

RSETIs encourage the formation and effective functioning of Alumni Associations of only Settled Trainees by guiding them.

4.14.11 Social Network Platforms

RSETIs encourage and guide the trainees, both past and present, to form Whatsapp Groups for sharing information and experiences among the group members about their enterprises and market developments, changes in technology, etc. Social media platforms such as Face book and Twitter are also used by the group members of Alumni/ASARE for networking among themselves.

4.15 Evaluation of RSETIs

Evaluation policies of the RSETIs are designed by NAR and approved by MoRD. Especially it covers the training outcomes and candidate's settlement on record. Monthly progress and Annual management audit are evaluated by sponsoring bank trust. Annual institutional evaluation and grading is done by MoRD. External

evaluation of training outcomes in terms of settlement in general and venture creation, in particular, is a focal point in this research.

Post-training evaluation is done by collecting feedback on the actual outcome of training by trainees. It covers the assessment of training, its viability, relevance, and adequacy in that geographical area. It helps to re-orient and redesign the training programme. This evaluation is done by the director himself batch-wise as per the procedure set by MoRD. The trainees are grouped into four categories after this evaluation namely, training wasted, No progress yet, Utilization in progress, and settled or training utilized. After this evaluation, the institute should analyze batches with poor or low settlements and find the reasons for the same. Necessary evaluation and follow-up action reports should be submitted to DLRAC for guidance.

4.15.1 Grading of RSETIs

As a part of the evaluation, process grading is done to assess the performance of RSETIs. It is an annual exercise to analyze the performance and to take steps to improve the performance of institutes, done by SDR or senior director of an RSETI and LDM of the district, Nodal Officer of sponsor bank as per the guidelines of MoRD. The team allots marks as per MoRD guidelines in the presence of the director of the Institute for the purpose of grading the institute. Final grades are evaluated by NACER in consultation with MoRD for validation and finalizing purposes. (*Annexure V*)

As per the guidelines given by MoRD SRLMs are permitted to reimburse training expenses of eligible institutes which receive A or B grade or their combinations in the previous financial year. Now RSETIs are proposed to work under common norms under specific certification of trainees and another Annual Inspection Centre has been provisioned for grading exercise.

Evaluation and grading are done to confirm the activities of the institute are functioning according to the guidelines of MoRD and Standard Operating Procedure. It is a comparison of the Annual Action Plan with the actual performance of the institute. New RSETIs established and working for one to three years are evaluated under category I and the remaining RSETIs re-evaluated as per the manual of category II. RSETIs which are established in the current year are exempted from grading. RSETIs which have conducted less than 5 training programmes with less than 100 trainees in

the case of category I and conducted less than 10 training programmes with less than 250 trainees under category II are also exempted from grading. Institutes that do not have their own campus infrastructure are exempted from grading.

The grading exercise completely depends on documents submitted by RSETIs regarding the performance of the institute. It is organized by the internal apex team of the institute. (*Annexure VI*). The grading sheet of institutes reflects that majority have obtained AA grade which is highest.

4.16 Conclusion

The entrepreneurship training movement in RSETI format is replicated throughout India with the intention of empowering the youth and ensuring economic development. Establishment and operation procedure is stipulated and mandated to be adopted at all the Entrepreneurship Training Institutes across the country. The Standard Operating Manual is the constitutional document and it is a reference document on all occasions for RSETI's. The training practices are all-inclusive and convenient for the adoption of RSETI's. The post-training support system acts as the backbone of the success of trained entrepreneurs. The role of the director and staff of the training institute plays a major role in the implementation of these set procedures and rules.

Chapter – V



Chapter- V
Performance Evaluation of ETIs in
Karnataka

- 5.1 Introduction
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- 5.2 Respondent Demographics
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Chapter - V

Performance Evaluation of ETIs in Karnataka

5.1 Introduction

Entrepreneurship training is an all inclusive process of enhancing the knowledge, skills and attitudes of prospective entrepreneurs to enable them to establish and operate business. Role of external economic and support system is deep rooted and to face the complexities of the environment the entrepreneur needs exhaustive training. The role of institutes established for the purpose of training and developing entrepreneurs is the focus of the study. The basis of study is to collect and analyse the perceptions of trained entrepreneurs about the performance of the institutes with reference to criteria of performance. Various dimensions were identified and analysis is done using appropriate statistical tools and techniques. The chapter is classified and presented into following parts:

In **Part-A**, demographic profile of respondents, nature of business activities presently carried out, the reasons for taking up entrepreneurship and their investments are depicted. Other aspects of analysis include subsidy availed from the government, present status of business unit, expansion plans, happiness status about nature of business,

Part-B exhibits the background of training programmes attended and consequently the benefits derived from entrepreneurship training. This part covers duration and year of training attended, areas of training received, various areas/module of training conducted at institute, key management areas of entrepreneurship inputs provided by institute, respondents contacting institute for help, trainer contacting trainees post training, extent of support obtained from training institute after training, trainees opinion about getting significant benefits from training, advising potential entrepreneurs to attend training programme before starting business, and the reasons identified to attend training before entering into business.

In **Part-C**, perception of entrepreneurs on various institute performance dimensions is presented. This includes six components EAP, TKS, AMP, BOMS, BPRP and Overall rating of institute.

Furthermore, in **Part-D** the Inferential Statistics results are presented along with certain defined hypotheses.

Part-E is dedicated to the calculation of Institutional Development Index (IDI) and the interpretation of each dimension. The ranking of institutes on the basis of performance and contribution of various dimensions or performance criterions towards performance of institutes is presented here.

PART – A

5.2 Respondent Demographics

Table 5.1 : Demographic Profile of Respondents			
Demographic Feature	Particulars	No. of Respondents	Per cent
Gender Representation	Male	466	64.6
	Female	254	35.1
	Transgender	03	0.03
	Total	723	100
Age group	less than 30	293	40.5
	30 to 40	339	46.9
	40 to 50	83	11.5
	> 50	08	1.1
	Total	723	100
Type of family	Nuclear family	660	91.3
	Joint Family	63	8.7
	Total	723	100
Educational Background	SSLC	283	39.1
	PUC	155	21.4
	Degree	179	24.8
	Post Graduation	14	1.9
	Diploma	92	12.7
	Total	723	100
Family Status	BPL	670	92.7
	APL	53	7.3
	Total	723	100

Number of Earning Persons in the Family	One	269	37.2
	Two	424	58.6
	Three	21	2.9
	Four	09	1.2
	Total	723	100

Source: Survey Results

The gender distribution of respondents in this study is shown in Table 5.1 As a result, male respondents account for 64.6 per cent of the overall sample size, indicating majority of respondents are from male category and it is derived that there is need for sensitizing female regarding entrepreneurship.

Above table shows that huge number of respondents (46.9 per cent) belonged to the age group of 30 to 40 years and it can be inferred that the age of taking up business as career choice is little late in the life.

It shows that 91.3 per cent respondents are the members of nuclear families. As majority of respondents are from nuclear families this could indicate that the risk of starting a business is not extremely great.

The education qualification of respondents are divided into five groups in the study, as shown above, It can be inferred that the respondents who start business had minimum education and the person with higher qualification is not interested in starting business.

It is demonstrated that 92.7 per cent respondents were from BPL. The family's socioeconomic history reveals demand for work and a higher standard of living.

The number of members earning in the family would become a determining factor for any family member to engage in an entrepreneurial activity, which they would otherwise be unable to do due to the economic position. In this regard, above table shows that around 59 per cent respondents had another member to financially support the family in addition to them.

Table 5.2 : Business Profile of Respondents			
Demographic Feature	Particulars	No. of Respondents	Per cent
Nature of Business Activity	Manufacturing	208	28.8
	Service Sector	405	56
	Trading (Business)	110	15.2
	Total	723	100
Nature of Enterprise	Micro enterprises (less than ₹10 Lakh)	613	84.8
	Small Enterprises (More than ₹10 Lakh and Less than ₹2 Crore)	107	14.8
	Medium Enterprises (More than ₹2 Crore and less than ₹5 Crore)	03	0.4
	Total	723	100
Status of Business Venture	Single owner-Proprietary	697	96.4
	Partnership	21	2.9
	Private limited	05	0.7
	Total	723	100
Business Ownership	Started/founded business	597	82.6
	Joined family business	86	11.9
	Purchased business	03	0.4
	Inherited business	37	5.1
	Total	723	100
Year of Business Establishment	1980 to 1990	13	1.8
	1991 to 2000	21	2.9
	2001 to 2010	29	4
	2011 to 2015	66	9.1
	2016 to 2020	594	82.2
	Total	723	100
No. of Employees	1 to 3	657	90.9
	4 to 6	38	5.73
	7 to 10	15	2.1
	> 10	13	1.8
	Total	723	100
Initial Capital Investment on Business	<₹ 50,000	213	29.5
	₹51,000 to ₹1 lakh	245	33.9
	₹1.1 to ₹ 5 Lakh	192	26.6
	₹5.1 to ₹10 lakh	54	7.5
	₹10.1 to ₹15 lakh	21	2.9
	₹15.1 to ₹20 lakh	06	0.8
	>₹20 lakh	36	05
	Total	723	100

Source: Survey Results

The trained sample respondents were asked about the type or nature of business activity they started. As observed, more than half (55.7 per cent) respondents are in the service sector and service sector is the major entrepreneurship opportunity as reflected by the responses.

Based on capital investments, firms are divided into three categories viz., micro, small, and medium. According to sample respondents, more than three-quarters (84.8 per cent) of them are micro enterprises (with a capital investment of less than ten lakhs), Most of the respondents belonged to micro entrepreneurs with minimum capital investment.

On current business venture status, it has been observed that a majority of 96.4 per cent entrepreneurs have their businesses as sole proprietorships or single-ownership businesses, less than 1 per cent have been successful in forming a private limited company.

Above table shows that 82.5 per cent respondents have established their firms as fresh start enterprises, and is inferred that majority of respondents were first-generation entrepreneurs.

In terms of the year of launch of firm, it is observed that 83 per cent respondents started after 2016, only 4 per cent have established their firm between 2001 and 2010.

The people who are employed at businesses of trained entrepreneurs are crucial to consider and when asked if they were able to hire individuals for their businesses, more than 90 per cent respondents were able to hire one to three persons and very few employed more than seven persons.

As shown nearly 30 per cent respondents made an initial capital investment of less than ₹50,000, while nearly a third (33.9 per cent) of them started with an investment of between ₹ 50,000 and ₹1 lakh. Similarly, 26.6 per cent entrepreneurs invested between ₹1 lakh and ₹5 lakh. Furthermore, nearly 09 per cent have capital investment of more than ₹ 10,00,000 and over 60 per cent started their businesses with less than ₹ 1,00,000 in fiscal capital.

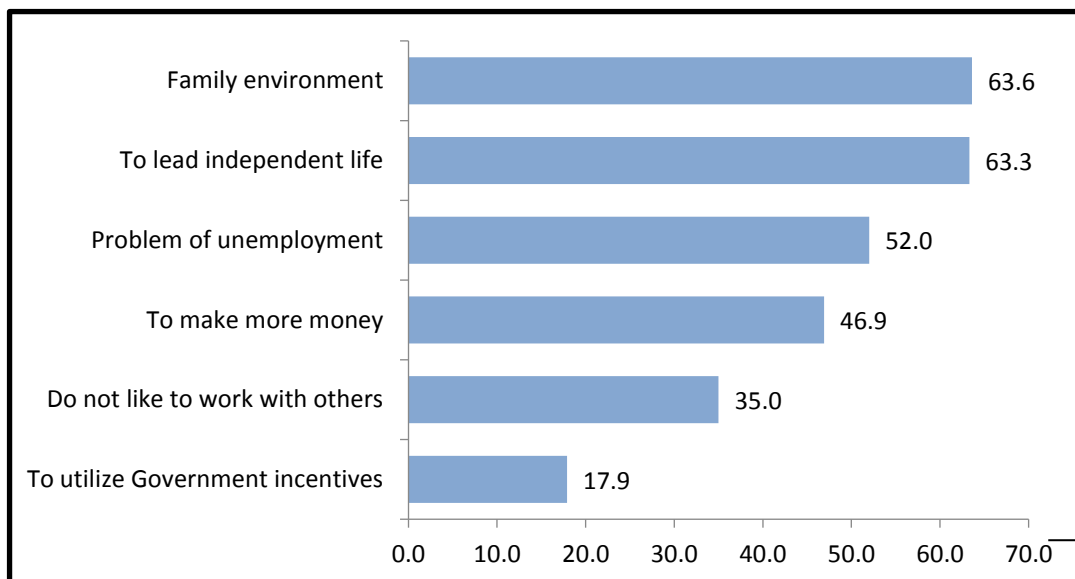
Table 5.3: Reasons to Start Present Business Activity

Reason	Per cent
Problem of unemployment	52.0
Leading independent life	63.3
Making more money	46.9
Family environment	63.6
Not willing to work with others	35.0
Utilizing Government incentives	17.9

(Source: Survey Results)

(Note: Multiple choice answers. The total percentage is greater than 100.)

Figure 5.1: Reasons to Start Present Business Activity



Source: Survey Results

Trained entrepreneurs cited a variety of motivations to begin their own business. Sixty three per cent respondents claimed that family's bad economic situation was the key motivation for starting the business. The goal of starting a business for 63.3 per cent respondents was to be self-sufficient in life. Similarly, more than half (52.0 per cent) revealed the problem of unemployment as the cause, while 46.9 per cent with the purpose of making more money. Nearly a third (35.0 per cent) didn't want to work with others and 17.9 per cent just wanted to utilize government incentives.

Table 5.4: Availing Subsidy from Government

Response	No. of Respondents	Per cent
Yes	153	21.2
No	570	78.8
Total	723	100.0

Source: Survey Results

Entrepreneurs struggle to raise financial capital for their businesses and despite their best efforts, they are unable to do so due to a shortage or lack of financial capital. In such a situation, bank assistance in the form of subsidy schemes would be extremely beneficial to prospective entrepreneurs looking to start new enterprises. So, when asked if the sample entrepreneurs received any government subsidy, nearly 79 per cent categorically stated that they were unable to obtain financial assistance from the government, whereas 21.2 per cent were able to receive the assistance under various schemes.

Table 5.5: Status of Business Unit

Response	No. of Respondents	Per cent
Good	413	57.1
OK	271	37.5
Bad	39	5.4
Total	723	100.0

Source: Survey Results

As per table, more than half of the respondents opined that their business is doing well, while according to more than a third of respondents (37.5 per cent) their firm is doing ok. Only 5.4 per cent respondents, on the other hand, admitted that their business is in dire straits and that immediate action is required.

Table 5.6: Business Expansion Plans

Response	No. of Respondents	Per cent
Yes	620	85.8
No	23	3.2
May be	80	11.1
Total	723	100.0

Source: Survey Results

Table above shows the hope factor and future plans to expand the firm as mentioned by respondents. Different entrepreneurs have different perspectives on the future. As shown, 85.9 per cent intend to expand their business in the future, whereas only 3.3 per cent had no intentions to expand. Expansion of the business necessitates greater resources, investments, and efforts. As a result, those who are hesitant about it may oppose expansion plans. Personal and financial factors have a role in such decisions. There is no way to expand a business if there is no succession planning or notion among current business leaders.

Table 5.7: Happiness Status about Nature of Business

Response	No. of Respondents	Per cent
Yes	698	96.5
No	25	3.5
Total	723	100.0

Source: Survey Results

Happiness exists in their firm, according to 96.5 per cent of trained entrepreneurs. Dissatisfaction and lack of contentment would result from reluctance and sloth. Negative or declining profits, increased competition and incapacity to deal with it, changing technology and lack of employees and resources are some of the main factors that contribute to low feeling of happiness. Very few appear to be dissatisfied with their venture for a variety of reasons.

PART – B

5.3 Details of Training Programmes

The total training schedule varies between 10 and 60 days, and the training institutes provide a maximum of 60 days training to aspiring entrepreneurs.

Criteria	Particulars	No. of Respondents	Per cent
Duration of Training	10 days	210	29
	11 to 20 days	70	9.7
	Greater than 20 days	443	61.3
	Total	723	100
Year of Attending Training	2011 - 2015	46	6.4
	2016 - 2020	677	93.6
	Total	723	100

Source: Survey Results

As shown in table, a maximum of respondents received training (61.3 per cent) for more than 20 days. A majority of 93.6 per cent respondents were trained from 2016 to 2020, whereas only 6.4 per cent prior to 2015. Majority of respondents received more than 10 days training during 2016 to 2020.

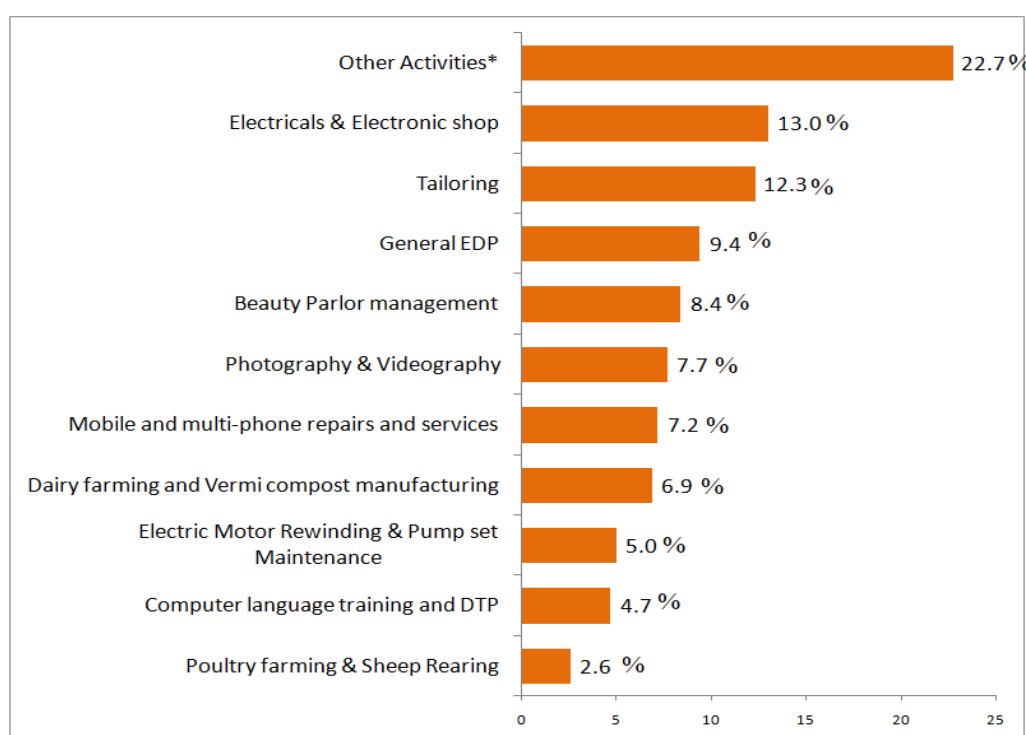
Table 5.9: Area of Training Received

No	Training Area	No. of Respondents	Percentage
1	Electricals and Electronic Shop	94	13.0
2	Tailoring	89	12.3
3	General EDP	68	9.4
4	Beauty Parlor Management	61	8.4
5	Photography and Videography	56	7.7
6	Dairy Farming and Vermi Compost Manufacturing	50	6.9
7	Mobile and Multi-phone Repairs and Services	52	7.2
8	Computer Language Training and DTP	34	4.7
9	Electric Motor Rewinding and Pump Set Maintenance	36	5.0
10	Poultry farming and Sheep Rearing	19	2.6
11	Other Activities*	164	22.7
	Total	723	100.0

Source: Survey Results

* (Agarabathi manufacturing, Agri business, Album Mixing, ATDC for men, Auto Garage and Sales, Automobile Works, Bag Manufacturing, Bakery, Chemical free Jaggary Production, Flex banner Printing, Food Processing, LMV Driving, Maggam and Fabric Painting, Masonry and Concrete work, Papad pickle and Masala powder Making, Plumbing and Sanitary Works, Winding, Mushroom Cultivation, Hardware and Networking, Refrigeration and Air-Conditioning, Goat Farming, Installation and Servicing of CCTV Camera, Men's parlor Management, Paper Cover, Envelope and File Making, TV, DVD, Dish, UPS and Inverter Servicing, Compost manufacturing).

Figure 5.2:Area of Training Received



Source: Survey Results

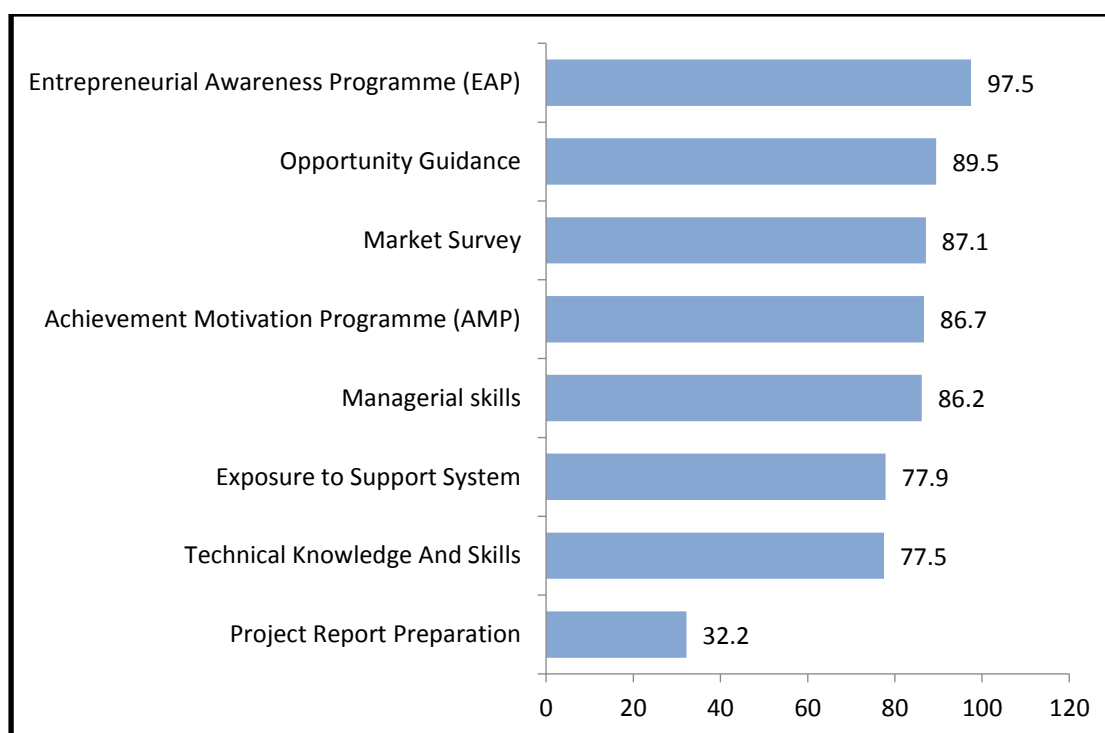
The National Skills Qualification Framework has authorized 60 vocational training programmes for potential entrepreneurs, delivered through entrepreneurship training institutes and above table and figure presents the range of programmes which are extensively taught. As a result, around 23 per cent have received training in the 'others' category and very few 2.6 per cent in Sheep Rearing. Huge number of respondents attended other categories specified above and training on electrical and tailoring followed the same.

Table 5.10: Areas/Module of Training Conducted at ETI

Areas/Module of Training	Per cent Cases
Entrepreneurial awareness Programme (EAP)	97.5
Achievement Motivation Programme (AMP)	86.7
Opportunity Guidance	89.5
Project Report Preparation	32.2
Market Survey	87.1
Managerial Skills	86.2
Exposure to Support System	77.9
Technical Knowledge and Skills	77.5

Source: Survey Results

Figure 5.3: Areas/Module of Training Conducted at ETI



Source: Survey Results

The training institutes have a well-established training technique. The contents are highly organized and the central government has authorized them. A perceptual reference to fields substantially covered by the training institute is depicted in table and figure. It was observed that 97.5 per cent respondents stated that Entrepreneurial Awareness Programme [EAP] was the most important area taught, followed by Opportunity Guidance, accepted by 89.5 per cent respondents exclusively. Similarly, other topics which were equally well acknowledged exclusively are Managerial Skills

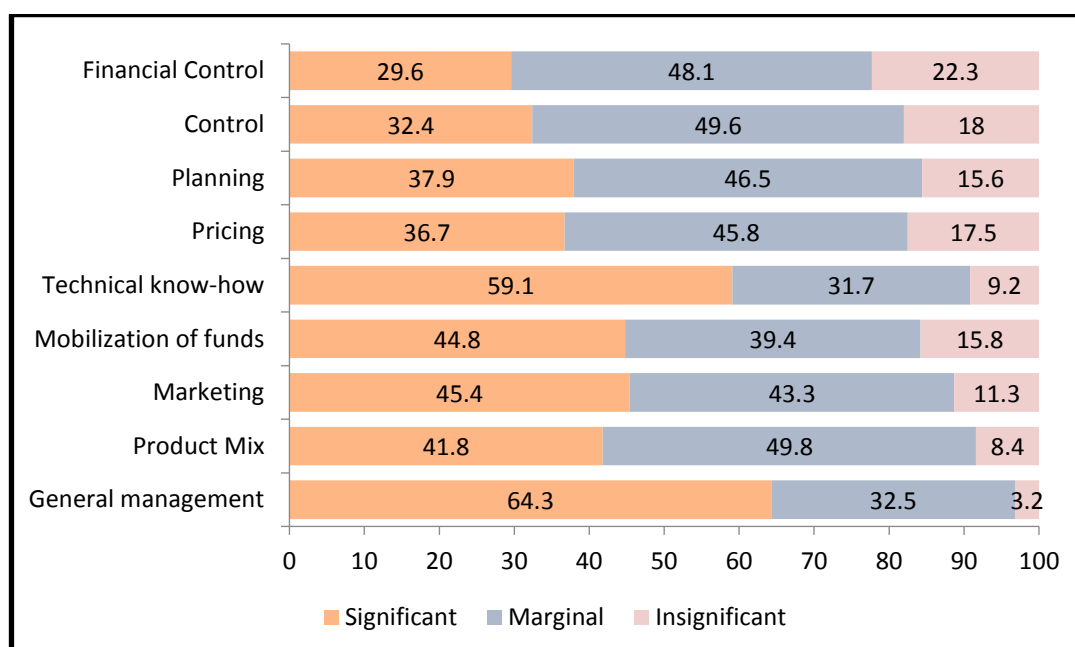
(86.2 per cent) Exposure to support System (77.9 per cent) Technical Knowledge and Skills (77.5 per cent).

**Table 5.11: Significance of Key Management Areas of Training Inputs
Provided by Institute**

Management Area	Significant (%)	Marginal (%)	Insignificant (%)	Total (%)
General management	64.3	32.5	3.2	100.0
Product Mix	41.8	49.8	8.4	100.0
Marketing	45.4	43.3	11.3	100.0
Mobilization of funds	44.8	39.4	15.8	100.0
Technical know-how	59.1	31.7	9.2	100.0
Pricing	36.7	45.8	17.5	100.0
Planning	37.9	46.5	15.6	100.0
Control	32.4	49.6	18.0	100.0
Financial Control	29.6	48.1	22.3	100.0

Source: Survey Results

**Figure 5.4: Significance of Key Management Areas of Training Inputs
Provided by Institute (Percentages)**



Source: Survey Results

The needs and training requirements of aspiring entrepreneurs differ from one another and a mismatch between the requirements of training and training received, it is natural that it would not benefit the trainees in reality.

In this regard, when respondents were asked about the importance of training inputs in key management areas in the post-business scenario, as per the table and figure around 30 per cent of the *Financial Control* subject taught in the training programme had a significant impact, nearly half (48.1 per cent) acknowledged that it had only a minor impact on day-to-day business activity. On the other hand, 22.3 per cent said that it had little relevance or value to the business.

Similarly, 32.4 per cent of the *Business Planning* subject taught in the training programme had a considerable impact on day-to-day business activities, 49.6 per cent said it had only a little impact. On the other hand, 18.0 per cent indicated the *Business Planning* class they took was of little use or value to their company.

Nonetheless, the above figure shows that 64.3 per cent of the *General Management* subject covered in the training programme had a significant impact on day-to-day business activities, 3.2 per cent, on the other side, said their *General Management* class was of little use or value to their firm. However, the respondents also stated that the above business principles and requirements cannot be taught or learned in a short period of time.

Table 5.12: Time of Contacting Institute for Help

Time of Contact	No (%)	Yes (%)	Per cent
At the time of setting up a unit	82.2	17.8	100.0
Obtaining loan	76.4	23.6	100.0
Obtaining permission	75.1	24.9	100.0
At the time of expansion of unit	76.4	23.6	100.0

Source: Survey Results

The training institutes contact the learners to inquire about the state of business and its starting process. This makes it easier to maintain track of learners after they have completed their training. Because it is a required procedure, trainers contact trainees after training, as shown in Table. As a result, less than one-fifth (17.8 per cent) approached institute for assistance while establishing their business units, one-fourth (23.6 per cent) when getting bank loan, and the same percentage of respondents while expanding their units.

Table 5.13: Post Training Contact of Trainees by Trainers

Response	No. of Respondents	Per cent
Yes	695	96.1
No	28	3.9
Total	723	100.0

Source: Survey Results

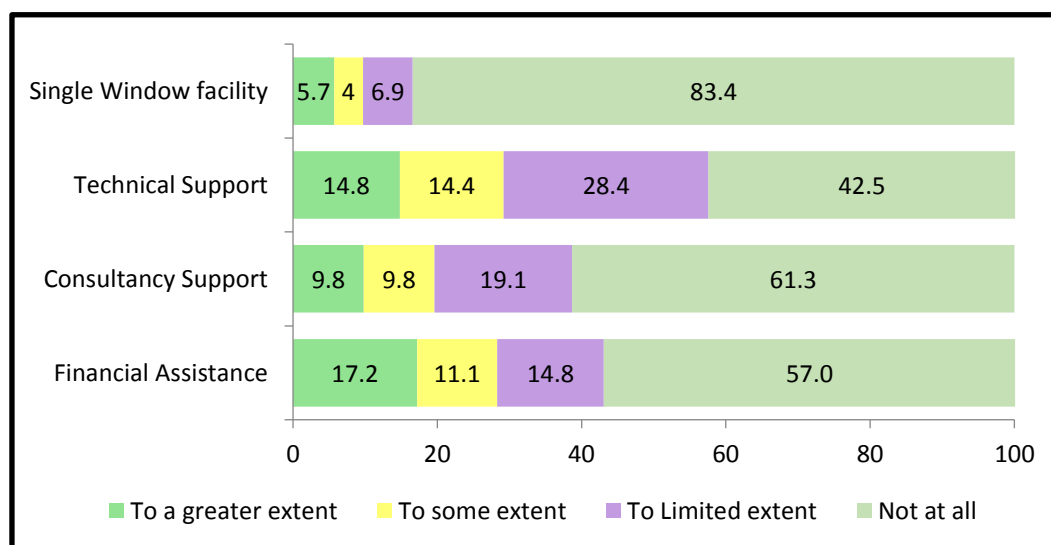
Typically, follow-up begins when the training is completed and lasts for two years. The most crucial activity after training is follow-up, in several forms including personal visits, phone calls and group meetings. When asked if any trainers approached trained entrepreneurs after the training, majority 96.1 per cent respondents reported that they were contacted by training institute staff as part of post-training follow-up.

Table 5.14: Extent of Support obtained from Training Institute after Training

Nature of Support	To a greater extent (%)	To some extent (%)	To Limited extent (%)	Not at all (%)	Total (%)
Financial Assistance	17.2	11.1	14.8	57.0	100.0
Consultancy Support	9.8	9.8	19.1	61.3	100.0
Technical Support	14.8	14.4	28.4	42.5	100.0
Single Window facility	5.7	4.0	6.9	83.4	100.0

Source: Survey Results

Figure 5.5: Extent of Support Obtained from Training Institute (Percentages)



Source: Survey Results

In terms of the training institutes level of support for single window facility, technical support, consultancy support, and financial assistance, it is observed that on an average, more than 60.0 per cent state that they have received no support. Very few acknowledged that they received the support system to a greater level across all four dimensions. The practicality of training is hampered by a variety of internal characteristics as well as environmental factors. During the course, it was stated that the students would be eligible for bank loans with incentives if they had a certificate of training.

Table 5.15: Opinion on Getting Significant Benefits from ETI

Response	No. of Respondents	Per cent
Yes	684	94.6
No	39	5.4
Total	723	100.0

Source: Survey Results

A variety of factors, ranging from personal attributes to environmental conditions have a role in determining whether or not a training programme is beneficial. It is due to the mismatch between training requirements and the type of training offered. The survey reveals that around 95 per cent respondents have received the major benefits from training.

Table 5.16: Advising Potential Entrepreneurs to attend Training Programme before Starting Business

Response	No. of Respondents	Per cent
Yes	714	98.8
No	07	1.0
May be	02	0.3
Total	723	100.0

Source: Survey Results

When asked if they encourage aspiring entrepreneurs to attend training given by training institutes before starting a firm, almost all (nearly 99 per cent) respondents unequivocally stated that attending the training programmes is mandatory. It is not necessarily true that every satisfied or successful trainee would always recommend

the training programme to a potential entrepreneur. It may differ depending on trainees' attitudes towards potential trainees. The institutes' training programmes assist aspiring entrepreneurs in grasping the fundamentals of a particular profession as well as the wider business environment.

Table 5.17: Reasons Identified to attend Training before entering into Business

Particulars	Per cent of Cases
To speed up enterprise launching process	28.4
To create awareness about legal formalities	26.7
To acquire required technical and managerial skills to run the unit	81.0
Helpful in Enterprise Management	65.6

Note: Multiple choice answers, hence, the total percentage is more than 100.

Source: Survey Results

When it comes to the reasons for mandatory entrepreneurial development training before starting a business, maximum of 80.0 per cent respondents exclusively believe that it is critical to acquire certain technical and managerial skills to run a business unit, and that getting trained beforehand would be extremely beneficial. Followed by, 65.6 per cent who believe that training aids in enterprise management.

PART – C

5.4 Dimensions Measuring/Evaluating the Performance of Entrepreneurship Training Institute

This part includes various performance dimensions grouped into five categories with a total of 44 perception questions formulated on five point likert scales.

5.4.1 Entrepreneurship Awareness Programmes (EAP)

Creation of awareness and orienting about entrepreneurship acts as a foundation of any entrepreneurship development programme. EAP attracts trainees to the programmes organized at the training institute. Due to the lack of entrepreneurial education in the present education system, there is a need for high efforts on the part of training institutes to organize EAP at every nook and corner of society. The turn-up ratio of aspiring entrepreneurs is decided by the effectiveness of the EAP, also conducted as a part of all the entrepreneurship development training programmes.

Figure 5.6: Performance of ETI on Entrepreneurship Awareness Programmes (EAP)

(Figures in %)



Source: Survey Results

- EAP_1: *Lecture on creating awareness among the youths on skill development and orienting them towards Self-Employment/ entrepreneurship.*
- EAP_2: *Creating awareness in the form of providing information about the support available from the Banks and Government Agencies for enterprise promotion by the institute.*
- EAP_3: *Creating awareness in the form of motivating the youth to take up self-employment by presenting the role models.*
- EAP_4: *Networking with different social/developmental forums/ institutions and organizations for reaching out to large sections of society created more awareness.*
- EAP_5: *Spreading the message of Self-employment as an alternative career option as part of awareness programme.*
- EAP_6: *Quality of EAP has been excellent and quality delivery not comprised during the training programme.*
- EAP_7: *Explanation of the purpose and importance of each activity requirement for a successful business activity.*
- EAP_8: *To make the trainees aware of various formalities and requirements in launching the business.*

To begin, above figure shows 62.7 per cent and 31 per cent respondents agreeing that the *lecture on skill development and orienting youngsters toward self-employment/ entrepreneurship (EAP_1)* was outstanding and good respectively. As a result, around 93.7 per cent trained entrepreneurs agree with afore mentioned assertion. Only 9.0 per cent believe that the trainers did a bad job while instilling awareness about skill development.

Second, more than 85 per cent respondents agree that the *institute's creation of awareness in the form of delivering information about the support available from banks and government agencies for enterprise promotion (EAP_2)* was outstanding and good.

About 86 per cent trained entrepreneurs felt that institute's *promotion of awareness in the form of pushing young people to start their own businesses by presenting role models (EAP_3)* was excellent and good. Around 77 per cent think that *networking with various social/developmental forums/institutions and organizations for reaching out to vast segments of society increased awareness (EAP_4)* were exceptional and beneficial.

Then, 84 per cent trained entrepreneurs agree that *spreading the message of Self-employment as an alternative career option as part of awareness programme (EAP_5)* was outstanding and good. On the other hand, 16.0 per cent felt that the

trainers performed a fair, if not poor. Eighty five per cent trained entrepreneurs agree that the *Quality of EAP has been excellent and quality delivery not comprised during the training programme (EAP_6)* was outstanding and good. On the other hand, 15.0 per cent felt that the trainers performed a fair and even poor.

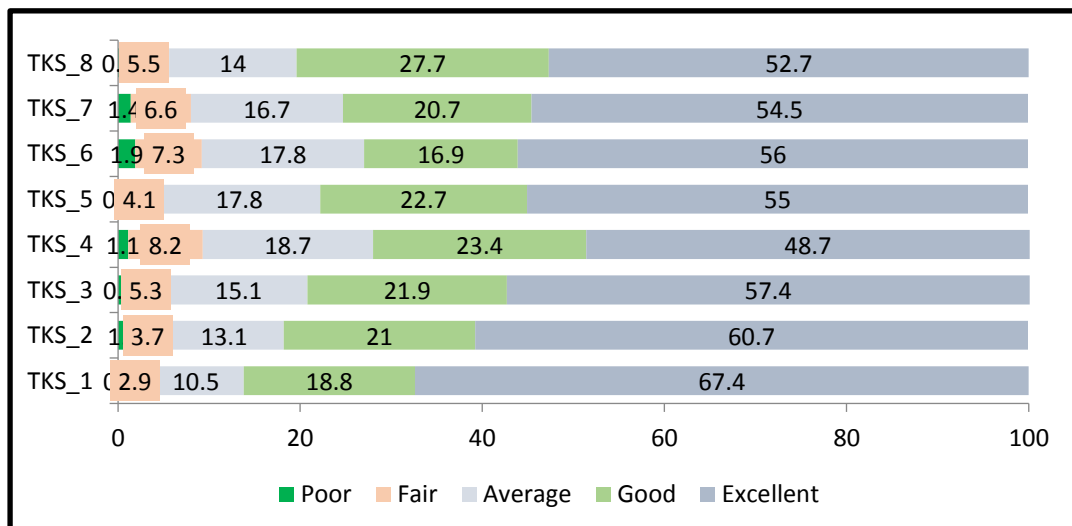
Approximately, 85 per cent trained entrepreneurs agree that the *Explanation of the purpose and importance of each activity requirement for a successful business activity (EAP_7)* was outstanding and good. Lastly, about 84 per cent respondents agree that the *institute's creation to make the trainees aware of various formalities and requirements in launching the business. (EAP_8)* was outstanding and good.

5.4.2 Technical Knowledge and Skills (TKS)

Modern entrepreneurs require variety of technical knowledge and skills in establishing and running a business which are multi-facet in nature. Besides the nature of the activity, a variety of technical knowledge and skills are required by entrepreneurs in running the business successfully. They are managerial skills, networking, and problem-solving skills, critical thinking and risk-taking ability, creative thinking, and customer management skills. An overview of such skills and explanation about them would enhance the knowledge of trainee which helps face real-life situations with confidence. These aspects differ from activity to activity and keen observation and interest in learning brings about better outcomes.

Figure 5.7: Performance of ETI on Technical Knowledge and Skills (TKS)

(Figures in %)



Source: Survey Results

- TKS_1: *Training provided by the institute enabled acquiring competencies - Knowledge, skills and attitude.*
- TKS_2: *Training provided by the institute helped an individual the ability to translate acquired knowledge and skills into perceptible and functional behaviour or actions in the business ventures.*
- TKS_3: *Training provided by the institute brought profound and far-reaching changes in the behaviour of an individual in terms of knowledge, skills and attitude.*
- TKS_4: *Effective training delivery methods like behaviour simulation games, Role Play, group activities, practical exposure visits provided as an experiential learning to the trainees in this training institute.*
- TKS_5: *Hands on experience, group discussion provided as part of technical skill developed by the training institute.*
- TKS_6: *Training Equipment and Training materials to trainees.*
- TKS_7: *Provide adequate 'hands on' experience (practical) in the needed technology.*
- TKS_8: *Orienting the candidates about acquiring knowledge and competencies.*

Figure shows that *training provided by the institute enabled acquiring competencies - Knowledge, skills and attitude (TKS_1)* was outstanding and good respectively as per table around 86 per cent trained entrepreneurs.

Approximately 82 per cent trained entrepreneurs agree that *training provided by the institute helped an individual the ability to translate acquired knowledge and skills into perceptible and functional behaviour or actions in the business ventures (TKS_2)* was outstanding and good.

About 79 per cent trained entrepreneurs felt that *training provided by the institute in brining profound and far-reaching changes in the behaviour of an individual in terms of knowledge, skills and attitude (TKS_3)* was excellent and good. Fourth, around 72 per cent respondents think that *effective training delivery methods like behaviour simulation games, role play, group activities, practical exposure provided in this training institute (TKS_4)* were exceptional and beneficial. Next, 78 per cent trained entrepreneurs agree that *hands on experience, group discussion provided as part of technical skill developed by the training institute (TKS_5)* was outstanding and good. Then, approximately 73 per cent respondents agree *training Equipment and Training materials to trainees (TKS_6)* provided was outstanding and good.

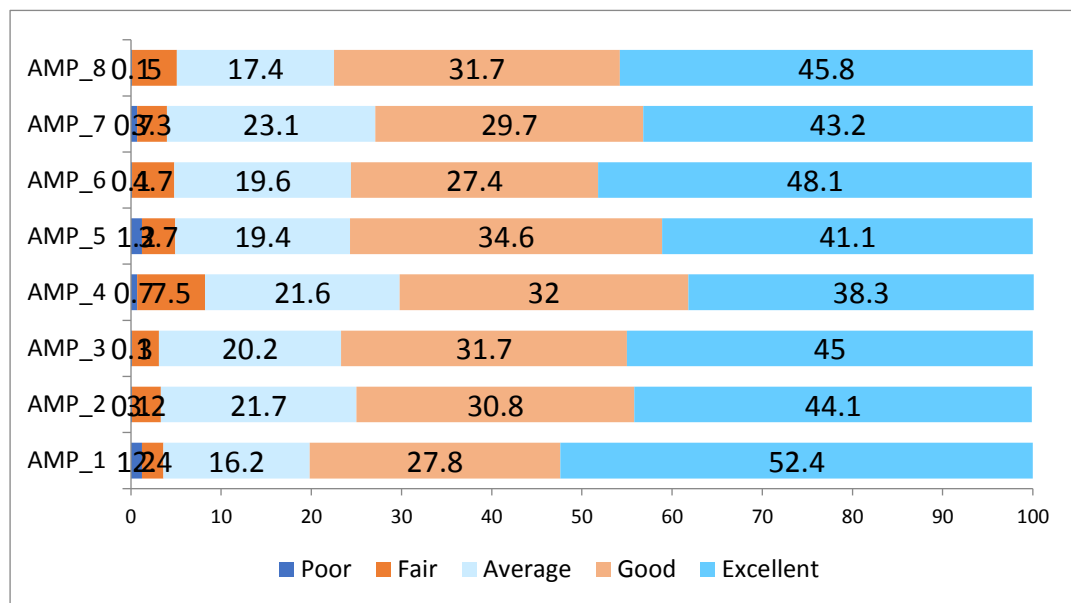
Approximately 75 per cent trained entrepreneurs agree that *providing adequate 'hands on' experience (practical) in the needed technology (TKS_7)* was outstanding and good. About 80 per cent respondents agree that *orienting the candidates about acquiring knowledge and competencies (TKS_8)* was outstanding and good.

5.4.3 Achievement Motivation Programme (AMP)

Motivation is the driving force and is an internal trait impacting the entrepreneurial journey. Entrepreneurial motivation takes a few aspects such as enhancement of life control and independence, wealth generation. In the process of training and developing entrepreneurs the institutes bring the past trainees who are successful in a similar field.

Figure 5.8: Performance of ETI on Achievement Motivation Programme (AMP)

(Figures in %)



Source: Survey Results

- AMP_1: *The Motivation programme such as citing the example of some successful entrepreneurs, a model case study etc., during the training by the institute helped to increase my ability to become a successful entrepreneur.*
- AMP_2: *The trainer's explanation on how to overcome the failures to achieve success in my day to day business activity.*
- AMP_3: *Motivation programme conducted by the institute in shedding my negative feelings of becoming self entrepreneur.*
- AMP_4: *Motivation programme conducted by the institute in Eradication of dependency syndrome in me.*
- AMP_5: *Motivation programme conducted by the institute really helped in improving self confidence, overcome the fear of failure, overcome inferiority Complex etc.,.*
- AMP_6: *A confidence building programmes where there is a desire to achieve something in life for which there is no motive conducted by the trainer.*
- AMP_7: *Motivating the candidates by the trainer to develop interest in improving personality.*
- AMP_8: *Overall, the motivating the unemployed youth by the trainer towards entrepreneurship.*

As per figure the Motivation programme such as citing the example of some successful entrepreneurs, a model case study etc. helped to increase their ability to become a successful entrepreneur (AMP_1) was outstanding and good respectively as per the opinion of around 80 per cent respondents.

Second, approximately three fourth trained entrepreneurs agree that the trainer's explanation on overcoming the failures to achieve success in their business activity (AMP_2) was outstanding and good. About 76.7 per cent trained entrepreneurs felt that motivation programme conducted by the RSETI in shedding their negative feelings of becoming self entrepreneur (AMP_3) was excellent and good.

Next, around 70 per cent sample entrepreneurs think that Motivation programme conducted by the institute in Eradication of dependency syndrome in them (AMP_4) were exceptional and beneficial.

Approximately, 76per cent respondents agree that Motivation programme conducted really helped in improving self confidence, overcome the fear of failure, overcome inferiority complex (AMP_5) was outstanding and good. Then approximately 76 per cent trained entrepreneurs agree that a confidence building programmes where there is a desire to achieve something in life (AMP_6) provided was outstanding and good.

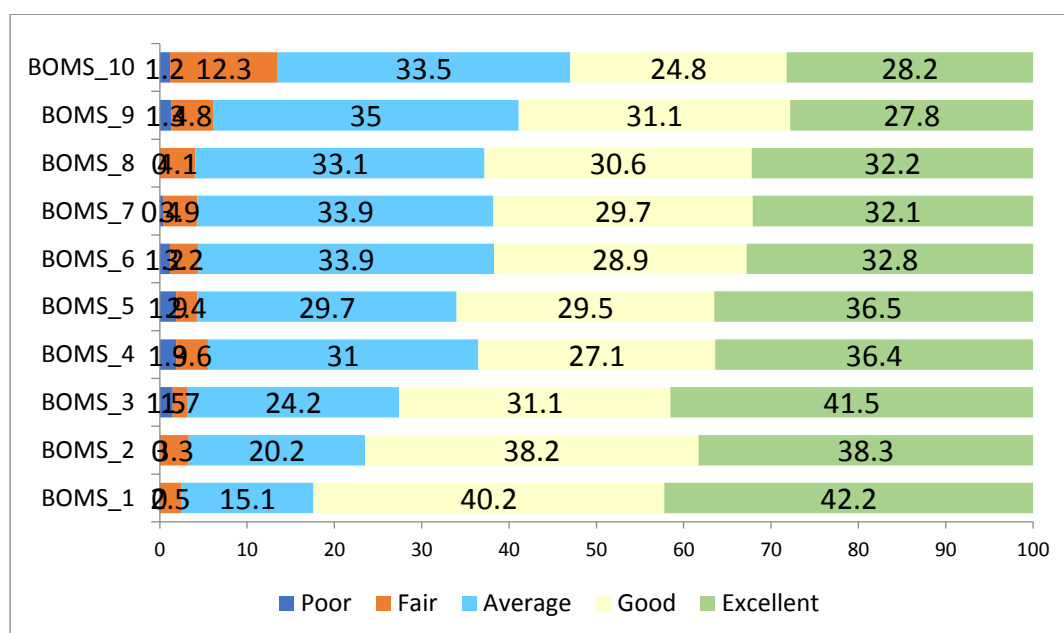
Then, around 73 per cent trained entrepreneurs agree that *motivating the candidates by the trainer to develop interest in improving personality (AMP_7)* was outstanding and good. At last, about 77 per cent of trained entrepreneurs agree that *the motivating the unemployed youth by the trainer towards entrepreneurship (AMP_8)* was outstanding and good.

5.4.4 Business Opportunity Guidance (Market Support) and Managerial Skills (BOMS)

Guidance on business opportunities and managerial skills forms another important part of business creation and operation. There are two dimensions for business opportunities guidance. An opportunity may be observed and identified from the environment or it may be created out of innovative thinking of the individual. Therefore ideation or idea generation is considered as the foundation of entrepreneurship. The internal stimulus or desires of the entrepreneur play a vital role in this process. Guidance can be only given to the aspiring entrepreneurs regarding how to observe, identify or visualize and create the opportunities and analyze them in the light of practical feasibility.

Figure 5.9: Performance of ETI on Business Opportunity Guidance (Market Support) and Managerial Skills (BOMS)

(Figures in %)



Source: Survey Results

- BOMS_1: *Guidance on the scope of business opportunities and new avenues by the trainer.*
- BOMS_2: *Generation of ideas provided by the trainer on Income generating activity*
- BOMS_3: *Guidance on selection of business activity by the trainer which is viable and opportunity to establish oneself within the resources/liking of the entrepreneur*
- BOMS_4: *Guidance on the need for market survey by the trainer*
- BOMS_5: *Guidance to develop an effective survey plan for the selected business opportunity provided by the trainer*
- BOMS_6: *Guidance on preparation of feasibility report on business opportunity based on the market survey*
- BOMS_7: *Guidance on understanding the importance of communication skills as part of an effective managerial skill in running an enterprise*
- BOMS_8: *Guidance to understand the barriers of effective communication & the ways to overcome them provided by the trainer*
- BOMS_9: *Guidance on exposing for practical marketing experience and marketing opportunities provided by the trainer*
- BOMS_10: *Guidance on explanation the salient features of Sales Tax Act, Income Tax Act and Excise Act*

Above figure shows that about 82 per cent respondents agree that *guidance on the scope of business opportunities and new avenues by the trainer (BOMS_1)* was outstanding and good respectively. Second, approximately 76 per cent of trained entrepreneurs agree that *generation of ideas provided by the trainer on Income generating activity (BOMS_2)* was outstanding and good.

About 73 per cent trained entrepreneurs felt that *guidance on selection of business activity by the trainer which is viable and opportunity to establish oneself within the resources/liking of the entrepreneur (BOMS_3)* was excellent and good. Fourth, around 63 per cent skilled entrepreneurs think that *guidance on the need for market survey by the trainer (BOMS_4)* was exceptional and beneficial.

Approximately, 66 per cent trained entrepreneurs agree that *Guidance to develop an effective survey plan for the selected business opportunity provided by the trainer (BOMS_5)* was outstanding and good. Sixth, approximately 62 per cent trained entrepreneurs agree that *guidance on preparation of feasibility report on business opportunity based on the market survey (BOMS_6)* provided was outstanding and good.

Approximately, 62 per cent respondents agree that *Guidance on understanding the importance of communication for an effective managerial skill* (BOMS_7) was outstanding and good. Then, about 63 per cent trained entrepreneurs agree that *guidance to understand the barriers of effective communication and the ways to overcome them provided by the trainer* (BOMS_8) was outstanding and good.

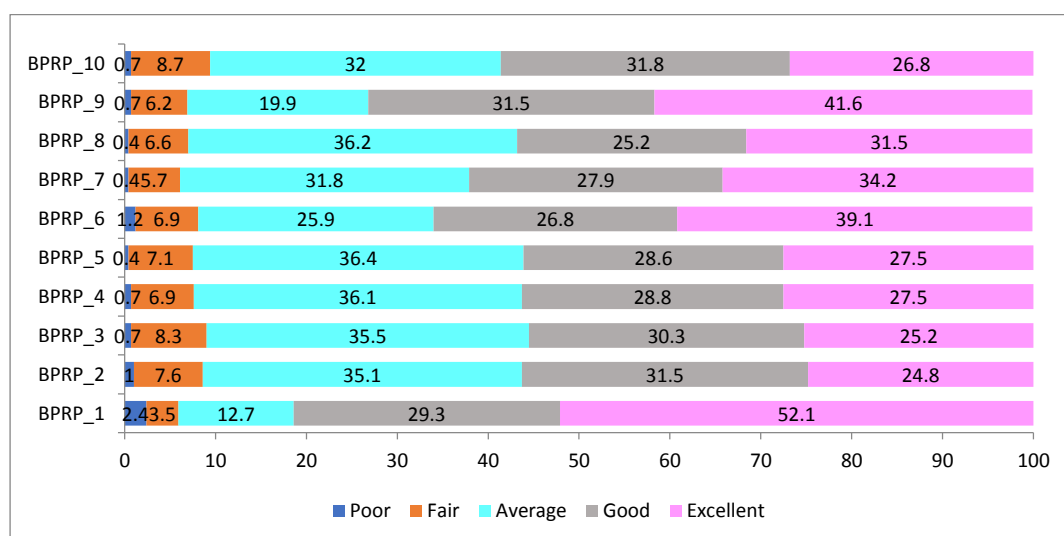
Around 59 per cent sample entrepreneurs agree that *guidance on exposing for practical marketing experience and opportunities provided* (BOMS_9) was outstanding and good. Lastly, 53 per cent trained entrepreneurs agree that *guidance on explanation of Sales and Income Tax Act* (BOMS_10) was outstanding and good.

5.4.5 Bank Linkages and Project Report Preparation (BPRP)

There is a sturdy need for support and guidance system for development of entrepreneurship. The post training support is mandatorily extended for a period of two years to the trainees so as to establish and sustain the enterprise. Hand holding on continuous basis and commitment on part of the institute can only help the trainees to lead successful business. The knowledge of various support systems for entrepreneurship and the process of obtaining support must be very clear to the trainees in facing the challenges of business.

Figure 5.10: Performance of ETI on Bank Linkages and Project Report Preparation (BPRP)

(Figures in %)



Source: Survey Results

- BPRP_1: Initiative of taking assistance of Sponsor Banks, other Bank Branches in the command area, Other Financial Institutions, Government Departments and NGO's*
- BPRP_2: Methodology of ascertaining initial viability of a business proposal explained by the trainer*
- BPRP_3: Methodology of teaching a feasibility study for setting up an enterprise explained by the trainer*
- BPRP_4: The approach of enlisting the technical, financial, marketing and commercial aspects of business taught by the trainer*
- BPRP_5: Methodology of explaining the concept of working capital management and its importance in an enterprise by the trainer*
- BPRP_6: Methodology of explaining various lending schemes including various Government sponsored schemes by the trainer*
- BPRP_7: Methodology of explaining and elaborating the need for understanding consumer behavior and preferences by the trainer*
- BPRP_8: Methodology of explaining the concept of marketing strategy for their product/Service and explain the importance of customer service*
- BPRP_9: Methodology of explaining and educating the entrepreneur about various lending norms, eligible purposes, investment pattern, loan amount, margin, rate of interest, security and repayment of loans*
- BPRP_10: Helping the candidates to learn the procedure and skills of conducting market survey by the trainer*

Figure shows that 81 per cent respondents agree that *initiative of taking assistance of sponsor banks, other bank branches in the command area, other financial institutions, government departments and NGO's (BPRP_1)* was outstanding and good respectively. Approximately, 56 per cent trained entrepreneurs agree that *methodology of ascertaining initial viability of a business proposal explained (BPRP_2)* was outstanding and good.

About 56 per cent trained entrepreneurs felt that *methodology of teaching a feasibility study for setting up an enterprise explained by the trainer (BPRP_3)* was excellent and good. Then, 56 per cent skilled entrepreneurs think that *the approach of enlisting the technical, financial, marketing and commercial aspects of business taught by the trainer (BPRP_4)* was exceptional and beneficial. On the other hand.

Approximately, 56 per cent sample entrepreneurs agree that *methodology of explaining the concept of working capital management and its importance in an enterprise (BPRP_5)* was outstanding and good. Sixty six per cent trained entrepreneurs agree that *methodology of explaining various lending schemes*

including various governments sponsored schemes (BPRP_6) provided was outstanding and good.

About 62 per cent trained entrepreneurs agree that *methodology of explaining and elaborating the need for understanding consumer behaviour and preferences* (BPRP_7) was outstanding and good. Nearly 57 per cent respondents agree that *methodology of explaining the concept of marketing strategy for their product/service and explain the importance of customer service* (BPRP_8) was outstanding and good.

About 73 per cent trained entrepreneurs agree that *methodology of explaining and educating on various lending norms, eligible purposes, investment pattern and loan amount, and margin, rate of interest, security and repayment of loans* (BPRP_9) was outstanding and good. Lastly, about 59 per cent trained entrepreneurs agree that helping the candidates to learn the procedure and skills of conducting market survey by the trainer (BPRP_10) was outstanding and good.

5.4.6 Overall Rating of Training Institutes (Governance and Management)

A total of eight questions were asked to trained respondents to rank the relevant institute in a ten point scale. The responses received were consolidated to arrive at percentage ranks and weighted average score presented as below.

Table 5.18: Overall Rating of Training Institute

Indicator	Percentage of Respondents with Rank										WAS*	Rank #
	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10		
Technical Knowledge of the Trainer	28.8	33.2	29.3	3.9	1.1	0.0	0.1	0.3	0.9	2.5	0.33	VIII
Method of Teaching of the Trainer	26.0	36.0	28.2	4.6	0.8	0.1	0.0	1.2	0.3	2.8	0.34	VII
Physical Infrastructure of the Institute	25.6	34.6	21.4	11.3	2.2	0.3	0.3	1.2	0.8	2.2	0.36	VI
Human Resources (staff) at the Institute	22.1	32.9	28.8	9.3	1.9	0.3	0.4	1.1	0.7	2.5	0.37	V
Governance and Management (Best Practices)	19.4	21.3	29.5	19.6	5.3	0.6	0.0	1.1	0.6	2.8	0.42	II

Pre-training Practices conducted	16.3	18.4	35.1	18.9	6.1	1.0	0.1	1.4	0.3	2.4	0.43	I
Post Training Practices conducted	19.5	20.5	31.7	17.4	5.9	0.7	0.6	1.1	0.3	2.4	0.41	III
Overall <i>rating</i> of your Training Institute	24.1	30.0	25.0	13.3	2.1	0.3	0.3	1.1	0.6	3.3	0.38	IV

Source: Survey Results

`Note: * Weighted Average Score, Note: 1 being 'Most liked' and 10 being the 'Least liked'

Based on the experience and interaction with the faculty of training institute, the trainees were asked to provide their overall rating on their respective training institute on each of the above indicators on a scale of 1 to 10 (1 being 'Excellent' and 10 being 'poor') in terms of most important or excellent training aspects of ETIs. Consequently, a total of eight critical indicators were selected to measure the overall performance. A brief explanation of each indicator is depicted below:

As shown in table respondents rated *Pre-training Practices* undertaken by institutes as the most important (with a Weighted Average Score of 0.43) facet as part of training components, followed by 'Governance and Management (Best practices)' (WAS = 0.42) as their second topmost rating (in terms of ranking their preference) and then *Post Training Practices conducted* (with a WAS = 0.41) to which the respondents have given third preferential indicator in terms of performance of training institutes. On the other hand, two indicators or elements that the respondents assessed as dreadful or poor are the Trainer's Method of Teaching (WAS = 0.34) and the Trainer's Technical Knowledge (WAS = 0.34). (0.33). However, it is to be noted that the weighted average score (WAS) of most of the performance measurable indicators is very close to one another, leading to the conclusion that three aspects, namely *physical infrastructure, the trainer's method of teaching and the trainer's technical knowledge* require further development.

PART - D

5.5 Inferential Statistics Results across Demographic Parameters

Hypothesis 1:

$H_{0(1)}$: There is no significant difference in mean rating scores (1= Poor to 5= Excellent) of *EAP*, *TKS*, *AMP*, *BOMS* and *BPRP* dimensions across the entrepreneurs involved in Manufacturing, Trading and Service sector

$H_{1(1)}$: There is a significant difference in mean rating scores (1= Poor to 5= Excellent) of *EAP*, *TKS*, *AMP*, *BOMS* and *BPRP* dimensions across the entrepreneurs involved in Manufacturing, Trading and Service sector

One Way ANOVA Result:

Table 5.19: One-way ANOVA between Nature of Entrepreneurship and *EAP* Dimension

Particulars	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	0.915	2	0.458	0.770	0.463
Within Groups	427.849	720	0.594		
Total	428.764	722			

Source: Survey Results

Table 5.20 One-way ANOVA between Nature of Entrepreneurship and *TKS* Dimension

Particulars	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	3.111	2	1.555	2.054	0.129
Within Groups	545.201	720	0.757		
Total	548.311	722			

Source: Survey Results

Table 5.21 One-way ANOVA between Nature of Entrepreneurship and *AMP* Dimension

Particulars	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	1.995	2	0.997	1.465	0.232
Within Groups	490.089	720	0.681		
Total	492.083	722			

Source: Survey Results

Table 5.22 One-way ANOVA between Nature of Entrepreneurship and *BOMS* Dimension

Particulars	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	0.683	2	0.341	0.510	0.601
Within Groups	482.215	720	0.67		
Total	482.898	722			

Source: Survey Results

Table 5.23 One-way ANOVA between Nature of Entrepreneurship and *BPRP* Dimension

Particulars	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	0.802	2	0.401	0.547	0.579
Within Groups	527.63	720	0.733		
Total	528.432	722			

Source: Survey Results

It is observed from the one way ANOVA results for *EAP, TKS, AMP, BOMS and BPRP dimensions* are depicted in Table 5.19 to Table 5.23. Accordingly, it is observed that the p-value is greater than the significance alpha level of 0.05 for all the dimensions and thus it is concluded that there is no significant (statistically) difference in mean rating scores of the entrepreneurs involved in Manufacturing, Trading and Service sector with respect to all five dimensions at 5 per cent level of significance. Hence, the null hypothesis $H_{0(1)}$ is accepted and alternative hypothesis

H₁₍₁₎ is rejected. In a sense, the perception across *EAP, TKS, AMP, BOMS and BPRP dimensions* remains the same irrespective of nature of entrepreneurship.

Hypothesis 2:

H₀₂: The importance (significance) of entrepreneurship training in the subjects of *General Management* and *Technical Know-How* domains is dependent on the *type of business units* (Micro, Small and Medium) managed by the respondents.

Chi –Square test:

Table 5.24: Cross Tabulation of Nature of Unit and Significance of *General Management* aspect of Entrepreneurship Training Institute

Nature of Unit	Entrepreneurship Training on General Management			Total
	Significant	Marginal	Insignificant	
Micro	383 (62.5)	211 (34.4)	19 (3.1)	613 (100.0)
Small and Medium	82 (74.5)	24 (21.8)	4 (3.6)	110 (100.0)
Total	465 (64.3)	235 (32.5)	23 (3.2)	723 (100.0)

Source: Survey Results

Pearson Chi-Square Value (table) = 6.753

Asymptotic significance (p-value) = 0.034*, * Significant at 5 per cent level

From the Chi-square test result (Table 5.24), it is observed that p-value is 0.034 (chi-square =6.753) which is less than the significant alpha level of 0.05 (at 95 per cent confidence level). Hence, the hypothesis (H₂) that dependency on the significance of *General Management* aspect of entrepreneurship training and the *Nature of Units* is accepted. In essence, there is a statistical evidence to accept the hypothesis that as one moves from micro to Small and medium scale units, higher percentage entrepreneurs accepting that training has made a significant impact on general management aspect in their business venture. This is evident from Table 5.24 indicating that 62.5 per cent of micro and 74.5 per cent of Small and medium

entrepreneurs disclosed that the entrepreneurship training on General Management has made a significant impact.

Table 5.25: Cross Tabulation of Nature of Unit and Significance on *Technical Know How* Feature of Entrepreneurship Training Institute

Nature of Unit	Entrepreneurship Training on <i>Technical Know-How</i>			Total
	Significant	Marginal	Insignificant	
Micro	367 (59.9)	190 (31.0)	56 (9.1)	613 (100.0)
Small and Medium	59 (53.6)	37 (33.6)	14 (12.7)	110 (100.0)
Total	426 (58.9)	227 (31.4)	70 (9.7)	723 (100.0)

Source: Survey Results

Pearson Chi-Square Value (table) = 2.065

Asymptotic significance (p-value) = 0.356

From the Chi-square test result it is observed that p-value is 0.356 (chi-square =2.065) which is greater than the significant alpha level of 0.05 (at 95 percent confidence level). Hence, the hypothesis (H₂) that the dependency on Technical Know-How aspect of entrepreneurship training and *Nature of Units* is rejected. In essence, there is no statistical evidence to accept or conclude the hypothesis that as one move from micro to small and medium scale units, a higher percentage entrepreneur accepting that training has made a significant impact on technical knowhow aspect in their business venture. This is evident from Table 5.25 that there is no variation in the percentage of micro 59.9 per cent and 53.6 per cent of Small and medium entrepreneurs stating as significant. The same holds good to ‘marginal’ impact category.

Hypothesis 3:

It is intended to test the hypothesis that Proportion of respondents stating that entrepreneurship training programme has been significantly beneficial differs across entrepreneurs involved in *Manufacturing and Trading* and *Service sector*.

H_{03(a)}: The difference between the proportion of *Manufacturing and Trading* entrepreneurs stating that entrepreneurship training has been beneficial to those of *Service sector* entrepreneurs is equal to zero. This means that proportion of *Manufacturing and Trading* entrepreneurs stating entrepreneurship training has been beneficial is in same proportion as *Service sector* entrepreneurs.

Now, the null hypothesis would be for the first statement would be

$$H_{13(a)} = \text{Prop} (\textit{Manufacturing and Trading}) - \text{Prop} (\textit{Service sector}) = 0$$

H_{03(b)}: The difference between the proportion of Manufacturing and Trading entrepreneurs stating that entrepreneurship training has been beneficial to those of Service entrepreneurs is less than zero. This means that proportion of Manufacturing and Trading stating entrepreneurship training has been beneficial is in lesser proportion to Service entrepreneurs.

Now, the alternative hypothesis for the first statement would be

$$H_{13(b)} = \text{Prop} (\textit{Manufacturing and Trading}) - \text{Prop} (\textit{Service sector}) < 0$$

H_{03(c)}: The difference between the proportion of *Manufacturing and Trading* entrepreneurs stating that entrepreneurship training has been beneficial to those of Service entrepreneurs is greater than zero. This means that proportion of *Manufacturing and Trading* stating entrepreneurship training has been beneficial is in higher proportion as Service entrepreneurs.

Now, the alternative hypothesis would be for the first statement would be

$$H_{13(c)} = \text{Prop} (\textit{Manufacturing and Trading}) - \text{Prop} (\textit{Service sector}) > 0$$

Table 5.26: Cross Tabulation between Nature of Business Units and the Acceptance of benefits of Entrepreneurship Training

Nature of Business Unit	Yes	No	Total
Manufacturing and Trading (x)	304 (95.6)	14 (4.4)	318 (100.0)
Service Sector (y)	380 (93.8)	25 (6.2)	405 (100.0)
Total	684	39	723

Source: Survey Results

Table 5.27: Two Sample Test of Proportions Result					
Two-sample test of proportions			x: Number of obs =	318	
			y: Number of obs =	405	
Variable	Mean	Std. Err.	z	P> z	[95% Conf. Interval]
x	.96	.0109888			.9384623 .9815377
y	.94	.0118008			.9168708 .9631292
diff	.02	.0161249			-.0116043 .0516043
	under Ho:	.0165144	1.21	0.226	
diff = prop(x) - prop(y)					z = 1.2111
Ho: diff = 0					
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0	
Pr(Z < z) = 0.8871		Pr(Z < z) = 0.2259		Pr(Z > z) = 0.1129	

Source: Survey Results

From the above two sample test of proportion result, it emerges that the difference in Proportion of *Manufacturing and Trading* entrepreneurs saying “yes” [i.e., 304/318 = 0.956] and that of *Service sector* [i.e., 380/405 = 0.938] not equal to zero [encircled in blue colour] is statistically not significant (as p-value (0.2259) is greater than 0.05) at 5 per cent level. Hence, the alternative hypothesis H_{3a} of having no difference between *Manufacturing and Trading* and *Service sector* entrepreneurs is accepted and one would conclude that there is no statistical evidence to say that proportion of *Manufacturing and Trading* (96 per cent) getting entrepreneurs more benefits from entrepreneurship training is in higher proportion to that of *Service sector* (94 per cent) (Table 5.26) or vice versa.

Hypothesis 4:

$H_{0(4)}$: There is no significant difference in mean rating score (1 to 10) on the performance of training institutes between micro and small and medium scale entrepreneurs on eight determinants namely *Technical Knowledge of the Trainer*, *Method of Teaching of the Trainer*, *Physical Infrastructure of the training institute*, *Human Resources (staff) at the Institute*, *Governance and Management*, *Pre-training Practices conducted*, *Post Training Practices conducted* and the *Overall rating of the training institute*.

$H_{1(4)}$: There is a significant difference in mean rating score (1 to 10) on the performance of training institutes between micro and small and medium scale entrepreneurs on eight determinants namely *Technical Knowledge of the Trainer*, *Method of Teaching of the Trainer*, *Physical Infrastructure of the training institute*, *Human Resources (staff) at the Institute*, *Governance and Management*, *Pre-training Practices conducted*, *Post Training Practices conducted* and the *Overall rating of the training institute*.

Table 5.28: Independent t-test result on Performance of Training across Type of Units

Dimension	Type of unit	N	Mean	SD	t-value	p-value
Technical Knowledge of the Trainer	Micro	613	2.37	1.52	-1.193	0.233
	S and M	110	2.57	2.37		
Method of Teaching of the Trainer	Micro	613	2.41	1.53	-1.654	0.099
	S and M	110	2.71	2.55		
Physical Infrastructure of the training institute	Micro	613	2.55	1.60	-1.426	0.154
	S and M	110	2.81	2.56		
Human Resources (staff) at the Institute	Micro	613	2.63	1.60	-1.051	0.294
	S and M	110	2.82	2.48		
Governance and Management	Micro	613	3.02	1.64	0.572	0.568
	S and M	110	2.91	2.56		
Pre-training Practices conducted	Micro	613	3.10	1.55	0.626	0.531
	S and M	110	2.99	2.48		
Post Training Practices conducted	Micro	613	2.99	1.59	0.387	0.699
	S and M	110	2.92	2.49		
Overall rating of the training institute	Micro	613	2.71	1.72	-0.731	0.465
	S and M	110	2.85	2.66		

Source: Survey Results

Note: S and M – Small and Medium enterprise.

It is observed from the independent t-test result depicted in Table that there is no significant difference in mean rating scores between Micro and Small and Medium entrepreneurs with respect to *Technical Knowledge of the Trainer* ($t = -1.193$, $p = 0.233$, $p > 0.05$), *Method of Teaching of the Trainer* ($t = -1.654$, $p = 0.099$, $p > 0.05$),

Physical Infrastructure of the training institute ($t = -1.426$, $p = 0.154$, $p > 0.05$), *Human Resources (staff) at the Institute* ($t = -1.051$, $p = 0.294$, $p > 0.05$), *Governance and Management* ($t = 0.572$, $p = 0.568$, $p > 0.05$), *Pre-training Practices conducted* ($t = 0.626$, $p = 0.531$, $p > 0.05$), *Post Training Practices conducted* ($t = 0.387$, $p = 0.699$, $p > 0.05$) and *Overall rating of the training institute* ($t = -0.731$, $p = 0.465$, $p > 0.05$) at 5 per cent level of significance. Hence, the null hypothesis $H_{0(4)}$ is accepted and alternative hypothesis $H_{1(4)}$ is rejected. *The rounding of the mean scores to the next higher decimal place would be 3.0 indicating that both Micro and Small and Medium entrepreneurs in totality are of the view that the overall training providing by 29 institutes is good, if not excellent.*

PART - E

5.6 Institutional Development Index (IDI):

The basis of calculation of calculating the IDI is from the Multidimensional Poverty Index technique. IDI identifies the development at the institutional level in eight classified dimensions (Table 5.29) for measuring IDI pertaining to Entrepreneurial Training performance dimensions namely *Training on Key Management Areas (TKMA)*, *Support System of Institute in Post Training (SS)*, *Entrepreneurship Awareness Programmes (EAP)*, *Technical Knowledge and Skills (TKS)*, *Achievement Motivation Programme (AMP)*, *Business Opportunity Guidance (Market Support)* and *Managerial Skills (BOMS)*, *Bank Linkages and Project Report Preparation (BPRP)* and *Governance and Management (G and M)*.

Institutional Development Index is calculated from the data collected based on combination of questions such as multiple choices, categorical (Yes/No) and likert scale (from 1 to 5) type of data in each training institute. A total of **65** indicators (questions) are considered for the calculation of IDI with **eight** indicators (questions) under *TKMA dimension* (see Table 5.29 for the description of each indicator), **five** indicators under *SS dimension*, **Eight** indicators under *EAP, TKS and AMP dimension*, **10** indicators under *BPRP and BOMS dimensions* and finally eight indicators under *G and M dimension*.

IDI primarily involves four steps. The first step is the decision of arriving at the cut off points on each of the indicator. Accordingly, the cut off were based on the expert opinion and is explained in Table 5.30. Now, based on the cut offs, an individual respondent under each institute would obtain a score '1' for an indicator based on his/her choice of answer or exceeds the cut off point in case of likert scale indicator or otherwise '0'. These scores are aggregated at an individual institution level.

As a second step, considered to be critical is the allocation of **weights**. A choice is on whether,

- (i) Equal weight to be given to all 33 indicators (i.e., weight being 1/33 for each indicator)
- (ii) Equal weight to each of the five dimensions and indicators within each dimension subsequently getting equal weight and
- (iii) Different weight to each of five dimensions and indicators within each dimension subsequently getting equal weight.

Accordingly, based on expert opinion and also considering the importance of a particular dimension under the consideration, the third choice of having a *different weight to each of five dimensions and indicators within each dimension subsequently getting equal weight* is considered (see Table 5.30).

Table 5.29: Description of Indicators under Classified Dimensions considered for measuring IDI

I. Training on Key Management Areas		
<i>Indicator Description</i>	Code = 0	Code = 1
General Management	Marginal and Insignificant	Significant
Product Mix	Marginal and Insignificant	Significant
Marketing	Marginal and Insignificant	Significant
Mobilization of Funds	Marginal and Insignificant	Significant
Pricing	Marginal and Insignificant	Significant
Planning	Marginal and Insignificant	Significant
Control	Marginal and Insignificant	Significant
Financial Control	Marginal and Insignificant	Significant
II. Support System of ETI in Post Training (for establishment of ventures)		
	Code = 0	Code = 1
Financial Assistance	Not at all, To limited and Some extent	To a greater Extent
Consultancy Support	Not at all, To limited and Some extent	To a greater Extent
Technical Support	Not at all, To limited and Some extent	To a greater Extent
Single Window facility	Not at all, To limited and Some extent	To a greater Extent
Significant benefits from ETI	NO	YES
III. Entrepreneurship Awareness Programmes (EAP)		
	Code = 0	Code = 1
EAP_1	Poor, Fair, Average	Good, Excellent
EAP_2	Poor, Fair, Average	Good, Excellent
EAP_3	Poor, Fair, Average	Good, Excellent
EAP_4	Poor, Fair, Average	Good, Excellent
EAP_5	Poor, Fair, Average	Good, Excellent
EAP_6	Poor, Fair, Average	Good, Excellent
EAP_7	Poor, Fair, Average	Good, Excellent
EAP_8	Poor, Fair, Average	Good, Excellent
IV. Technical Knowledge and Skills (TKS)		
	Code = 0	Code = 1
TKS_1	Poor, Fair, Average	Good, Excellent
TKS_2	Poor, Fair, Average	Good, Excellent
TKS_3	Poor, Fair, Average	Good, Excellent
TKS_4	Poor, Fair, Average	Good, Excellent

TKS_5	Poor, Fair, Average	Good, Excellent
TKS_6	Poor, Fair, Average	Good, Excellent
TKS_7	Poor, Fair, Average	Good, Excellent
TKS_8	Poor, Fair, Average	Good, Excellent
V. Achievement Motivation Programme (AMP)		
	Code = 0	Code = 1
AMP_1	Poor, Fair, Average	Good, Excellent
AMP_2	Poor, Fair, Average	Good, Excellent
AMP_3	Poor, Fair, Average	Good, Excellent
AMP_4	Poor, Fair, Average	Good, Excellent
AMP_5	Poor, Fair, Average	Good, Excellent
AMP_6	Poor, Fair, Average	Good, Excellent
AMP_7	Poor, Fair, Average	Good, Excellent
AMP_8	Poor, Fair, Average	Good, Excellent
VI. Business Opportunity Guidance (Market Support) and Managerial Skills (BOMS)		
	Code = 0	Code = 1
BOMS_1	Poor, Fair, Average	Good, Excellent
BOMS_2	Poor, Fair, Average	Good, Excellent
BOMS_3	Poor, Fair, Average	Good, Excellent
BOMS_4	Poor, Fair, Average	Good, Excellent
BOMS_5	Poor, Fair, Average	Good, Excellent
BOMS_6	Poor, Fair, Average	Good, Excellent
BOMS_7	Poor, Fair, Average	Good, Excellent
BOMS_8	Poor, Fair, Average	Good, Excellent
BOMS_9	Poor, Fair, Average	Good, Excellent
BOMS_10	Poor, Fair, Average	Good, Excellent
VII. Bank Linkages and Project Report Preparation (BPRP)		
	Code = 0	Code = 1
BPRP_1	Poor, Fair, Average	Good, Excellent
BPRP_2	Poor, Fair, Average	Good, Excellent
BPRP_3	Poor, Fair, Average	Good, Excellent
BPRP_4	Poor, Fair, Average	Good, Excellent
BPRP_5	Poor, Fair, Average	Good, Excellent
BPRP_6	Poor, Fair, Average	Good, Excellent
BPRP_7	Poor, Fair, Average	Good, Excellent
BPRP_8	Poor, Fair, Average	Good, Excellent
BPRP_9	Poor, Fair, Average	Good, Excellent
BPRP_10	Poor, Fair, Average	Good, Excellent

VIII. Governance and Management (G and M)		
	Code = 0	Code = 1
Technical Knowledge of the Trainer	5 to 10	1 to 4
Method of Teaching of the Trainer	5 to 10	1 to 4
Physical Infrastructure of the Training institute	5 to 10	1 to 4
Human Resources (staff) at the Institute	5 to 10	1 to 4
Governance and Management (Best Practices)	5 to 10	1 to 4
Pre-training Practices conducted	5 to 10	1 to 4
Post Training Practices conducted	5 to 10	1 to 4
Overall <i>rating</i> of Training Institute	5 to 10	1 to 4

Table 5.30: Different Weights for each of Dimensions and Indicators within each Dimension

Dimension	No. of Indicators	Dimension Weight	Indicator Weight
Training on Key Management Areas	08	20 Per cent	2.50
Support system of ETI in Post Training	05	20 Per cent	4.00
EAP	08	10 Per cent	1.25
TKS	08	10 Per cent	1.25
AMP	08	10 Per cent	1.25
BOMS	10	10 Per cent	1.00
ESS	10	10 Per cent	1.00
G and M	08	10 Per cent	1.25

Source: Survey Results

In the third step, the scores of an individual respondent (who had taken training at each institute) level are aggregated to an overall score of each respondents based on the weighting pattern mentioned in Table 5.30. Now, a criterion is set on the cut off of this overall score. The two common alternative criteria's used are

- (i) 33 per cent cut off (i.e., an institution is finally termed as developed, if his/her overall weighted score is greater than 0.33 or 33 per cent).
- (ii) 50 per cent cut off (i.e., an institution is finally termed as developed, if his/her overall weighted score is greater than 0.50 or 50 per cent).

Now, the IDI value is calculated using the formula

$$IDI = H \times A$$

Where H is the *Head Count Ratio* defined as a proportion of multi dimensionally better performed training institute. Mathematically, $H = q / n$, where 'q' is the number of individuals who are multi dimensionality improved (technically and economically) and 'n' is the total number of individuals. Now, 'A' is defined as the *Intensity of Institutional Development* which reflects the proportion of the weighted component indicators in which, on average, the most beneficial respondents. Thus, IDI value is the product of two measures- the multidimensional social head count ratio and the intensity of the Institutional development.

As a fourth step, to arrive at the percentage score by dimension wise for each training institute, the average of all respondents under each dimension namely *Training on Key Management Areas (TKMA)*, *Support system of training institute in post training (SS)*, *Entrepreneurship Awareness Programmes (EAP)*, *Technical Knowledge and Skills (TKS)*, *Achievement Motivation Programme (AMP)*, *Business Opportunity guidance (Market Support) and Managerial Skills (BOMS)*, *Bank Linkages and Project Report Preparation (BPRP) and Governance and Management (G and M)* is calculated. This average score is multiplied by the IDI value to obtain the percentage (per cent) contribution of each of dimension to the Institutional Development Index based on its performance.

Cut off Criteria:

With regard to percentage cut off criteria, firstly IDI index was arrived with a 33 per cent cut off criteria. However, it emerged than all trainers' Head Count Ratio (H) was equal to 1. Hence, to have stricter criterion, a 50 per cent cut off score is considered to arrive at IDI index.

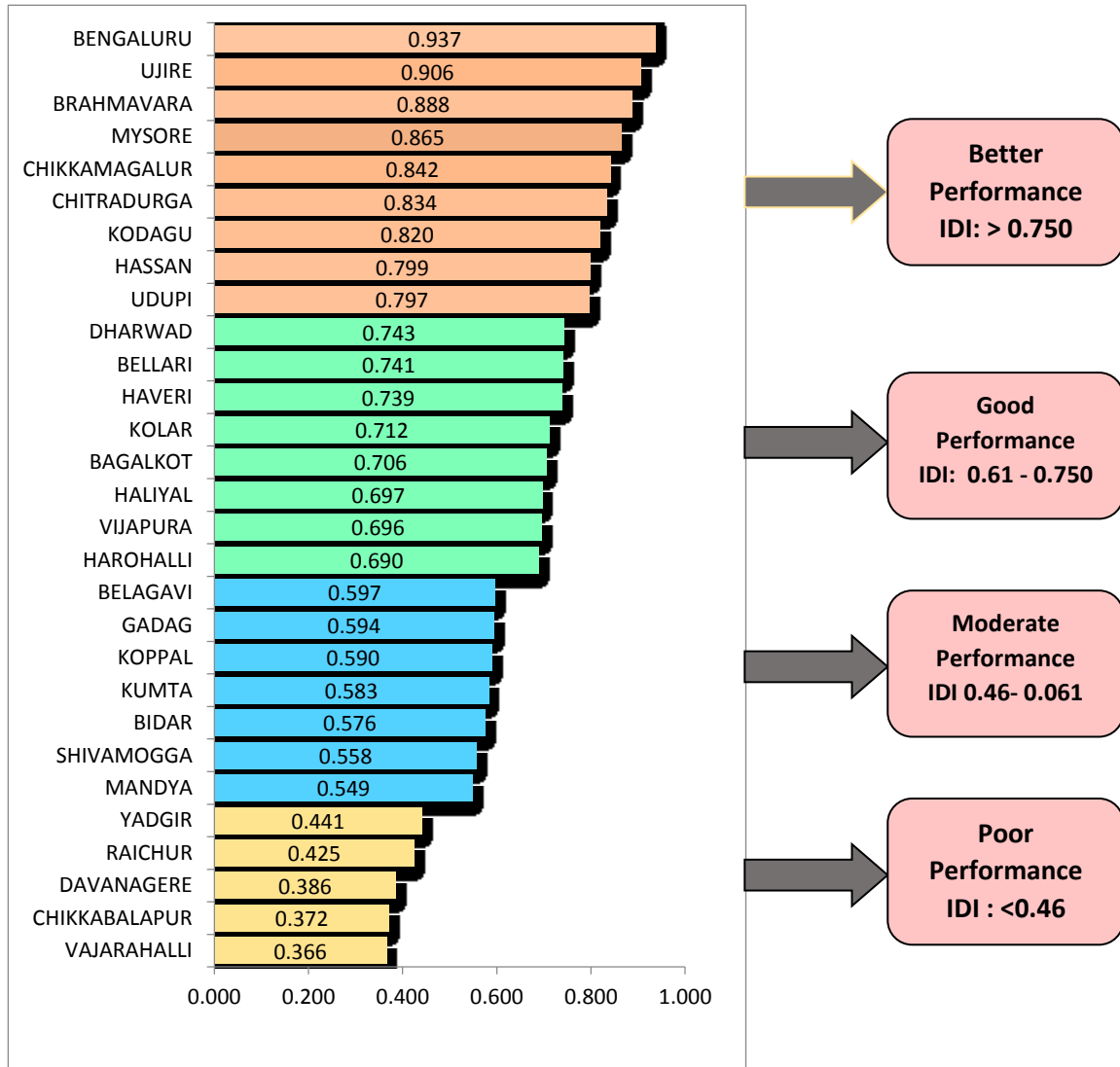
Table 5.31: Institutional Development Index (IDI) Value and Percentage Contribution to Dimensions

RSETI	H	A	IDI	Percentage contribution to Institutional Development Index							
				KEY MANAGEMENT	SUPPORT SYSTEM	EAP	TKS	AMP	BOMS	BPRP	G and M
BENGALURU	1.000	0.937	0.937	13.9	5.3	10.7	10.1	10.7	29.0	10.0	10.4
UJIRE	1.000	0.906	0.906	9.1	7.4	11.0	10.9	10.6	30.3	9.7	11.0
BRAHMAVARA	1.000	0.888	0.888	13.6	5.4	10.4	10.8	10.4	29.8	10.1	9.5
MYSORE	1.000	0.865	0.865	12.6	6.8	11.2	9.8	9.7	29.3	9.0	11.6
CHIKKAMAGALUR	0.920	0.915	0.842	14.6	9.5	10.5	9.5	7.8	28.2	9.5	10.5
CHITRADURGA	0.885	0.942	0.834	13.4	7.0	10.3	10.0	10.4	29.0	9.4	10.5
KODAGU	0.962	0.853	0.820	7.7	5.8	11.4	11.4	11.2	31.7	10.3	10.4
HASSAN	0.880	0.908	0.799	16.0	7.4	11.0	9.1	9.0	28.2	8.3	11.0
UDUPI	0.920	0.866	0.797	15.6	7.2	11.2	10.5	11.1	26.1	7.8	10.5
DHARWAD	0.916	0.811	0.743	11.2	6.0	11.6	10.7	10.6	29.7	9.0	11.3
BELLARI	0.810	0.915	0.741	13.5	8.9	10.4	10.3	9.7	28.2	8.6	10.4
HAVERI	1.000	0.739	0.739	6.9	6.7	13.5	13.5	12.2	28.0	6.8	12.4
KOLAR	0.800	0.890	0.712	10.5	7.4	11.2	10.9	10.0	30.1	8.8	11.1
BAGALKOT	0.800	0.882	0.706	11.1	9.5	11.0	8.8	10.5	29.1	8.7	11.3
HALIYAL	0.920	0.758	0.697	8.3	7.3	12.6	11.1	10.8	29.8	7.5	12.6

VIJAPURA	0.680	1.023	0.696
HAROHALLI	0.800	0.863	0.690
BELAGAVI	0.640	0.932	0.597
GADAG	0.760	0.782	0.594
KOPPAL	0.760	0.776	0.590
KUMTA	0.759	0.768	0.583
BIDAR	0.748	0.770	0.576
SHIVAMOGGA	0.739	0.755	0.558
MANDYA	0.701	0.783	0.549
YADGIR	0.660	0.668	0.441
RAICHUR	0.594	0.715	0.425
DAVANAGERE	0.556	0.695	0.386
CHIKKABALAPUR	0.497	0.749	0.372
VAJARAHALLI	0.480	0.762	0.366
TOTAL	0.892	0.902	0.805

14.7	11.5	9.8	9.7	9.8	27.1	7.9	9.6
12.8	8.3	10.5	10.7	9.8	28.5	7.9	11.6
13.4	6.7	10.2	9.9	10.1	29.6	9.5	10.6
14.3	7.0	7.2	11.7	8.3	29.9	8.8	12.8
8.4	7.8	12.4	12.4	11.9	27.4	7.2	12.4
10.7	7.0	10.7	9.9	10.9	30.3	9.0	11.7
10.8	3.8	13.1	12.8	10.4	28.8	7.8	12.6
5.2	5.5	11.9	11.8	11.7	32.5	10.6	10.7
11.6	5.3	12.7	9.9	12.5	27.9	7.4	12.7
6.5	7.3	14.2	11.9	11.1	28.7	7.4	13.0
6.4	8.1	13.7	10.9	11.6	29.4	6.1	13.8
13.9	8.5	12.1	6.9	8.0	30.4	8.7	11.5
11.8	7.9	11.3	9.3	9.9	29.9	6.8	13.2
7.7	7.0	12.4	12.7	13.0	26.3	7.9	13.0
20.32	6.39	10.24	9.40	9.24	26.25	7.61	10.54

Figure 5.11: Institutional Development Index Values (in Descending Order)



Source: Survey Results

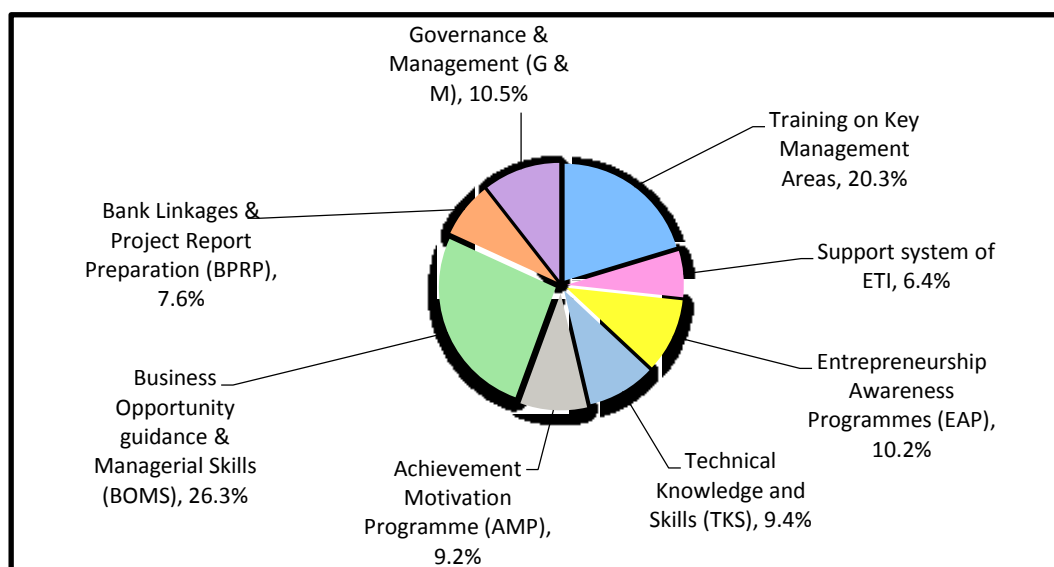
The classification of performance is based on the 2014 Human Development 2014 report of Karnataka, [Achievement in human development: Better Performance (with an HDI of 0.750 and above), Good Performance (0.600-749), Moderate Performance (HDI of 0.450–0.599), Poor Performance (0.300-0.449) and Very Poor Performance (HDI of less than 0.299)’ (HDR, 2014.p.20)].

Institutional Development Index IDI is constructed with the goal of tracking the success of training institutes and serving as a monitoring tool for policymakers to adopt suitable and adequate interventions to ensure that young aspiring entrepreneurs in the state receive proper training. In this regard, Table 5.31 depicts the Institutional

Development Index (IDI) value and percentage contribution to dimensions (50 per cent cut off criteria) of all 29 training institutes considered for the analysis. The graphical output of IDI values is given in Figure 5.11. Accordingly, the IDI result classifies training institutes into Poor, Moderate, Good and Better categories based on the IDI scores. As per the above classification, a total of nine training institutes (comprising of 31 per cent of the total institutes) get classified into a *Better* category. Among them, the topmost is Bengaluru with an IDI value of 0.937 followed by Ujire (0.906) and Brahmavara (0.888). Yet, a wide variation ranging from Bengaluru (0.937) to Udupi (0.797) is observed among the better performing training institutes. Interestingly, the IDI of Hassan (0.799) slightly exceeds the value of Udupi (0.797) where the later is considered as a progressive district.

Now, on the same classification, a total of eight training institutes (comprising of 27 per cent of the total institutes) get classified into a *Good* performance category with the topmost is Dharwad with an IDI value of 0.743 followed by Bellari (0.741) and Haveri (0.739). Yet, a wide variation ranging from Dharwad (0.734) to Harohalli (0.690) is observed among the good performing training institutes. Observing the list of institutes falling under *Moderate* performance category total of seven institutes (24 per cent) namely Belagavi (0.597), Gadag (0.594), and Koppal (0.590) and so on are to be mentioned. Finally, a total of five training institutes fall under *Poor* performance category.

Figure 5.12: Percentage Share of each Dimension to the Overall IDI



Source: Survey Results

Furthermore, according to the degree of contribution of each indicator to the overall Institutional Development Index (Figure 5.12), *Business Opportunity Guidance and Managerial Skills (BOMS)* contributes the most (26.3 per cent) to IDI. This indicates that a significant number of entrepreneurs lack enough training in order to improve their managerial skills, as well as a need to expand their business chances. It emerged clearly nearly 45 per cent entrepreneurs categorically state that the trainers' teaching ability in providing guidance on` the scope of business opportunities and new avenues, guidance on preparing a feasibility report on business opportunity based on the market survey, and guidance on exposing for practical marketing experience and marketing opportunities is awful and poor. As a result, it is recommended that the training institution place a greater emphasis on the BOMS dimension.

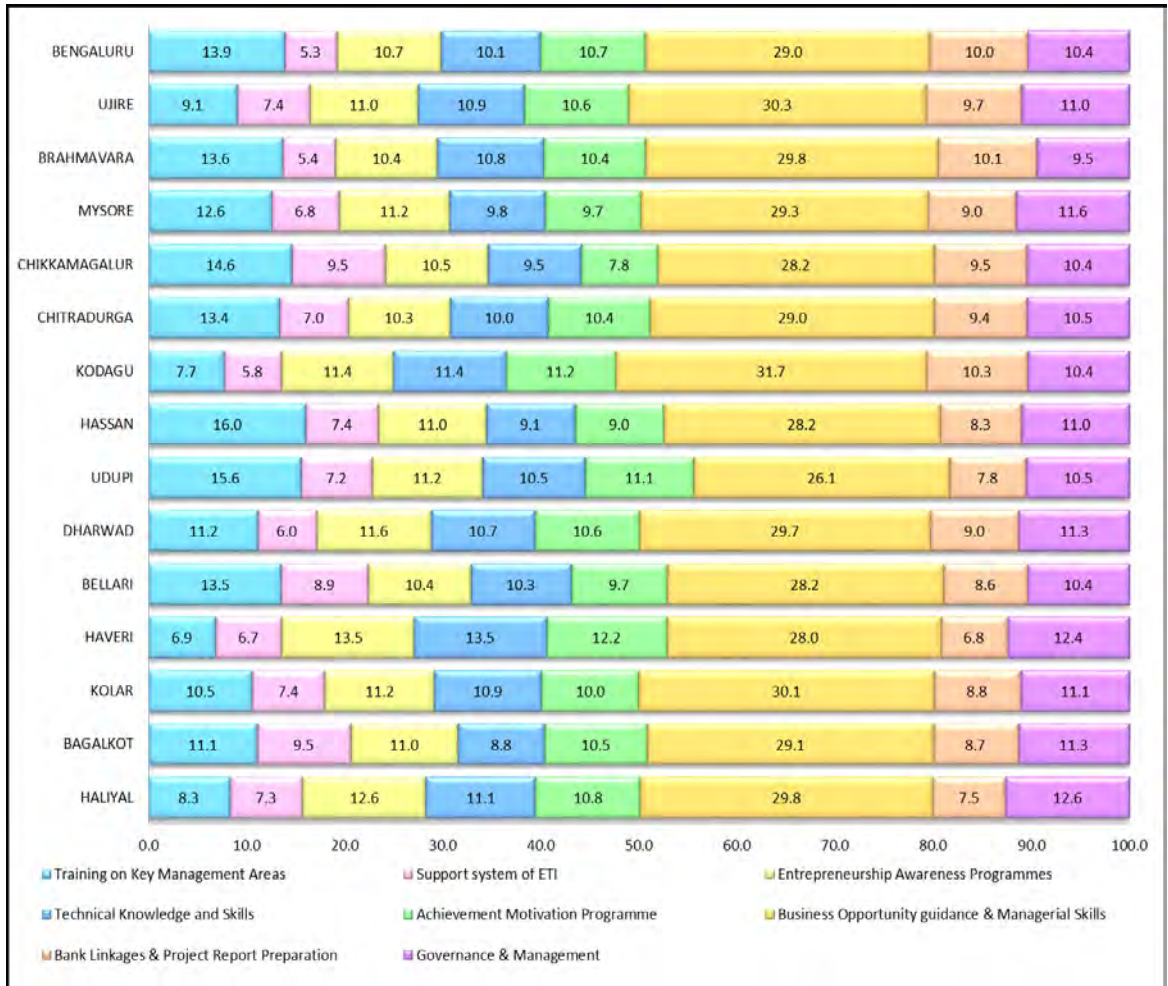
Similarly, the *Training on Key Management Areas* dimension has the second greatest percentage of contribution IDI (20.3 per cent). Similarly to the previous dimension, entrepreneurs believe that rigorous training in key management is required, with an emphasis on general management, product mix, marketing, finance mobilization, product pricing, establishing a profitable company strategy, and greater monetary control in the business.

Finally, Governance and Management is the last (but not least) facet that requires greater attention or importance. This dimension is primarily concerned with the trainer's technical knowledge, instructional methods, and the training institute's physical infrastructure. Despite not accounting for the majority of IDI contributions, the entrepreneurs have expressed worry about the staff behaviour and delivery of practical sessions. As a result, training institutes should go above and beyond to earn the title of best practicing training institute.

The disaggregate Percentage contribution of each of the dimension influencing IDI by institute wise is provided in Figure 5.13.

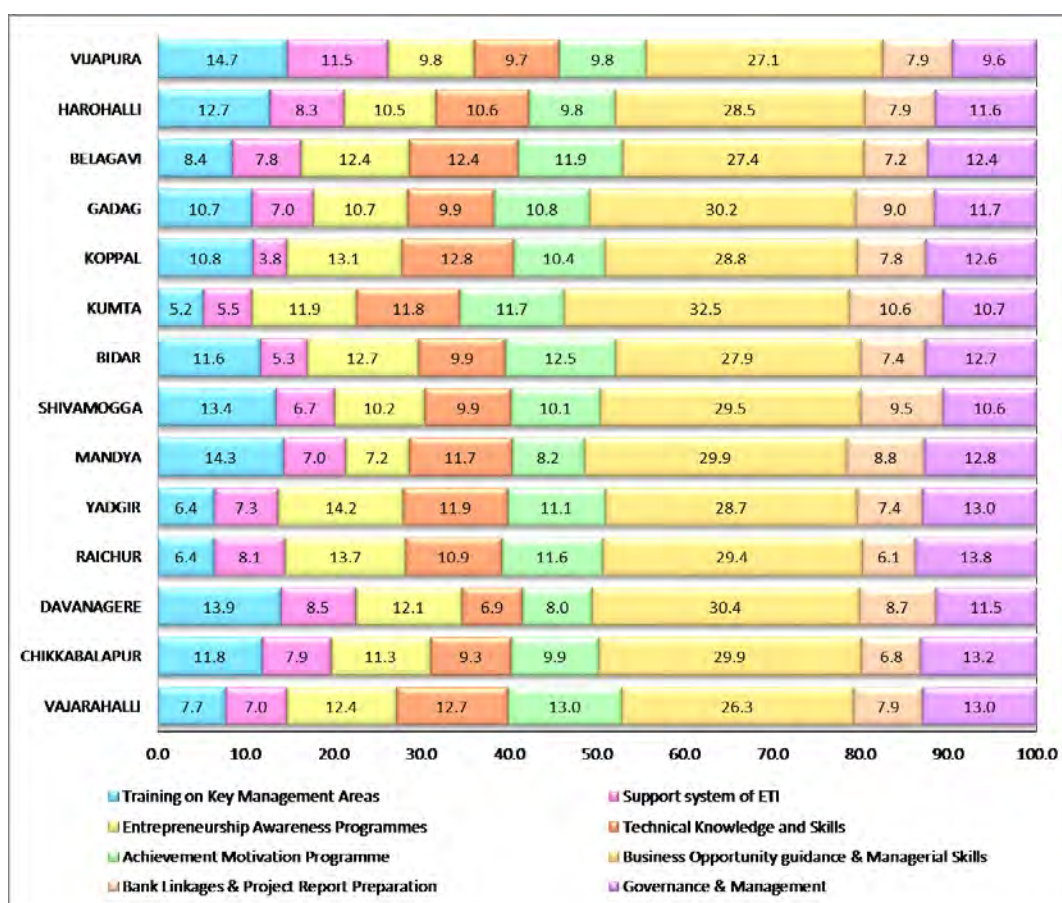
Figure 5.13: Percentage Contribution of each Indicator to the Overall Institutional Development Index -Institute wise

(Figures in %)



Source: Survey Results

Figure 5.13: Percentage Contribution of each Dimension (Continued)



Source: Survey Results

According to Figure 5.13, the respondents of Hassan Institute believe that training on Key Management Areas (16.0 per cent) in enhancing the performance of Institute. On the other hand, trainees of Shimoga Institute opined that only 5.2 per cent extent keeping less importance to it. For Vijayapura Institute support system is highly important (11.5 per cent) and for Bidar it is the least (3.8 per cent).

EAP dimension is ranked highest by respondents of Yadgir (14.2 per cent) but on the other side, Gadag ranked lowest to it (7.2 per cent). TKS was ranked by Haveri on top with 13.5 per cent and least by Davangere with 6.9 per cent.

AMP is an important criterion for trained entrepreneurs of Vajarahalli with 13 per cent contribution, whereas Chikkamagalur trainees ranked lowest with 7.8 per cent. BOMS criterion is ranked most important by Shivamogga with 32.5 per cent and Udipi with the lowest of 26.1 per cent.

Again Shivamogga ranked the highest importance on BPRP with 10.6 per cent and Raichur stressed the lowest with 6.1 per cent. Regarding Governance and Management Practices, Raichur ranked high with 13.8 per cent and Brahmavara low with 9.5 per cent.

5.7 Conclusion

The present chapter presents the performance evaluation of sample Entrepreneurship Training Institutes in Karnataka using appropriate statistical methods and analysis. The impact of various evaluation criteria and indicators on institutional performance is studied so as to come out with an all-inclusive Institutional Development Index. It was found that the performance of institutes requires improvement of a few criteria or indicators as per the opinion and perception of the trained candidates.

Chapter – VI



Chapter- VI
Summary of Major Findings,
Suggestions and Conclusion

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Chapter-VI

Summary of Major Findings, Suggestions and Conclusion

6.1 Introduction

The chapter presents the gist of findings of the empirical study carried out. Results were derived from in depth study of both primary and secondary data. Suitable statistical techniques were used to analyze the data according to the planned research design. Suggestions were enlisted on the basis of findings of study applying logical judgments. The study is based on the perceptions of trained entrepreneurs randomly selected by the researcher to analyse the performance of ETIs in Karnataka. Twenty nine ETIs were covered in this survey research. Application of theoretical knowledge as may be required is done from review of available literature which established the background of the study. The opinions of respondents were collected and analysed to establish and achieve the objectives of research using suitable statistical methods and applications.

6.2 Summary of Major Findings

The study findings were presented on the basis of empirical study of ETIs in Karnataka which was derived from decisive response of 723 respondents. The demographic features included basic information relating to respondents and the details of business activity they involved after receiving the training at ETIs. The various performance dimensions were evaluated so as to get a consolidated and comprehensive index to get a clear picture of performance of the ETI. Again specific hypotheses were tested on individual basis to ascertain and bring out interrelations between performance dimensions and demographic variables. Institutional Development Index was developed to rank the ETIs using the Multidimensional Poverty Index technique.

6.2.1 Demographic Features of the Sample

Majority respondents were male (65 per cent), below 40 age group (87 per cent) belonged to the nuclear family (91 per cent). Sixty per cent respondent's education was below the secondary and pre-university level. Ninety three per cent respondents were from below poverty line which would mean from an economically poor background. Fifty Nine per cent respondents had two income earners in their

families. Fifty six per cent belonged to the service sector as their business activity. Eighty five per cent businesses were micro-enterprises and 96 per cent were owned by single proprietors. Eighty three per cent were established by entrepreneurs trained by institutes. Eighty two per cent were established during the study period between 2015 and 2020. Ninety one per cent employed one to three persons in their enterprise. Sixty four per cent started their ventures with an initial capital investment of less than One Lakh rupees. Around 53 per cent stated that the reason for entering into self-employment and entrepreneurship is the family environment and desire to lead an independent life. Fifty two per cent said it was the unemployment problem that made them to start a business. Only 21 per cent could avail benefits from government subsidy schemes on their bank loans in financing their business. Only 97 per cent were happy with or satisfied with the state of their business. 85 per cent were thinking about business expansion

6.2.2 Training Profile of Respondents

Sixty one per cent were trained by the institute for more than 20 days and 29 per cent were trained for 10 days. Ninety four per cent respondents were trained between 2015 and 2020, which is the study period of this research. Ninety six per cent stated that the trainer contacted them after completion of training. On the other hand, only 17.8 per cent approached RSETI for assistance when establishing their units, 23.6 per cent approached RSETI when getting bank loan facilities and almost the same amount of respondents approached RSETI when expanding their firm. Approximately 50 areas of business or vocation were covered by this research. 94.6 per cent respondents stated that they received major benefits from training. Eighty three per cent couldn't avail single window facility, 43 per cent couldn't get any technical expertise, 62 per cent couldn't get any consultancy support and 57 per cent couldn't receive any financial assistance after the completion of training and during their effort of establishing and running the enterprise. Regarding the impact of training inputs 65 per cent stated that general management aspects taught during training is significant. Fifty nine per cent respondents felt technical knowledge was important. Around forty per cent felt the significance of finance; marketing, planning, controlling and other aspects of training helped them in their business. Whopping 99 per cent respondents agreed that they suggest the potential entrepreneurs to attend the training before taking it up. The reason being 81 per cent quoting it would help them

in getting technical know-how and 66 per cent stating it would help general business management.

6.2.3 Performance Evaluation of Entrepreneurship Training Institutes

6.2.3.1 Entrepreneurship Awareness Programme (EAP)

Around 91 per cent trained entrepreneurs agree that lecture on skill development and orienting youngsters toward self-employment/ entrepreneurship (EAP_1) is outstanding and good. Approximately 87 per cent trained entrepreneurs agree that the institute's creation of awareness in the form of delivering information about the support available from banks and government agencies for enterprise promotion (EAP_2) was outstanding and good. About 86 per cent trained entrepreneurs felt that the institute's promotion of awareness in the form of pushing young people to start their own businesses by presenting role models (EAP_3) was excellent and good. Seventy seven per cent skilled entrepreneurs think that networking with various social/developmental forums/institutions and organizations for reaching out to vast segments of society increased awareness (EAP_4) were exceptional and beneficial. Approximately, 84 per cent trained entrepreneurs agree that spreading the message of self-employment as an alternative career option as part of an awareness programme (EAP_5) was outstanding and good. Eighty five per cent trained entrepreneurs agree that the Quality of EAP has been excellent and quality delivery not comprised during the training programme (EAP_6) was outstanding and good. Eighty five per cent trained entrepreneurs agree that the explanation of the purpose and importance of each activity requirement for successful business activity (EAP_7) was outstanding and good. About 84 per cent trained entrepreneurs agree that the institute's creation makes the trainees aware of various formalities and requirements in launching the business. (EAP_8) was outstanding and good.

7.2.3.2 Technical Knowledge and Skills (TKS)

Around 86 per cent trained entrepreneurs agree that training provided by the institute enabled acquiring competencies - Knowledge, Skills, and Attitude (TKS_1) was outstanding and good. Eighty two per cent trained entrepreneurs agree that training provided by the institute helped an individual ability to translate acquired knowledge and skills into perceptible and functional behaviour or actions in the business ventures (TKS_2) were outstanding and good. About 79 per cent trained

entrepreneurs felt that training provided by the institute in bringing profound and far-reaching changes in the behaviour of an individual in terms of knowledge, skills, and attitude (TKS_3) was excellent and good. Around 72 per cent skilled entrepreneurs think that effective training delivery methods like behaviour simulation games, role play, group activities, practical exposure provided in this institute (TKS_4) were exceptional and beneficial. Approximately 78 per cent trained entrepreneurs agree that hands-on experience, group discussion provided as part of technical skill developed by the institute (TKS_5) was outstanding and good. Approximately, 73 per cent trained entrepreneurs agree that training equipment and training materials to trainees (TKS_6) provided was outstanding and good. Approximately, 75 per cent trained entrepreneurs agree that providing adequate 'hands-on' experience (practical) in the needed technology (TKS_7) was outstanding and good. About 80 per cent trained entrepreneurs agree that orienting the candidates about acquiring knowledge and competencies (TKS_8) was outstanding and good.

6.2.3.3 Achievement Motivation Programme (AMP)

Around 80 per cent trained entrepreneurs agree that the motivation programme such as citing the example of some successful entrepreneurs, a model case study, etc., helped to increase their ability to become a successful entrepreneur (AMP_1) was outstanding and good. Approximately, 75 per cent trained entrepreneurs agree that the trainer's explanation on overcoming the failures to achieve success in their business activity (AMP_2) was outstanding and good. About 79 per cent trained entrepreneurs felt that the motivation programme conducted by the RSETI in shedding their negative feelings of becoming an entrepreneur (AMP_3) was excellent and good. Around 70 per cent skilled entrepreneurs think that the Motivation programme conducted by the RSETI in eradication of dependency syndrome in them (AMP_4) was exceptional and beneficial. Approximately, 76 per cent trained entrepreneurs agree that the motivation programme conducted really helped in improving self-confidence, overcoming the fear of failure, overcome inferiority complex (AMP_5) was outstanding and good. Approximately, 76 per cent trained entrepreneurs agree that a confidence-building programme where there is a desire to achieve something in life (AMP_6) provided was outstanding and good. Seventy three per cent trained entrepreneurs agree that motivating the candidates by the trainer to develop an interest in improving personality (AMP_7) was outstanding and good. About 77 per cent

trained entrepreneurs agree that motivating the unemployed youth by the trainer towards entrepreneurship (AMP_8) was outstanding and good.

6.2.3.4 Business Opportunity and Managerial Skills (BOMS)

About 82 per cent agree that guidance on the scope of business opportunities and new avenues by the trainer (BOMS_1) was outstanding and good respectively. Twenty four per cent trained entrepreneurs agree that the generation of ideas provided by the trainer on Income generating activity (BOMS_2) was fair and even poor. About 27.0 per cent trained entrepreneurs felt that guidance on the selection of business activity by the trainer which is viable and an opportunity to establish oneself within the resources/liking of the entrepreneur (BOMS_3) was only fair and also awful. Thirty four per cent trained entrepreneurs agree that Guidance to develop an effective survey plan for the selected business opportunity provided by the trainer (BOMS_5) was fair and also poor. Thirty eight per cent trained entrepreneurs agree that guidance on the preparation of feasibility report on business opportunity based on the market survey (BOMS_6) was fair and even poor. Thirty eight per cent trained entrepreneurs agree that guidance on understanding the importance of communication for an effective managerial skill (BOMS_7) was fair and poor. Thirty eight per cent trained entrepreneurs agree that guidance to understand the barriers of effective communication and the ways to overcome them provided by the trainer (BOMS_8) was fair and even poor. Forty one per cent trained entrepreneurs agree that guidance on exposing for practical marketing experience and opportunities provided (BOMS_9) was fair and poor. Forty seven per cent of trained entrepreneurs agree that guidance on the explanation of the sales and income tax Act (BOMS_10) is fair and poor.

6.2.3.5 Business Project Report Preparation (BPRP)

About 81 per cent of them agree that the initiative of taking assistance of sponsor banks, other bank branches in the command area, other financial institutions, government departments and NGO's (BPRP_1) was outstanding and good respectively. Forty four per cent trained entrepreneurs agree that the methodology of ascertaining the initial viability of a business proposal explained (BPRP_2) was fair and even poor. Forty five per cent trained entrepreneurs felt that the methodology of teaching a feasibility study for setting up an enterprise explained by the trainer

(BPRP_3) was fair and also an awful job. Forty four per cent still thought the trainers did a fair and also an appalling job in explaining technical, financial, marketing, and commercial aspects of the business. Forty four per cent trained entrepreneurs agree that the methodology of explaining the concept of working capital management and its importance in an enterprise (BPRP_5) was fair and also poor. Thirty four per cent trained entrepreneurs agree that the methodology of explaining various lending schemes including various government-sponsored schemes (BPRP_6) provided was fair and even poor. Thirty eight per cent trained entrepreneurs agree that the methodology of explaining and elaborating the need for understanding consumer behavior and preferences (BPRP_7) was fair and poor. Forty three per cent trained entrepreneurs agree that the methodology of explaining the concept of marketing strategy for their product/Service and explaining the importance of customer service (BPRP_8) was fair and even poor. Twenty seven per cent trained entrepreneurs agree that methodology of explaining and educating on various lending norms, eligible purposes, investment pattern, loan amount, margin, rate of interest, security, and repayment of loans (BPRP_9) was fair and poor. Forty one per cent trained entrepreneurs agree that helping the candidates to learn the procedure and skills of conducting a market survey by the trainer (BPRP_10) was fair and poor.

6.2.3.6 Overall Ranking of Training Institutes

Weighted average score (WAS) of most of the performance measurable indicators is very close to one another, leading to the conclusion that three aspects, namely the institute's physical infrastructure, the trainer's method of teaching, and the trainer's technical knowledge require further development.

6.2.3.7 Findings of Hypotheses Test

- On testing the hypothesis using the ANOVA it is found that the perception across EAP, TKS, AMP, BOMS, and ESS dimensions remain the same irrespective of the nature of entrepreneurship.
- On testing the Hypothesis using the Chi-square test it is found that 62.5 per cent of micro and 74.5 per cent of Small and medium entrepreneurs disclosed the entrepreneurship training on General Management has made a significant impact.

- On testing the Hypothesis using the Chi-square test it is found that there is no variation in the percentage of Micro (59.9 per cent) and 53.6 per cent of Small and medium entrepreneurs stating dependency on the Technical Know-How aspect of entrepreneurship training and Nature of Units as significant. The same holds good to the ‘marginal’ impact category.
- On testing the Hypothesis using the Chi-square test it is found that the proportion of Manufacturing and Trading (96 per cent) getting entrepreneurs more benefits from entrepreneurship training is in higher proportion to that of the Service sector (94 per cent) or vice versa.
- On testing the Hypothesis using an independent t-test test it is found that both Micro and Small and Medium entrepreneurs in totality are of the view that the overall training provided by 29 institutions is good, if not excellent.
- Upon classifying entrepreneurship training institutions into Poor, Moderate, Good, and Better categories based on the IDI scores, a total of nine training institutions (comprising of 31 per cent of the total institutions) get classified into a Better category
- A total of eight training institutions (comprising 27 per cent of the total institutions) get classified into a good performance category. Seven institutions fall under moderate and five training institutions fall under the Poor performance category.

6.2.3.8 Institutional Development Index

According to the degree of contribution of each indicator to the overall Institutional Development Index, Business Opportunity Guidance and Managerial Skills (BOMS) contributes the most (26.3 per cent) to IDI. This indicates that a significant number of entrepreneurs lack enough training in order to improve their managerial skills, as well as a need to expand their business chances. Training on Key Management Areas dimension has the second greatest percentage of contribution IDI (20.3 per cent). Finally, Governance and Management is the last (but not least) facet that requires greater attention.

6.3 Reasons for Good Performance of Entrepreneurship Training Institutes

From the findings of study it is clear that few institutions are performing better than good and moderate performing institutions. A checklist based discussion with state director and institute directors, trainers gave insights regarding the same. The following reasons are found out from the comparison of these institutes.

- **Better Exposure to Opportunities:** The trainees with better exposure to entrepreneurial opportunities always lead the success. The performance of the institution depends on the candidate's awareness level about doing business and required skills. People living in economically developed regions have better exposure to business acumen and would easily understand the required knowledge, skills, and attitude for starting a new venture.
- **Economically Developed Regions:** It is said that money attracts money. Economically developed regions attract a new variety of economic activities. People are attracted to cities where there is industrial and economic development. The development of huge industries in an area gives scope for allied, auxiliary, and other industries and economic activities.
- **Level of Education:** Education gives knowledge of opportunities to a human being. The presence of educational opportunities results in a greater thought process among students. The educational environment prepares a student for a better future. The impact of college in rural areas and a city on student development can always be traced. Specifically, the skills and attitudes differ due to the impact of environment though there is not much difference in knowledge.
- **Bank Support:** The efforts of the training institutes go in vain if sufficient finance is not provided to the aspiring entrepreneur to start his business. Though the training institutions are sponsored by banks and the institutions are mandated to do follow up of the trainees and support them in every aspect so as to establish a business. Managers of the lead and sponsoring banks are invited to the training sessions to give an overview of various loan opportunities and procedures. Trainees are taught that the training completion certificate would make them eligible for getting a loan from the bank and an incentive from the government. But in reality, the trainees would face a variety of difficulties after training in the

process of getting a loan and subsidy. Most aspiring entrepreneurs become frustrated with this and stop thinking about starting a business. Persons with sound financial backgrounds or family support succeed in starting a business. But others who lack resources fail in doing so.

- **Staff Stability and Expertise:** Training is a skill-oriented profession requiring knowledge and attitudes. The efficiency and effectiveness of a trainer increase with his experience. Long-standing training faculty is the true pillar of entrepreneurship training institutes. The respondents mention and appraise the trainer's names when asked about training institutions and feedback. The stability of faculty depends on the facilities, salary, and other job security provided to the trainers by the institute management. The trainer's effectiveness also depends on continuous training provided to them from the apex institutions about the developments in the field. Institutions with faculty who are committed to the cause of self-employment and entrepreneurship are found to be performing better.
- **Committed Directors:** The directors are management heads of the training institution who are deputed for a period of three years from the sponsoring banks. This deputation may be done at the will of the employee or at the wish of the bank. If the directors have an inclination to the activity of training prospective entrepreneurs then the results would be positive. The commitment and leadership given by the directors in planning and day-to-day activities create a huge impact on the training staff and trainees. Along with this, the follow-up process is highly affected by the response of the institute staff including the director given to the aspiring entrepreneur.
- **Commitment of Sponsoring Bank:** Entrepreneurship training institutes in Karnataka and all over India are sponsored by lead banks of particular districts as mandated by the central government. Originally the concept of such institutions was started at Dharmasthala in coordination with earlier Syndicate banks. The concept was replicated all over the country and the responsibility of establishing and managing the institution was entrusted to the lead banks of state and particular district. In Karnataka Canara bank including earlier syndicate bank, State Bank of India, Union Bank, and District Co-Operative Bank of Bidar sponsor and manage 33 training institutions. The activity of training and creating entrepreneurs is not a

mainstream banking activity. The bank officials may not have the expertise and required interest in this activity. But the government has mandated that the institutions should be sponsored and managed by banks. All these banks may not have a similar attitude towards institutes and processes involved. This is reflected in the day-to-day operations of the institute though may not be visible at a policy-making level as policy-making is done by apex institutions established for the purpose.

- **Innovative Training Methods** – The training programmes are designed and approved by the apex institutions and the same is implemented all over India in all 586 training institutions. Though the training modules and training methods are stipulated by the apex institutions, there is always a scope for innovation and application of locally acceptable methods of training to make it more effective. This depends on the efficiency and innovativeness of the training faculty. Adjustment factors and understanding the trainee's background also play a vital role. Trainees must be made familiar with the training activities at the earliest so that trainee can learn better which would lead to better performance.
- **Impactful Follow-up:** Post-training follow-up plays a major role in the performance of the trained candidates. The training period may not be sufficient for the trainee or trainer to get acquainted with all the dimensions of the vocation. Reality cannot or may not be visualized during the classroom or training sessions. Once the training is complete, the trainee goes on to implement his learning and takes effort to establish a venture. At this moment it is normal to face many issues and challenges due to the interacting environmental factors. It is highly visible from the perception of the trainees that they were very much happy with training given to them and the training institution. But they could not be that successful due to the realistic nature of problems involved in the business commencement.
- **Good and Supportive Back Office:** Office of the training institute plays a major role in administering the training programmes. Starting from advertising the programme, candidate registration to the issue of training completion certificate and follow up, records and reporting play a vital role. Assisting attitude and well-coordinated office systems help the smooth functioning of the institute. Funding of the programmes depends on authentic records and timely reports in physical

and online formats. Trained office staff can only facilitate this. Support staff like peons and watchman also impacts the performance of the institute.

- **Difference between RUDSETIs and RSETIs-** It was observed during the survey that all the training institutions under survey work mandatorily according to the SOP set by apex authorities. But it is observed that RUDSETIs are supervised and managed by Dr.D. Veerendra Heggade of SDMET, Ujire. All other RSETIs are managed by sponsoring banks. Many points of difference can be drawn between these institutions though they cannot be stated in particular to any institution. RUDSETIs have regular staffs that generally show commitment to the cause of self-employment and entrepreneurship. RSETIs do not have this advantage. RUDSETI staffs stay at the training institute even during the night where practice sessions and human interaction takes place, which in turn motivates the trainees. RUDSETIs are the mother of all RSETIs as the concept is originated from RUDSETI Ujire which was replicated throughout the country. There is full staffing in RUDSETIs which is also helpful for the smooth operations of the institute. There is the shortage of training and office staff in some of the RSETIs which is creating a hurdle for smooth functioning and activities.
- **The Self-employment and Entrepreneurship Training Movement** is a social service movement and it is being made mandatory to lead banks of each district to establish RSETIs in each district. Banks are profit-oriented finance institutions and the bank managements may feel it difficult to think another way around. Only 70 per cent of the costs of training are reimbursed by the central government subject to the eligibility of training programmes and trainees. The remaining 30 per cent is to be borne by sponsoring banks themselves which is a burden to the banks. The banking system in India is on the verge of consolidation and privatization which will make banks more profit-oriented. Even though the directors of RSETIs appointed by sponsoring banks are interested in promoting self-employment and entrepreneurship, the top management may not support with the same zeal.

6.4 Suggestions of the Study

6.4.1 Suggestions based on Demographic and IDI Performance Indicators

The suggestions are given on the basis of demographic data analysis and Institutional Performance Indicators or evaluation criteria. The criteria are TKMA, SS, EAP, TKS, AMP, BOMS, BPRP and G & M. Along with these suggestions were drawn on the basis of overall ranking of ETIs. Based on survey results analysis it is suggested to strengthen business opportunity and opportunity guidance process in entrepreneurship training.

6.4.1.1 Suggestions on the basis of Demographic and Business Profile

It is suggested to attract more women towards entrepreneurship through effective EAP. Due to socio-cultural curtailments and rural and financial issues majority of trained are men. To achieve the development goals of women empowerment the training institutes should incentivize the training programmes for women aspirants.

It is suggested to increase the number of educated candidates to receive training through proper motivation sessions in EAPs. Only school and college dropouts are taking up entrepreneurship as a compulsory choice or chance. Even academic achievers along with better degrees and education should be motivated to take up entrepreneurship through effective EAP.

Only the poor and deprived population is taking up entrepreneurship. The middle-income group which is dominating the Indian economy should be inspired to take up business as a life-leading option. Such enhancement would increase the effectiveness of training institutes.

It is suggested to increase the awareness about manufacturing and trading activities as entrepreneurship opportunities. The majority of trainees have taken up the service sector. World's major economies like China have become the global manufacturing hubs by creating awareness and facilitation of the same. The manufacturing sector boosts direct as well as indirect employment in a speedy manner.

It is entrusted to motivate and facilitate the establishment of small and medium enterprises along with options of educating trainees about partnership firms, co-

operative associations, and private limited company forms of business organizations. The majority surveyed have started micro-enterprises with sole proprietorship as a form of business organization. Establishing small and medium enterprises requires motivation and facilitation from the training institutes.

As very few trained candidates can avail government incentives and subsidies, it is suggested to increase orientation about such schemes and incentives. It is very much essential to increase the knowledge of government schemes, subsidies, and incentives that would help aspiring entrepreneurs to establish new ventures. Besides finance facilities, technical, legal, marketing, and other consultations opportunities should be oriented by the institutes.

It is suggested to formalize the post-training follow-up activity. Follow-up activity does not mean only contacting the trainees and enquiring about them. A lot of personal care and commitment is to be shown by the institute towards the trainees who are willing to and involved in the process of establishing the business. The struggle and difficulties faced by the entrepreneurs should be carefully listened to and recorded by the institute. Required solutions and consultations should be provided in the form of hand-holding should be adopted by the institute.

6.4.1.2 Suggestions on the Basis of Evaluation Criterion EAP

The starting point of any business activity is the generation of ideas and feasibility studies. It requires knowledge and analysis of one's resource base and likings towards an activity. The entrepreneurship training institutes need to focus on guiding the prospective entrepreneurs regarding how to think, conceive and choose a profitable business idea. It is a highly individualistic psychological process. This requires enhancement of the quality of EAP. EAP plays a vital role as a precursor to entrepreneurship training and development.

It is suggested to enhance guidance on how to develop an effective survey plan for the selected business opportunity. All conceived ideas need not become successful ventures. To analyze whether the planned project is feasible or not, the entrepreneur has to conduct a feasibility study or market survey. A market survey will help the entrepreneur to understand the prospective customer response. It will help him understand expected market demand and its details so as prepare a financial plan.

6.4.1.3 Suggestions on the Basis of Evaluation Criterion TKS

The technical knowledge and skills training provided by institute is more suitable to the persons with work experience and knowledge background. It is due to the fact that the training duration is normally short spanning from 10 days to 45 days. Therefore it is suggested to give brief and expert training on technical aspects so as to such benefit persons. In case training is to be given to fresher's the training duration should be increased and it should cover detailed content and practical sessions.

According to survey results, it is suggested to use effective training delivery methods like behaviour simulation games, role play, group activities and more practical exposure to the trainees. The provision of training materials and equipments should be adequately made to the trainees during practical sessions so as to learn efficiently. It is also suggested to give more opportunity for hands on experience on skills during training.

6.4.1.4 Suggestions on the Basis of Evaluation Criterion AMP

It is suggested to train aspiring candidates on how to face failures in course of setting up and running a business. It is necessary to teach the process of eradicating dependency syndrome among trainees. Provision training on confidence building and creation of interest in self development is highly appreciated.

6.4.1.5 Suggestions on the Basis of Evaluation Criterion BOMS

It is suggested to practically enhance the communication for effective managerial skills of the prospective entrepreneurs. Guidance on understanding the importance of communication for an effective managerial skill forms an important part of the establishment and operation of the enterprise. Management techniques are crucial to be taught in the training sessions. Only theoretical insights can be given during the short duration of entrepreneurship training programme. At least a few practical sessions would be of great help and shall create interest among trainees regarding managerial skills. Communication skills should be taught through experiential learning methods so that at least to empower the trainees. Most of the trainees have average education and family background and need exhaustive training on communication skills. It is also suggested to give guidance to understand the barriers of effective communication and the ways to overcome them.

This research also suggests that explaining technical, financial, marketing and commercial aspects of the business should be given greater emphasizes. These aspects are most relevant to efficient and effective operation of business.

Importance should be specifically given to explain the methodology of the concept of working capital management and its importance in an enterprise. Working Capital Management involves managing the current assets to pay off current liabilities and balancing the profitability and liquidity of short term assets.

6.4.1.6 Suggestions on the Basis of Evaluation Criterion BPRP

It is also recommended to enhance guidance on the preparation of feasibility reports on business opportunities based on the above-stated market survey. This report forms the basis for the project report to be submitted to the bank for getting the loan facility and government subsidy.

It is suggested to give guidance on exposing for practical marketing experience and opportunities. Marketing is the center of all functions in any business. Success in marketing gives success to the business. Marketing involves understanding and meeting the requirements of customers. A more methodical and practical training on marketing opportunities and methods would help the trainees.

Research results also suggest enhancing guidance on the explanation of the Sales tax, Income tax, and Goods and Services Tax Act, etc. Tax-related aspects are mandatory requirements in any business. Adherence to the government regulations from time to time would even help a businessman to get assistance from the government. This requires proper guidance and training or provision of suitable contact points for getting timely service of tax consultants.

This empirical study suggests that the methodology of ascertaining the initial viability of a business should be explained to the trainees clearly and precisely. Initial viability of business means whether the business would be resulting in good profits or not. This must be clearly ascertained because earning profits in the early stages of establishment of business boosts the confidence of the entrepreneur.

It is suggested to train the aspiring entrepreneurs regarding the various lending schemes including various government sponsored schemes. Majority of trainees are from poor economic and educational backgrounds. They normally require finance to

establish their dream enterprise and they seek incentives for taking up the risks of venture creation. There are a number of incentive schemes pertaining to vocation, gender, social category and financial requirements. A detailed knowledge of such available schemes helps the trainees to a greater extent. Training must be delivered regarding various lending norms, eligible purposes, investment pattern, loan amount, margin requirements, rate of interest, security and repayment of loans.

It is suggested to train the aspiring candidates regarding the need for understanding consumer behaviour and preferences. The entrepreneur must be trained to understand the needs and aspirations of the target customers, his/her behaviour and preferences. Entrepreneur must be trained to observe and understand the changes that may occur in the customer behaviour.

Based on study the training institutes are suggested to train the entrepreneurs regarding the importance of marketing strategy for product/service and explain the importance of customer service. They must be trained on the methods of strategizing the marketing process. Training must be given on process of after sales service and customer service to attract and retain them and also to face market competition.

6.4.1.7 Suggestions on the Basis of Overall Ranking of ETIs

As a concluding remark and suggestion, the Entrepreneurship Training Institute must focus on their physical infrastructure, the trainer's method of teaching, and the trainer's technical knowledge require further development. This is the overall suggestion and not in particular to any institution. Institutes with good infrastructure must be models for development of facilities at other moderate and poor performing institutes.

6.4.1.8 Suggestions on the Basis of IDI

Business Opportunity Guidance and Managerial Skills (BOMS) contribute the most (26.3 per cent) to IDI. This indicates that a significant number of entrepreneurs lack enough training in order to improve their managerial skills, as well as a need to expand their business chances. Training on key management areas dimension has the second greatest percentage of contribution IDI (20.3 per cent). Finally, Governance and Management is the last (but not least) facet that requires greater attention.

6.4.2 Suggestions based on Performance Issues Observed During Survey

On the basis of various observations and words of wisdom of trained candidates and discussion with experts during survey below policy suggestions are formulated for various stages of training.

6.4.2.1 Policy Interventions and Guidelines for Pre- Training Stage

There is lack of information about training programmes and courses among the needy. Publicising the programmes offered for the benefit of deprived and socio-economically backward community youth is highly recommended. Effectiveness of entrepreneurship sensitization or awareness programmes and EDPs depends on whether the information about the programme reaches out to the needy youth or not. RSETIs adopt many mediums and methods to advertise the Awareness Sensitization or Programmes and EDPs. One of the best methods of publicizing the success and impact of any institution is word of mouth by the ex-trainees. The past trainees would spread the good word only in case they are helped by the training efforts and support of the institution. Respondents felt that there is lack of information about programmes which is a hurdle for even the institution in realizing the training targets fixed by apex institutions for a year. If the right, needy and suitable candidates doesn't join the institution for training, the training effort and resources are wasted. This is an important factor affecting the performance of the training institution.

There is a need to increase the effectiveness of Entrepreneurship Awareness Programmes. EAPs are organized a 2-3 days programmes at the venue of needy target audience like schools, colleges, SHGs, youth associations etc. The outcome of EAP is right kind of suitable trainees joining the RSETIs for training. Around 4 to 6 thousand audiences are trained under EAP per year and the annual training target for RSETI in total to all training programmes is 750. In case the EAP is not effective it hurts the effectiveness of entrepreneurship training institutes. The EAP's should reach the highly motivated target audience and motivate them to join training courses. EAP's should attract aspiring entrepreneurs who have the real interest to get trained and commence their ventures. The turnout ratio of EAPs to training programmes should be considered as an important factor in evaluating the training institutes.

Training is generally of greater use for those who have work experience of the field. It assists them by enhancing their knowledge and skills, technical as well as

business-related. Such trainees have the highest benefit from the training offered by institutes. Using modern mediums of communication such as Whatsup, Facebook and Instagram to publicize the institutes and programmes would be highly beneficial.

Trainees should be detailed about the cost, time and efforts of training that is offered to them before selection. Because of presence of pass time trainees occupy some portion of trainees. They join training courses as a pass time activity to enjoy the free boarding and food offered by training institutes for a period of a month or more. This is resulting in the wastage of valuable resources. This is also spoiling the learning environment of the training sessions. As opined by a trained entrepreneur 80% time pass trainees, 10% serious but leave lessons in the institute and remaining 10% lead and survive in business, which hinder the training environment.

Youth belonging to nativity or locality neglect the training programmes offered as it is offered freely. Existing business owners or sole working proprietors join training to learn advanced areas of a specific job. Training better suits the candidates who hail from ITI or Diploma education background.

Entrepreneurial journey should spark from within. The present education system doesnt support entrepreneurship. That's why only five per cent of trainees can get real success. The institutes can recognize and invest on potential entrepreneurs by training and facilitating them. This can be done by the proper screening of trainees before training. Trainees who are sourced from SHG's, Youth organizations and NGOs must be screened at the beginning to test their interest in the training. Communication should reach the needy person who is really hungry for training.

Training candidate's annual target is seen as a source of unnecessary competition in localities where demand is fixed. This is spoiling the business of successful ones and doesnt cater to the life of anyone. People with existing business backgrounds need not be entertained in training. The well laid down standard operating procedure of RSETIs is duly performed by the institutes, but the qualitative aspects of output need measurement. Training only for procedure sake and reaching targets doesn't serve the purpose. Institutes don't help in actualization. Training sessions are only theoretical and simulations of reality. But real hand-holding can only lead to success. Persons with good skills are unable to start ventures for want of funds and system issues.

Studying the global and local demand or market or employability before planning and offering the training course is needed. Opportunities for exports must be emphasized before drafting the training plans. Emphasise on the up gradation and change of courses as per technological and market change and finding the new parameters for offering courses and out of box thinking in designing courses will provide good exposure to the trainees.

6.4.2.2 Policy Interventions and Guidelines for Training Stage

The training covers only basic aspects of vocation. Due to the limits of cost and time the topics covered are limited to basics. Training offered includes only a few days of practical work. More orientation on theoretical aspects makes the course prototype one and doesn't imbibe practical skills required by businesses.

Training can be effective if the trained candidate works at other established enterprises for better experience and exposure before starting his venture. At least 6 months or one year of practical exposure is required for the success of the venture.

Focus should be given for enhancing creativity and innovative thinking of the trainees. There is a need to promote independent thinking among trainees. Entrepreneurship requires originality in thinking and creating something new in the existing system. It is not copying others business formula or formats. Almost all of the training areas of RSETIs are traditional business formats and training more and more people on the same leads to unnecessary competition ending in decreased or no profits. This results in lack of sustainability in the entrepreneurs.

Add-on courses or advanced courses can be conducted only for the interested candidates required for the expanding the established of businesses. There are already refresher courses conducted at RSETIs consolidating the past trainees who have established businesses and kept good rapport with the institution and trainers.

Training institutes should break the traditional courses. Such courses lead to an increase in competition in the field and create trouble for existing market players. New and creative courses must be designed and offered as per the futuristic market research studies. Training of candidates who are hesitant to start ventures, scared of risks and lack motivation but have skills is highly recommended.

New to the field trainees need more training. More focus on practical/hardware training is required for them. Passion is missing among present youth. Inculcating passion or keen interest must be the primary focus. The decision of the person occupies the centre of success. Only consistent efforts and concentrated processes lead to successful venture creation. A lot of patience is required and getting immediate results is a myth.

Candidates have to be educated, oriented and made to clearly understand that business and finance is not given by training institutes. Youth lack knowledge of business and basic business planning and management process. They suffer from a lack of confidence and arranging finance is the biggest problem. Area of interest, expertise and background leads the way.

Institute should focus on activities that require low investment and is based on the knowledge and skills of the trainees. Focus of trainees on wage employment reduces the chances of taking up entrepreneurship. Wage employment offers a continuous flow of income and job security to aspiring candidates, present youth are not ready to leave their comfort zone.

Course material doesn't match with the present situation. Up gradation of training courses is required. At present there is less understanding by trainees on course content. Adoption of the latest technologies and diversification techniques in training can help candidates. Vast syllabus cannot be covered in the restricted time schedule as it creates a pressure on trainers and the quality of training is compromised.

Preventive action and corrective action plans and policies are required to be taught at the level of trainees. The training programmes provide only an outline of business. Depth learning depends on the interest and hard work of the candidate.

6.4.2.3 Policy Interventions and Guidelines for Post Training Support Stage

Every new venture has to pass through the gestation period or infancy stage. During this stage highest support is required from all the entrepreneurship, financial and government institutes. Banking system and DIC play a major role in venture creation. There is a lack of publicity about bank and government schemes. Basically, RSETIs are doing their job. People come for subsidies without any hold on projects.

DIC should analyze the market situation. Strengthening the credit link during post-training follow up is recommended.

Trainees mentioned various problems faced while starting business namely, the existence of lengthy official procedure, corruption, lack of skilled workers, local sentiments, grey market and fake goods and dearth of social capital. These are broader environmental issues that need to be addressed to the possible extent. The strength to face these challenges should be inculcated during the training sessions so that the venture establishment process is smooth.

Getting the loan from a bank after receiving training is a cumbersome process. It is lengthy and requires many documents to be prepared and submitted. The majority of trained candidates felt that it almost impossible for them to get the bank loan that too getting a subsidy attached loan is an even more challenging task. According to the experience of trained candidates, it even involved brokers and corruption.

More than technical aspects of training invisible aspects such as communication skills, customer management skills etc. must also be given importance as these aspects cannot be taught practically.

People live in imagination and SWOT analysis is required before any step is taken towards the entrepreneurial effort. The technical and financial feasibility of the project must be studied along with long term sustainability analysis.

Failure of the banking system to cater to the needs of aspiring entrepreneurs is high. Bankers should be educated first on the venture creation process than the trainees.

Safety of woman trainees is highly appreciated. Communication and skills orientation is highly emphasized.

6.5 Scope for Future Research

Every research is considered effective when it paves way for further research. The present study has opened a number of new areas where further research can be done to understand and solve the issues and challenges faced in the process of creation of entrepreneurs.

Various criteria of evaluation or evaluation dimensions can be specifically concentrated and researched exhaustively to make out individual impact and relation with various demographic dimensions of trained candidates.

Research studies can be conducted to evaluate performance of other institutions which are involved in entrepreneurship training and development activities apart from RSETIs.

Further studies can be conducted by collecting data from trainees who could not establish or who failed to run businesses successfully. Such study may provide a different outlook on performance of ETIs.

The present study draws its findings and suggestions on the basis of perceptions of the trained candidates. Studies can be conducted on the basis of financial performance and business success attained by trainees after training.

Comparative and correlative studies can be conducted with reference to trainees who already are into business and receive training with purpose of skill and knowledge upgradation.

Research on the development of multi-poverty index calculation and any alternative method for the training institution evaluation is highly appreciated.

6.6 Conclusion

Entrepreneurship is the driving force of the economic system of any country. The creation of entrepreneurs is stressed by economists and policymakers to with the aim of enabling the growth of economy and multiple objectives of human development. Education and Training are the starting and preceding methods of development of entrepreneurs. The creation of awareness, knowledge, skills and attitudes form the major parts of these activities.

Structured institutions always benefit and streamline the efforts of governments systematically to achieve their objectives. Entrepreneurship Training Institutions are no exceptions to this. Major economies of the world have established ETIs to empower the downtrodden and needy to empower them to become owners of their own enterprises. RUDSETI and RSETIs in India form a major and systematic part of entrepreneurship training and development efforts in India. Approximately

there is RUDSETI/RSETI in every district of the country to make the institutions accessible to local communities.

Evaluation of these institutions from the point of view of beneficiaries is the work undertaken in this research. This evaluation is expected to help the policymakers and decision-makers at the government and apex management level of institutions. The fruitful research has based its findings and valuable suggestions on the basis of the perception and opinions of the trained candidates who established enterprises after training. The survey was conducted after a gap of approximately a minimum of a year after training to make the opinions more strong and thoughtful. This has also enhanced the credibility of the research.

Therefore, the research gave insights into the performance of ETIs in Karnataka. The method adopted to evaluate, the dimensions of evaluation and a broader scope of the study add value to the existing theory as well as practical knowledge of the field of entrepreneurship.

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Annexures



ANNEXURES

Annexure I

No. of RSETIs in India

Sl.No.	Name of the State	No. of RSETIs
1	Andaman and Nicobar Islands	01
2	Andhra Pradesh	16
3	Arunachal Pradesh	01
4	Assam	26
5	Bihar	38
6	Chattisgarh	18
7	D & N Haveli	01
8	Gujarat	28
9	Haryana	21
10	Himachal Pradesh	10
11	Jammu & Kashmir	20
12	Jharkhand	25
13	Karnataka	33
14	Kerala	14
15	Lakshadweep	01
16	Madhya Pradesh	50
17	Maharashtra	35
18	Manipur	01
19	Meghalaya	05
20	Mizoram	01
21	Nagaland	01
22	Odisha	30
23	Pondicherry	01
24	Punjab	17
25	Rajasthan	35
26	Sikkim	01
27	Tamil Nadu	30
28	Tripura	05
29	Uttar Pradesh	75
30	Uttarakhand	13
31	West Bengal	19
32	Telangana	11
33	UT Ladakh	02
	Total	586

Entrepreneurship Training and Development Institutions in India

- Institutions/Activities under the Ministry of Small Scale Industries (DC-SSI/SIDO)
 - Institutions/Activities under the Department of Science and Technology (DST/NSTEDB)
- SIDO Structure: Expanded Listing
- Small Industries Service Institutes (30)
 - Branch SISIs (28)
 - Subcontract Exchanges for Ancillary Development (SCXs) – 61 (Mostly with SISIs and Branch SISIs, some with Industry Associations)
 - Regional Testing Centers (RTCs) – 4
 - Field Testing Stations (FTSs)

SIDO Structure – Autonomous Bodies

- Tool Rooms (TRs)/Tool Design Institutes (TDIs) – 9
- Central Footwear Training Institutes (CFTIs) – 2
- Product and Process Development Centres (PPDCs) – 6
- Electronics Service and Training Centre (ESTC)
- Institute for Design of Electrical Measuring Instruments (IDEMI)
- Fragrance and Flavour Development Centre (FFDC)
- Centre for the Development of Glass Industry (CDGI)
- National Small Industries Corporation (NSIC)
- Small Industries Development Bank of India (SIDBI)
- Khadi and Village Industries Corporation (KVIC)
- Training Institutes – RUDSETI's and RSETI's

Training Institutes Created under SIDO

- National Institute of Small Industry Extension Training (NISIET)
- National Institute of Entrepreneurship and Small Business Development (NIESBD)
- Integrated Training Centre for Industries (ITCI)
- Indian Institute of Entrepreneurship (IIE)
- Small Entrepreneurs Promotion and Training Institute (SEPTI)
- Entrepreneurship Development Institute of India (EDII)

Agencies under the State Government

- Directorate of Industries, and the District Industries Centers (DICs) under them
- State Financial Corporations

- State Industrial Development Corporations (SIDCs)/State Industrial Investment Corporations (SIICs)
- State Small Industries Development Corporation (SSIDCs)

Institutions/Activities under the Department of Science and Technology (DST)

Activities under NSTEDB

- National Science and Technology
- Entrepreneurship Development Board (NSTEDB)
- Activities under NSTEDB
 - Entrepreneurship Awareness Camp (EAC)
 - Entrepreneurship Development Programme (EDP)
 - Entrepreneurship Development Cell (EDC)
 - Science and Technology Entrepreneurs Park (STEP)
 - Science and Technology Entrepreneurship Development Projects (STED)
 - Faculty Development Programme (FDP)
 - Skill Development through Science and Technology (STST)
 - Technology Business Incubator (TBI)
 - Technology Based EDP (TEDP)
 - Open Learning Programme in Entrepreneurship (OLPE)
 - Science-Tech Entrepreneur (Magazine)

Programs outside the Government System

- Banks and Financial Institutions
 - NGOs
 - Academic Institutions
 - Most of them having links with government programmes
- Academic and Training Institutions: Three Categories
- Training institutions under the government, subsequently made autonomous
 - Specialized institutions like IITs and IIMs taking up entrepreneurship development activities
 - Universities and Colleges, both public and private institutions

Annexure III

List Training Programmes offered by RSETIs

NSQF Aligned Courses Proposed for RSETIs				
Sl. No.	Qualification Code	Category type	Course/Qualification Name	Duration (Hours)
		(I/II/III)		
1	NARQ40001- GEDP		Entrepreneurship Development	104
		III	Programme (EDP) for Micro Entrepreneurs	
2	NARQ40002 - PROCESS	I	Photography and Videography	240
3	NARQ40003 - PROCESS	I	Cell phone Repairs and Service	240
4	NARQ30004 -PRODUCT	II	Homemade Agarbatti Maker	80
5	NARQ30005 - AGRI	II	Resham Kosh Utpadak Udyami	80
6	NARQ30006 - AGRI	I	Dairy Farming and Vermi Compost Making	80
7	NARQ40007 - PROCESS	I	Beauty Parlor Management	240
8	NARQ30008 - PRDUCT	II	Entrepreneurship in Paper Cover,	80
			Envelope and File Making	
9	NARQ40009 - PROCESS	I	Welding and Fabrication	240
10	NARQ40010 - PRODUCT	I	Men's Tailor	240
11	NARQ40011 - PRODUCT	I	Vastra Chitra Kala Udyami (Embroidery and	240
			Fabric Painting)	
12	NARQ40012 - PROCESS	I	Electric Motor Rewinding and Repair	240
			Services	
13	NARQ40013 - PRODUCT	I	Costume Jewelry Udyami	104
14	NARQ40014 - PROCESS	I	Two Wheeler Mechanic	240
15	NARQ40015 -PROCESS	I	LMV Owner Driver	240
16	NARQ40016 - PROCESS	I	Gharelu Vidyt Upkaran Seva Udyami	240
17	NARQ30017 - AGRI	I	Commercial Horticulture	104
18	NARQ40018 - PROCESS	I	House Wiring	240
19	NARQ40019 - PROCESS	I	Men's Parlour and Salon Udyami	240
20	NARQ40020 - PROCESS	I	TV Technician	240
21	NARQ30021 - AGRI	II	Krishi Udyami	104
22	NARQ30022 - PROCESS	I	Building Painting	80
23	NARQ30023 - PRODUCT	I	Soft Toys Maker and Seller	104
24	NARQ30024 - AGRI	II	Sheep Rearing	80
25	NARQ40025 - PROCESS	I	Computerized Accounting	240
26	NARQ30026- PRODUCT	I	Jute Products Udyami	104
27	NARQ30027- AGRI-	I	Poultry	80
28	NARQ30028 -PRODUCT	II	Papad, Pickle and Masala Powder	80
			Entrepreneur	
29	NARQ30029- AGRI	II	Goat Rearing	80
30	NARQ30030 - AGRI	II	Cultivation of Medicinal and Aromatic	80

			Plants	
31	NARQ30031 - AGRI	II	Rubber Tapping and Processing	80
32	NARQ30032 - PROCESS	II	Fast Food Stall Udyami	80
33	NARQ40033- PRODUCT	I	Women's Tailor	240
34	NARQ40034-PROCESS	I	Entrepreneurship in Desktop Publishing	360
35	NARQ40035 - PROCESS	I	Computer Hardware and Networking	360
36	NARQ40036 - PRODUCT	II	Candle Making	80
37	NARQ30037-GEDP	III	Entrepreneurship Development	80
			Programme for BC and BF	
38	NARQ30038-GEDP	III	Entrepreneurship Development	104
			Programme for Debt Recovery Agents	
39	NARQ30039 - AGRI	II	Piggery	80
40	NARQ40040 - PROCESS	I	Plumbing and Sanitary Works	240
41	NARQ30041- AGRI	II	Commercial floriculture	80
42	NARQ40042- PROCESS	I	Refrigeration and Air-conditioning	240
43	NARQ30043- AGRI	II	Vegetable Nursery Management and	80
			Cultivation	
44	NARQ340044-AGRI	II	Bee Keeping	80
45	NARQ40045-GEDP	III	EDP for PMEGP Beneficiaries	80
46	NARQ30046-PROCESS	III	Travel and Tourist Guide	80
47	NARQ30047-AGRI	II	Mushroom cultivation	80
48	NARQ30048-PRODUCT	I	Bamboo and Cane Craft Making	104
49	NARQ30049-PROCESS	II	Gardening and Landscaping	80
50	NARQ30050-PROCESS	II	House Aaya	104
51	NARQ30051-AGRI	II	Poly House and Shade Net Farming	80
52	NARQ40052-PROCESS	I	Alluminium Fabrication	240
53	NARQ40053-PROCESS	I	UPS and Battery Making and Servicing	240
54	NARQ30054-PROCESS	I	Photo Farming, Lamination and Screen	80
			Printing	
55	NARQ30055-PROCESS	I	Masonry and Concrete Work	240
56	NARQ30056-PROCESS	I	Installation and Servicing of CCTV Camera,	104
			Security Alarm and Smoke Detector	
57	NARQ40057-PROCESS	I	Carpentry	240
58	NARQ30058-PROCESS	III	Shop Keeper	80
59	NARQ30059-AGRI	II	Pissiculture	80
60	NARQ40060-GEDP	III	EDP to Persons with Disabilities	80

COURSE MODULE of Training Programmes

MODULE -I BEHAVIOURAL ASPECTS

Interpersonal Support: Micro lab -Residential trainees, Warm trainer - trainee and interpersonal relations

Entrepreneurial Competencies: Experience sharing, case studies, Elicit information
SELF STUDY - Analysis of personal and social values to succeed in entrepreneurial career.

Goal Setting: Ring toss exercise- Challenging goals- Goals with relations to resources and constraints.

Systematic Planning: Boat Making Exercise- systematic and logical approach to accomplish goals- Doing things differently- learning by own and others experience

Persuasion and Influence Strategies: Role plays- real life situations-

Problem Solving: Case studies and nine dot exercise. Looking for causes and merely symptoms- crossing self assumed boundaries

Efficiency Orientation And Innovation: Value analysis of products/ process- Cost effective alternate methods- Innovation to create new market segments

Initiative / Persistence: Card playing

Information Seeking: Real life situation- More and more information at every stage

Training Methods

Simulation Exercises - Business Games - Group Discussions- real life situations- Role play- Case studies

MODULE - II PRODUCTION TECHNIQUES

Production techniques as detailed in schedule of sessions

Training Methods

Lectures cum discussion - Demonstrations - Hands on experience - Field Visits - Interviews - Discussions.

MODULE - III ENTERPRISE LAUNCHING

Business Opportunity Guidance (BOG) - Market Survey Methods - Selection of products-Launching requirements - Support Institutions - Business Plan - Sourcing - Money Matters - unit location - plant/factory layout

Training Methods

Lectures cum discussion - Role plays - Hands on experience - Field Visits - Interviews - Discussions - Simulation exercises - Role plays.

MODULE - IV MANAGEMENT SKILLS

Small business Management - Resource Inventory - Marketing Management - Accounts and Book Keeping -Financial management- working capital- others factors of production - break even analysis-Return on investment- Business laws - Taxation laws - Quality control - Developing business contacts - Enterprise sustenance, growth and diversification- Common pit falls.

Training Methods

Simulation exercises-Lectures cum discussion-Role plays-Demonstrations - Hands on experience - Field Visits - Interviews - Discussions -Case studies.

COURSE MODULE FOR PROCESS EDPs

MODULE -I BEHAVIOURAL ASPECTS

Interpersonal Support: Micro lab -Residential trainees, Warm trainer - trainee and interpersonal relations

Entrepreneurial Competencies: Experience sharing, case studies, Elicit information

SELF STUDY - Analysis of personal and social values to succeed in entrepreneurial career.

Goal Setting: Ring toss exercise- Challenging goals- Goals with relations to resources and constraints.

Systematic Planning: Boat Making Exercise- systematic and logical approach to accomplish goals- Doing things differently- learning by own and others experience

Persuasion and Influence Strategies: Role plays- real life situations

Problem Solving: Case studies and nine dot exercise. Looking for causes and merely symptoms- crossing self assumed boundaries

Efficiency Orientation And Innovation: Value analysis of products/ process- Cost effective alternate methods-Innovation to create new market segments

Initiative / Persistence: Card playing

Information Seeking: Real life situation- More and more information at every stage

Training Methods

Simulation Exercises - Business Games - Group Discussions- real life situations- Role play- Case studies

MODULE – II SKILL ACQUISITION

Skill training as detailed in schedule of sessions

Training Methods

Lectures cum discussion - Demonstrations - Hands on experience - Field Visits - Interviews - Discussions.

MODULE - III ENTERPRISE LAUNCHING

Business Opportunity Guidance (BOG) - Market Survey Methods - Launching requirements - Support Institutions - Business Plan - Sourcing - Money Matters - unit location - shop layout

METHODS

Lectures cum discussion - Role plays - Hands on experience - Field Visits - Interviews - Discussions - Simulation exercises - Role plays.

MODULE – IV MANAGEMENT SKILLS

Small Business Management - Resource Inventory - Marketing Management - Accounts and Book Keeping -Financial management working capital - others factors of production - Business laws - Taxation laws - Quality control - Developing business contacts - Enterprise sustenance, growth and diversification - Common pit falls.

METHODS

Simulation exercises-Lectures cum discussion-Role plays-Demonstrations - Hands on experience - Field Visits - Interviews - Discussions -Case studies.

Annexure V

Evaluation and Grading of RSETIS

1. Evaluation and Tools for Evaluation

Each and every activity of the RSETIs should be evaluated periodically to assess the progress in quantity as well as quality in achieving the goals. Training is the core activity of RSETIs and it is outcome based. Hence the evaluation should specifically cover the training performance/ outcome in terms of settlement and entire gamut of RSETI activities in general. Annual Action Plan provides the basis for identifying the areas for evaluation and the results to be achieved. The following authorities are empowered for evaluation of RSETIs:

- i. Training performance and settlement rate of each batch of Training - RSETI
- ii. Monthly Progress vis-a-vis Annual Action Plan - Bank's Trust
- iii. Annual Management Audit - Concerned Bank Trust
- iv. Annual Evaluation/Grading - MoRD

2. Post Training Evaluation

Post Training Evaluation is important for ensuring effectiveness of RSETI training programmes. The evaluation serves the following purposes:

- Obtaining feedback on the actual outcome and utilization of the Training by the trainees.
- Assessing viability of particular activity / skill programmes in that area.
- Knowing relevance and adequacy of training coverage thereby reorienting the interventions and revisiting the training programmes.

Guidelines for conducting Training Evaluation:

Every Institute should undertake post training evaluation every calendar quarter. The general guidelines for conducting evaluation are as follows:

- i. In each calendar quarter, 50 batches of training programmes conducted prior to the present quarter are to be evaluated.
- ii. Evaluation should be done batch-wise and should include all Self-employment / EDP training batches.
- iii. The Evaluation should be done by the Director personally with the assistance of staff for statistical work and tabulations.
- iv. The Evaluation has to be made as per the format provided in the appendix and comments / observations / findings of the Director have to be recorded.
- v. While conducting the Evaluation, the records of every trainee of every batch (follow up register, batch wise register, settlement register, follow-up card) should be studied and analyzed and the progress in respect of trainees should be classified into the following categories:

I. Training Wasted those who are, pursuing education, or those who have not shown any inclination to start self-employment even after one year of training.

II. No Progress as Yet- Those who have neither replied to the Institute's letters and whose progress is not yet known due to inability of the Institute to contact them

III. Utilization is in Progress

a) Those who have replied in writing or orally that they have plans to utilize training or but it may take some time.

b) Those who have applied for loan to Banks / Other Financial Institutions / or Government Schemes or

c) Those who are working in the same activity to acquire some experience (for obtaining On-Job Training) but who have no intention to start their own enterprise in near future.

IV Settled or Training Utilized

Started Self-employment venture in the trained field or improved their occupation utilizing the training. Trainees who have taken up wage employment also can be treated as settled but reported under separate category.

3. Evaluation findings and Follow-up action

In the Evaluation, the Institute should identify the training batches with poor settlement rate and analyze the reasons. The reasons may be:

- i. Faulty Selection Process resulting in selection of wrong / uninterested candidates.
- ii. Selection of non-viable activity / lack of potential for that activity in the area.
- iii. Inadequate coverage of technical / skill inputs in the training.
- iv. Non-availability of assured / desired support from the sponsoring agency, DRDA / Bank / DIC / Other Agencies
- v. Poor credit linkage
- vi. Inadequate post training follow up / handholding support.

The Evaluation report along with analysis and findings should be placed before DLRAC for guidance. Necessary follow-up action to improve the performance should be taken by the Institute, as per the guidance of DLRAC & also controlling office which may include modifying the training calendar by not conducting certain trainings, revising the course contents, intensifying post training follow up and credit linkage, etc. A copy of the training evaluation report should be submitted to the controlling office of sponsor Bank before 10th of the succeeding month of each calendar quarter.

4. Grading of RSETIs

As part of monitoring exercise, annual grading of RSETIs has been introduced to assess the performance of RSETIs and to take necessary corrective action to bring about the required improvements.

The grading of RSETIs will be done by a team as per guidance of MoRD led by the State Director for RSETIs or a Senior Director of an RSETI duly identified by NACER along with LDM of the District, Nodal Officer/ a representative of the sponsor Bank of RSETI. This team will undertake the grading exercise of RSETI in the presence of the RSETI Director. The allotment of marks will be done by the grading officials with due consultations of the members of the grading team. However, the final grades to be awarded to the RSETIs will be reviewed by NACER in consultation with MoRD through a validation process.

Purpose of Grading:

As per the directives of MoRD, all the RSETIs in the country are graded every year as on 31st March based on the performance of the RSETIs during the financial year. This exercise is under taken to:

- i. Assess the health of the RSETIs and to bring about improvements in their functioning.
- ii. Get reimbursement of training expenses as eligibility for reimbursement is linked to the minimum grades prescribed by MoRD.
- iii. To encourage a spirit of healthy competition amongst the RSETIs and other stakeholders to improve their performance.

A. As per the guidelines given by MoRD, SRLMs are permitted to reimburse training expenses to the eligible RSETIs for a financial year who have obtained minimum of A and B grades or their combinations i.e. AA / or AB / or BA / or BB as at the end of previous financial year.

B. The first grading exercise was carried out in the year 2012 for the FY 2011-12.

C. Since the funding of RSETIs is now being proposed as per the Common Norms based on Specific certification of the trainees and another Annual Centre Inspection has been provisioned; the exercise of annual grading may be re aligned accordingly.

Guidelines for Evaluation / Grading

The Evaluation is an objective and transparent exercise being done by the experts in managing RSETI and well versed in the RSETI model of Training and Entrepreneurship Development. The following framework is stipulated for evaluation and grading of RSETIs:

- i. The Evaluation of actual performance/position in each aspect of functioning / activity made against the guidelines issued in the Standard Operating Procedures and also the guidelines issued by the respective authorities.
- ii. Relevant documents should be verified in all the areas and each observation has to be discussed with the Director by the Evaluation Official before recording the observations and recommending/awarding the ratings.
- iii. The recordings shall be based on the actual performance vis-à-vis expectations as specified in the Annual Action Plan of the Institute and other guidelines.
- iv. The evaluation is for the performance / functioning in a given financial year.

5. Methodology of Grading Exercise:

For the purpose of grading, the RSETIs are classified into the following two categories: Category I and Category 2.

Grading of Category I : RSETIs with 1-3 years of age			
Sl No	Parameter	Weightage/ Marks	
1.	Human Resources	13	
2.	Physical Infrastructure	10.5	
3.	Governance and Management (Practices)	13.5	
4.	Pre-training	13	
5.	Training Practices	23	
6.	Post Training Practices	27	
	Total Marks	100	
Grading of Category 2: RSETIs with more than 3 years of age			
	Parameter	Weightage / Marks	Weightage/ Marks art II
1	Human Resources	18	
2	Physical Infrastructure	17	
3	Governance and Management (Best Practices)	17	
4	Pre-training	19	
5	Training Practices	29	
6	Post Training Practices like follow- up, settlement, credit linkage etc.		100
	Total Marks	100	100

RSETIs exempted from grading

- i. RSETIs which are less than 1 year of age as on 31st March of the year for which grading is undertaken.
- ii. RSETIs under Category I which have not conducted > 5 training programme and not trained more than 100 trainees during Financial Year.
- iii. RSETIs under Category II which have not done > 10 training programmes and not trained more than 250 trainees during Financial Year.
- iv. RSETIs which are functioning from a Branch or LDMs Office i.e. where they have no independent/separate office or infrastructure as per guidelines of MoRD.
- v. RSETIs which do not have even a single classroom for regular conduct of their training programmes.

Annexure VI

Evaluation Outcomes \ Grading of RSETIs in Karnataka 2017-21

Sl. No.	Name of the RSETIs	Name of the Sponsor Bank/ Institution	Grade Obtained 2017-18	Grade Obtained 2018-19	Grade Obtained 2019-20	Grade Obtained 2020-21
1	Sonnahallipur (Bangalore Rural)	Canara Bank	AA	AA	AA	AA
2	Chikkaballapur	Canara Bank	AA	AA	AA	AA
3	Davanagere	Canara Bank	AA	AA	AA	AA
4	Hassan	Canara Bank	AA	AA	AA	AA
5	Kolar	Canara Bank	AA	AA	AA	AA
6	Harohalli	Canara Bank	AA	AA	AA	AA
7	Ramanagara (Vajarahalli)	Canara Bank	AA	AA	AA	AA
8	Shimoga	Canara Bank	AA	AA	AA	AA
9	Haliyal	Canara Bank	AA	AA	AA	AA
10	Chikmagalur	Corporation Bank	AA	AA	AA	AA
11	Kodagu	Corporation Bank	AA	AA	AA	AA
12	Sharada Rseti DCC Bank	DCC Bank Bidar	BB	AA	AA	AA
13	Bagalkot	Kotak Mahindra Bank	AA	AB	AA	AA
14	Bengaluru (NELAMANGALA)	RUDSETI	AA	AA	AA	AA
15	Vijayapura	RUDSETI	AA	AA	AA	AA
16	Chitradurga	RUDSETI	AA	AA	AA	AA
17	Ujire	RUDSETI	AA	AA	AA	AA
18	Dharwad	RUDSETI	AA	AA	AA	AA
19	Mysore	RUDSETI	AA	AB	AA	AA
20	Brahmavar	RUDSETI	AA	AA	AA	AA
21	Chamarajanagar	SBI LHO, Bengaluru	BA	AB	AB	BB
22	Gadag	SBI LHO, Bengaluru	AA	AA	AA	AA
23	Gulbarga	SBI LHO, Bengaluru	AA	AA	AA	AA
24	Koppal	SBI LHO, Bengaluru	AA	AA	AA	AA
25	Raichur	SBI LHO, Bengaluru	AA	AA	AA	AA
26	Tumkur	SBI LHO, Bengaluru	AA	AA	AA	AA
27	Yadgir	SBI LHO, Bengaluru	BB	BA	AA	AA
28	Belgaum	SyndicateBank	AA	AA	AA	AA
29	Bellary	SyndicateBank	AA	AA	AA	AA
30	Udupi (Manipal)	SyndicateBank	AA	AA	AA	AA
31	Uttara Kannada (Kumta)	SyndicateBank	AA	AA	AA	AA
32	VB Haveri	Vijaya Bank	AA	AA	AA	AA
33	VB Mandya	Vijaya Bank	AA	AA	AA	AA

Source: Grading Reports of NACER

Checklist for Officers/ Trainers ETIs in Karnataka

Respected Sir,

I am **Mr. Venktram Bhat**, Research Scholar, pursuing Ph.D research programme in the Department of Post Graduate Studies and Research in Commerce, Kuvempu University Shankaraghatta on *“Performance Evaluation of Entrepreneurship Training Institutes in Karnataka - An Empirical Study”* under the guidance of **Dr. K. S. Sarala**, Professor, Sahyadri Commerce and Management College, (Constituent College of Kuvempu University) Shivamogga. In this connection, as a part of my research work, I would like to get your opinions regarding RSETI/RUDSETI where you are working as Director/Trainer. The information provided by you will be kept strictly confidential and will be used for the purpose of research study only.

Venktram Bhat

**A Study on Performance Evaluation of Entrepreneurship Training Institutes in
Karnataka**

Checklist for Directors and Faculty

1. Name, Place of Institute
2. Name and Designation of Officer, Experience and expertise areas
3. Which is the most common skill programmes that students (trainees) are enrolled?
4. Your opinion regarding training programmes and their relevance
5. Your opinion on the subjects or topics taught during the training programme.
6. Do you think there is a need for the change in the syllabus that is taught at the training programmes? If so, please give some inputs on this.
7. What percentage of trainees passing out from your institution would be able to become entrepreneurs? [If this percentage is very less, then please provide the reasons for a majority of the trainees not able to establish their own business ventures].
8. Does your institution have a tie-up with industries for providing hands on experience to the trainees? If yes, please provide some details. If No, then what is your opinion on having a tie-up with the industries for a better performance of the institution?
9. Please provide your inputs on improving the performance of institution in terms of providing better skill development and also in helping the trainees to become better entrepreneurs.
10. Problems/challenges faced by the institution for long term sustainability and provide certain suggestions to the government for a better performance of institutions in future.
11. What kind of feedback you receive on the performance of institution in training, regarding bank linkages/ credit.
12. Your opinion about the performance of your institution based on trainees vs. entrepreneurs.

Questionnaire for Trained Entrepreneurs of Karnataka

Dear Respondent,

I am **Mr. Venktram Bhat**, Research Scholar, pursuing Ph.D research programme in the Department of Post Graduate Studies and Research in Commerce, Kuvempu University Shankaraghatta on *“Performance Evaluation of Entrepreneurship Training Institutes in Karnataka - An Empirical Study”* under the guidance of **Dr. K. S. Sarala**, Professor, Sahyadri Commerce and Management College,(Constituent College of Kuvempu University) Shivamogga In this connection, as a part of my research work, I would like to get your opinions regarding RSETI/RUDSETI where you received Entrepreneurship Training. The information provided by you will be kept strictly confidential and will be used for the purpose of research study only.

Venktram Bhat

Questionnaire on Performance Evaluation of Entrepreneurship Training Institutes in Karnataka – An Empirical Study

District: _____

Taluk: _____

Name of the *RSETI*: _____

PART- I: Personal Details

1. Name of Respondent:		2. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		3. Age (in Yrs)		<input type="checkbox"/> < 30	<input type="checkbox"/> 30-40	<input type="checkbox"/> 40-50	<input type="checkbox"/> >50	
4. Type of your family <input type="checkbox"/> Nuclear <input type="checkbox"/> Joint			5. Education Qualification		<input type="checkbox"/> Upto 10 std	<input type="checkbox"/> PUC		<input type="checkbox"/> Diploma		
6. Status of the HH: <input type="checkbox"/> BPL family <input type="checkbox"/> MGNREGA Card holder		<input type="checkbox"/> Graduate			<input type="checkbox"/> Post Graduate		<input type="checkbox"/> BE/MBBS			
<input type="checkbox"/> APL family <input type="checkbox"/> Anthyodaya Yojana PDS Card holder		7. Number of persons earning income in family		<input type="checkbox"/> Private		<input type="checkbox"/> Public/Govt		<input type="checkbox"/> Self Employed		
Details of the Present Enterprise/Business Activities										
8. Nature of your present Business Activity		<input type="checkbox"/> Manufacturing		<input type="checkbox"/> Trading (Business)		<input type="checkbox"/> Service Sector				
8a. Specify the kind of business activity carried out under each Category		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				
9. Type of your Business Unit		<input type="checkbox"/> Micro (< Rs 10 Lac Invest)		<input type="checkbox"/> Small (10 L to 2 Cr)		<input type="checkbox"/> Medium (2 to 5 Cr)		<input type="checkbox"/> Large (> 5 Cr investment)		
10. Status of the Business Activity		<input type="checkbox"/> Sole proprietorship		<input type="checkbox"/> Partnership		11. Business Ownership		<input type="checkbox"/> Started (founded) the business		<input type="checkbox"/> Joined the family business
		<input type="checkbox"/> Company (private)		<input type="checkbox"/>				<input type="checkbox"/> Purchased the business		<input type="checkbox"/> Inherited the business
12. Year of Establishment of the business			13. No. of employees employed (present)			14. Total Capital Investment (in Rs)				
15. Reasons for starting this Business Activity			<input type="checkbox"/> Problem of unemployment		<input type="checkbox"/> To lead independent life		1 st Year		At Present	
<input type="checkbox"/> To make more money		<input type="checkbox"/> Family environment		<input type="checkbox"/> I Don't like working with others		Fixed				
<input type="checkbox"/> To utilize Government incentives			<input type="checkbox"/> Any other (specify):			Working Capital				
16. Did you avail any subsidy from the government?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	17. What is the state of your unit?		<input type="checkbox"/> Good	<input type="checkbox"/> OK	<input type="checkbox"/> Bad	<input type="checkbox"/> Worse
18. Do you plan to expand the units in future?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	19. Are you happy with your nature business of unit?		<input type="checkbox"/> Yes		<input type="checkbox"/> No	

II. Background of Entrepreneurship Training Programmes Attended at Your *RSETI*:

20. Year of Entrepreneurship Training		21. Place of Training		22. Duration of the training programme				
23. Type of Training conducted at <i>RSETI</i>		<input type="checkbox"/> General EDP	<input type="checkbox"/> Agriculture EDP	<input type="checkbox"/> Process EDP	<input type="checkbox"/> Product EDP			
23. What is the areas/Module of training conducted at your <i>RSETI</i> ?	<input type="checkbox"/> Entrepreneurial awareness programme (EAP)			<input type="checkbox"/> Achievement Motivation Programme (AMP)				
	<input type="checkbox"/> Opportunity guidance			<input type="checkbox"/> Project Report Preparation				
	<input type="checkbox"/> Market Survey			<input type="checkbox"/> Managerial skills				
	<input type="checkbox"/> Exposure to support system			<input type="checkbox"/> Technical Knowledge And Skills				
24. How training inputs given by your <i>RSETI</i> helped in key management areas provided adjacent?	Key Area	Perceived importance			Key Area	Perceived importance		
		Significant	Marginal	Insignificant		Significant	Marginal	Insignificant
	General management				Pricing			
	Product mix				Planning			
	Marketing				Control			
Mobilization of funds				Financial control				
Technical know-how								
25. Did you contact your <i>RSETI</i> for any help?			26. Did any trainer from your <i>RSETI</i> contact you after training?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	
At the time of setting up a unit	<input type="checkbox"/> Yes	<input type="checkbox"/> No	27. What type of support you obtained from supporting institution after training programme?					
			To a greater extent	To some extent	To Limited extent	Not at all		
Obtaining loan	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Financial Assistance					
Obtaining permission	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Consultancy Support					
At the time of expansion a unit	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Technical Support					
Any other specify	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Single Window facility					
29. Did you get any significant benefits from training?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	29a. If Yes, What type of benefit you get?				
30. Do you advise potential entrepreneurs to attend training conducted by your training institute before entering in to business?		<input type="checkbox"/> Yes	<input type="checkbox"/> Aware about government schemes		<input type="checkbox"/> Aware about loan facility			
		<input type="checkbox"/> No						
31a. If yes, the reasons to attend entrepreneurship before entering into business?		<input type="checkbox"/> Motivation for unit launching						

<input type="checkbox"/> To speed up process of launching unit		
<input type="checkbox"/> To create awareness about legal formalities	<input type="checkbox"/>	<input type="checkbox"/> Any (Specify)
<input type="checkbox"/> To acquire the required technical and managerial skill to run the unit		
<input type="checkbox"/> Helpful in enterprise management	<input type="checkbox"/> Helpful in enterprise management	<input type="checkbox"/> To contact the supporting agency

III. Dimensions measuring/evaluating the Performance of Entrepreneurship Training Institute (*RSETI*):

A. Entrepreneurship Awareness Programmes (EAPs):

32. Please give your feedback on the following aspects covered *under EAP* in training programme *at your Institute*

	Poor	Fair	Average	Good	Excellent	If your option is 1 or 2, Please explain the reasons in one or two sentences
Lecture on creating awareness among the youths on skill development and orienting them towards Self-Employment/ entrepreneurship	1	2	3	4	5	
Creating awareness in the form of Providing information about the support available from the Banks and Government Agencies for enterprise promotion by the institute	1	2	3	4	5	
Creating awareness in the form of motivating the youth to take up self-employment by presenting the role models	1	2	3	4	5	
Networking with different social/developmental forums/ institutions and organizations for reaching out to large sections of society created more awareness	1	2	3	4	5	
Spreading the message of Self-employment as an alternative career option as part of awareness programme	1	2	3	4	5	
Quality of EAP has been excellent and quality delivery not comprised during the training programme	1	2	3	4	5	
Explanation of the purpose and importance of each activity requirement for a successful business activity	1	2	3	4	5	
To make the trainees aware of various formalities and requirements in launching the business	1	2	3	4	5	

B. Technical Knowledge and Skills (TKS)

33. Please give your feedback on the following aspects covered *under TKS* in training programme *at your Institute*

	Poor	Fair	Average	Good	Excellent	If your option is 1 or 2, Please explain the reasons in one or two sentences
Training provided by the institute enabled acquiring competencies - Knowledge, skills and attitude	1	2	3	4	5	
Training provided by the institute helped an individual the ability to translate acquired knowledge and skills into perceptible and functional behaviour or actions in the business ventures	1	2	3	4	5	
Training provided by the institute brought a profound and far-reaching changes in the behaviour of an individual in terms of knowledge, skills and attitude	1	2	3	4	5	
Effective training delivery methods like behaviour simulation games, Role Play, group activities, practical exposure visits provided as an experiential learning to the trainees in this institute	1	2	3	4	5	
Hands on experience, group discussion provided as part of technical skill developed by the institute	1	2	3	4	5	
Training Equipment and Training materials to trainees	1	2	3	4	5	
Provide adequate 'hands on' experience (practical) in the needed technology	1	2	3	4	5	
Orienting the candidates about acquiring knowledge and competencies	1	2	3	4	5	

C. Achievement Motivation Programme (AMP)

33. Please give your feedback on the following aspects covered *under AMP* in training programme *at your Institute*

	Poor	Fair	Average	Good	Excellent	If your option is 1 or 2, Please explain the reasons in one or two sentences
The Motivation programme such as citing the example of some successful entrepreneurs, a model case study etc., during the training by the institute helped to increase my ability to become a successful entrepreneur	1	2	3	4	5	
The trainer's explanation on how to overcome the failures to achieve success in my day to day business activity	1	2	3	4	5	
Motivation programme conducted by the RSETI in Shedding my negative feelings of becoming self entrepreneur	1	2	3	4	5	
Motivation programme conducted by the RSETI in Eradication of dependency syndrome in me	1	2	3	4	5	
Motivation programme conducted by the RSETI really helped in improving self confidence, overcome the fear of failure, overcome inferiority Complex etc.,	1	2	3	4	5	
A confidence building programme where there is a desire to achieve something in life for which there is no motive conducted by the trainer	1	2	3	4	5	
Motivating the candidates by the trainer to develop interest in improving personality	1	2	3	4	5	
Overall, the motivating the unemployed youth by the trainer towards entrepreneurship	1	2	3	4	5	

D. Business Opportunity guidance (Market Support) & Managerial Skills (BOMS)

34. Please give your feedback on the following aspects covered *under BOMS* in training programme *at your Institute*

	Poor	Fair	Average	Good	Excellent	If your option is 1 or 2, Please explain the reasons in one or two sentences
Guidance on the Scope of business opportunities and New avenues by the trainer	1	2	3	4	5	
Generation of ideas provided by the trainer on Income generating activity	1	2	3	4	5	
Guidance on selection of business activity by the trainer which is viable and opportunity to establish oneself within the resources/liking of the entrepreneur	1	2	3	4	5	
Guidance on the need for market survey by the trainer	1	2	3	4	5	
Guidance to develop an effective survey plan for the selected business opportunity provided by the trainer	1	2	3	4	5	
Guidance on preparation of feasibility report on business opportunity based on the market survey	1	2	3	4	5	
Guidance on understanding the importance of communication skills as part of an effective managerial skill in running an enterprise	1	2	3	4	5	
Guidance to understand the barriers of effective communication & the ways to overcome them provided by the trainer	1	2	3	4	5	
Guidance on exposing for practical marketing experience and marketing opportunities provided by the trainer	1	2	3	4	5	
Guidance on explanation the salient features of Sales Tax Act, Income Tax Act and Excise Act	1	2	3	4	5	

E. Exposure to Support System (Linkages to Banks) & Project Report Preparation (ESS)

35. Please give your feedback on the following aspects covered *under ESS* in training programme *at your Institute*

	Poor	Fair	Average	Good	Excellent	If your option is 1 or 2, Please explain the reasons in one or two sentences
Initiative of taking assistance of Sponsor Banks, other Bank Branches in the command area, Other Financial Institutions, Government Departments and NGO's	1	2	3	4	5	
Methodology of ascertaining initial viability of a business proposal explained by the trainer	1	2	3	4	5	
Methodology of teaching a feasibility study for setting up an enterprise explained by the trainer	1	2	3	4	5	
The approach of enlisting the technical, financial, marketing and commercial aspects of business taught by the trainer	1	2	3	4	5	
Methodology of explaining the concept of working capital management and its importance in an enterprise by the trainer	1	2	3	4	5	
Methodology of explaining various lending schemes including various Government sponsored schemes by the trainer	1	2	3	4	5	
Methodology of explaining and elaborating the need for understanding consumer behavior and preferences by the trainer	1	2	3	4	5	
Methodology of explaining the concept of marketing strategy for their product/Service and explain the importance of customer service	1	2	3	4	5	
Methodology of explaining and educating the entrepreneur about various lending norms, eligible purposes, investment pattern, loan amount, margin, rate of interest, security and repayment of loans	1	2	3	4	5	
Helping the candidates to learn the procedure and skills of conducting market survey by the trainer	1	2	3	4	5	

36. Based on your experience and interaction with the faculty of RSETI, Please provide your overall rating of your institution on each of the following indicators on a scale of 1 to 10 (1 - Excellent 10 – Very Poor)

	Excellent										Very Poor
	1	2	3	4	5	6	7	8	9	10	
Technical Knowledge of the Trainer											
Method of Teaching of the Trainer											
Physical Infrastructure of the institute											
Human Resources (staff) at the Institute											
Governance and Management (Best Practices)											
Pre-training Practices conducted											
Post Training Practices conducted											
Overall <i>rating</i> of your institute											

Thank you for being generous by lending your valuable time and extending nice co-operation for my research work.

ಕರ್ನಾಟಕದಲ್ಲಿ ಉದ್ಯಮ ಶೀಲತಾ ತರಬೇತಿ ಪಡೆದ ಉದ್ಯಮಿಗಳಿಗೆ ಪ್ರಶ್ನಾವಳಿ

ಆತ್ಮೀಯರೆ,

ನಾನು **ಶ್ರೀ ವೆಂಕಟರಾಮ ಭಟ್**, ಸಂಶೋಧಕ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಶಂಕರಘಟ್ಟದ ವಾಣಿಜ್ಯಶಾಸ್ತ್ರ, ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗದಲ್ಲಿ **“ಕರ್ನಾಟಕದಲ್ಲಿನ ಉದ್ಯಮಶೀಲತಾ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳ ಕಾರ್ಯಕ್ಷಮತೆ ಮೌಲ್ಯಮಾಪನ - ಪ್ರಾಯೋಗಿಕ ಅಧ್ಯಯನ”** ಕುರಿತು ಪಿಎಚ್‌ಡಿ ಸಂಶೋಧನೆಯನ್ನು **ಡಾ. ಕೆ.ಎಸ್. ಸರಳಾ**, ಪ್ರಾಧ್ಯಾಪಕರು, ಸಹ್ಯಾದ್ರಿ ವಾಣಿಜ್ಯ ಮತ್ತು ನಿರ್ವಹಣಾ ಕಾಲೇಜು, (ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಘಟಕ ಕಾಲೇಜು) ಶಿವಮೊಗ್ಗ ಅವರ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ನಡೆಸುತ್ತಿದ್ದೇನೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ, ನನ್ನ ಸಂಶೋಧನಾ ಕಾರ್ಯದ ಭಾಗವಾಗಿ, ನೀವು ಉದ್ಯಮಶೀಲತಾ ತರಬೇತಿ ಪಡೆದ RSETI/RUDSETI ಸಂಸ್ಥೆಯ ಕುರಿತು ನಿಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಪಡೆಯಲು ನಾನು ಬಯಸುತ್ತೇನೆ. ನೀವು ಒದಗಿಸಿದ ಮಾಹಿತಿಯನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಗೌಪ್ಯವಾಗಿ ಇರಿಸಲಾಗುತ್ತದೆ ಮತ್ತು ಸಂಶೋಧನಾ ಅಧ್ಯಯನದ ಉದ್ದೇಶಕ್ಕಾಗಿ ಮಾತ್ರ ಬಳಸಲಾಗುತ್ತದೆ.

ವೆಂಕಟರಾಮ ಭಟ್

ಕರ್ನಾಟಕದಲ್ಲಿ ಉದ್ಯಮಶೀಲತೆ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳ ಕಾರ್ಯಕ್ಷಮತೆಯ ಮೌಲ್ಯಮಾಪನ - ಪ್ರಶ್ನಾವಳಿ

ಜಿಲ್ಲೆ:	ತಾಲೂಕು:	RSETI ಹೆಸರು :
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ಭಾಗ- I: ವೈಯಕ್ತಿಕ ವಿವರಗಳು

1. ಹೆಸರು:		2. ಲಿಂಗ: <input type="checkbox"/> ಪುರುಷ <input type="checkbox"/> ಹೆಣ್ಣು		3. ವಯಸ್ಸು (ವರ್ಷದಲ್ಲಿ)		<input type="checkbox"/> <30	<input type="checkbox"/> 30-40	<input type="checkbox"/> 40-50	<input type="checkbox"/> >50
4. ನಿಮ್ಮ ಕುಟುಂಬದ ಪ್ರಕಾರ <input type="checkbox"/> ಪರಮಾಣು <input type="checkbox"/> ಜಂಟಿ			5. ಶಿಕ್ಷಣ ಅರ್ಹತೆ		<input type="checkbox"/> 10 ರವರೆಗೆ		<input type="checkbox"/> ಪಿಯುಸಿ		<input type="checkbox"/> ಡಿಪ್ಲೊಮಾ
6. ಕುಟುಂಬದ ಸ್ಥಿತಿ:	<input type="checkbox"/> ಬಿಪಿಎಲ್ ಕುಟುಂಬ	<input type="checkbox"/> MGNREGA ಕಾರ್ಡ್ ಹೊಂದಿರುವವರು		<input type="checkbox"/> ಪದವೀಧರ		<input type="checkbox"/> ಸ್ನಾತಕೋತ್ತರ		<input type="checkbox"/> ಬಿಇ/ಎಂಬಿಬಿಎಸ್	
	<input type="checkbox"/> ಎಪಿಎಲ್ ಕುಟುಂಬ	<input type="checkbox"/> ಅಂತರ್ಜನ ಯೋಜನೆ PDS ಕಾರ್ಡ್ ಹೊಂದಿರುವವರು		7. ಕುಟುಂಬದಲ್ಲಿ ಆದಾಯ ಗಳಿಸುವ ವ್ಯಕ್ತಿಗಳ ಸಂಖ್ಯೆ		<input type="checkbox"/> ಖಾಸಗಿ		<input type="checkbox"/> ಸಾರ್ವಜನಿಕ/ಸರ್ಕಾರ	
						<input type="checkbox"/> ವ್ಯಾಪಾರ		<input type="checkbox"/> ಸ್ವಯಂ ಉದ್ಯೋಗಿ	

ಪ್ರಸ್ತುತ ಎಂಟರ್‌ಪ್ರೈಸ್/ವ್ಯಾಪಾರ ಚಟುವಟಿಕೆಗಳ ವಿವರಗಳು

8. ನಿಮ್ಮ ಪ್ರಸ್ತುತ ವ್ಯಾಪಾರ ಚಟುವಟಿಕೆಯ ಸ್ವರೂಪ		<input type="checkbox"/> ತಯಾರಿಕೆ	<input type="checkbox"/> ವ್ಯಾಪಾರ (ವ್ಯಾಪಾರ)	<input type="checkbox"/> ಸೇವಾವಲಯ
8a. ಪ್ರತಿವರ್ಷದ ಅಡಿಯಲ್ಲಿ ನಡೆಸಲಾದ ವ್ಯಾಪಾರ ಚಟುವಟಿಕೆಯ ಪ್ರಕಾರವನ್ನು ನಿರ್ದಿಷ್ಟಪಡಿಸಿ		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. ನಿಮ್ಮ ವ್ಯಾಪಾರ ಘಟಕದ ಪ್ರಕಾರ	<input type="checkbox"/> ಮೈಕ್ರೋ (< ರೂ 10 ಲಕ್ಷ ಹೂಡಿಕೆ)	<input type="checkbox"/> ಚಿಕ್ಕದು (10 L ನಿಂದ 2 Cr)	<input type="checkbox"/> ಮಧ್ಯಮ (2 ರಿಂದ 5 ಕೋಟಿ)	<input type="checkbox"/> ದೊಡ್ಡ (> 5 ಕೋಟಿ ಹೂಡಿಕೆ)
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10. ವ್ಯಾಪಾರ ಚಟುವಟಿಕೆಯ ಸ್ಥಿತಿ	<input type="checkbox"/> ಏಕಮಾತ್ರ ಮಾಲೀಕತ್ವ	<input type="checkbox"/> ಪಾಲುದಾರಿಕೆ	11. ವ್ಯಾಪಾರ ಮಾಲೀಕತ್ವ	ವ್ಯಾಪಾರವನ್ನು ಸ್ಥಾಪಿಸಿದರು.	<input type="checkbox"/> ಕುಟುಂಬದ ವ್ಯವಹಾರಕ್ಕೆ ಸೇರಿಕೊಂಡರು
	<input type="checkbox"/> ಕಂಪನಿ (ಖಾಸಗಿ)	<input type="checkbox"/>		<input type="checkbox"/> ವ್ಯಾಪಾರವನ್ನು ಖರೀದಿಸಿದೆ	<input type="checkbox"/> ವ್ಯಾಪಾರವನ್ನು ಅನುವಂಶಿಕವಾಗಿ ಪಡೆದರು

12. ವ್ಯವಹಾರದ ಸ್ಥಾಪನೆಯ ವರ್ಷ	13. ಉದ್ಯೋಗಿಗಳ ಸಂಖ್ಯೆ (ಪ್ರಸ್ತುತ)	14. ಒಟ್ಟು ಬಂಡವಾಳ ಹೂಡಿಕೆ (ರೂ.ಗಳಲ್ಲಿ)
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15. ಈ ವ್ಯಾಪಾರ ಚಟುವಟಿಕೆಯನ್ನು ಪ್ರಾರಂಭಿಸಲು ಕಾರಣಗಳು		<input type="checkbox"/> ನಿರುದ್ಯೋಗ ಸಮಸ್ಯೆ	<input type="checkbox"/> ಸ್ವತಂತ್ರ ಜೀವನ ನಡೆಸಲು	1 ನೇ ವರ್ಷ	ಪ್ರಸ್ತುತ
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<input type="checkbox"/> ಹೆಚ್ಚು ಹಣ ಮಾಡಲು	<input type="checkbox"/> ಕೌಟುಂಬಿಕ ಪರಿಸರ	<input type="checkbox"/> ನಾನು ಇತರರೊಂದಿಗೆ ಕೆಲಸಮಾಡಲು ಇಷ್ಟಪಡುವುದಿಲ್ಲ	ಕಾರ್ಯವಾಹಿ ಬಂಡವಾಳ
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<input type="checkbox"/> ಸರ್ಕಾರದ ಪ್ರೋತ್ಸಾಹವನ್ನು ಬಳಸಿಕೊಳ್ಳಲು		<input type="checkbox"/> ಇತರೆ (ನಿರ್ದಿಷ್ಟಪಡಿಸಿ):	
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16. ನೀವು ಸರ್ಕಾರದಿಂದ ಯಾವುದೇ ಸಹಾಯಧನವನ್ನು ಪಡೆದಿದ್ದೀರಾ?		<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	17. ನಿಮ್ಮ ಘಟಕದ ಸ್ಥಿತಿವಿವರ?	<input type="checkbox"/> ಒಳ್ಳೆಯದು	<input type="checkbox"/> ಸರಿ	<input type="checkbox"/> ಕೆಟ್ಟದು	<input type="checkbox"/> ಕೆಟ್ಟದಾಗಿದೆ
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18. ಭವಿಷ್ಯದಲ್ಲಿ ಘಟಕಗಳನ್ನು ವಿಸ್ತರಿಸಲು ನೀವು ಯೋಚಿಸುತ್ತೀರಾ?		<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	19. ಘಟಕದ ನಿಮ್ಮ ಪ್ರಕೃತಿ ವ್ಯವಹಾರದಿಂದ ನೀವು ಸಂತೋಷವಾಗಿದ್ದೀರಾ ?		<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ
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II. RSETI ನಲ್ಲಿ ಭಾಗವಹಿಸಿದ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳ ಹಿನ್ನೆಲೆ :

20. EDP ತರಬೇತಿಯ ವರ್ಷ		21. ತರಬೇತಿಯ ಸ್ಥಳ		22. ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದ ಅವಧಿ				
23. RSETI ನಲ್ಲಿನಡೆಸಿದ EDP ಪ್ರಕಾರ		<input type="checkbox"/> ಸಾಮಾನ್ಯ EDP	<input type="checkbox"/> ಕೃಷಿ EDP	<input type="checkbox"/> ಪ್ರಕ್ರಿಯೆ EDP	<input type="checkbox"/> ಉತ್ಪನ್ನ EDP	<input type="checkbox"/>		
23. ನಿಮ್ಮ RSETI ನಲ್ಲಿ ನಡೆಸಲಾದ ತರಬೇತಿಯ ಮಾಡ್ಯೂಲ್ ಯಾವುದು?	<input type="checkbox"/> ವಾಣಿಜ್ಯೋದ್ಯಮ ಜಾಗೃತಿ ಕಾರ್ಯಕ್ರಮ (EAP)			<input type="checkbox"/> ಸಾಧನೆಪ್ರೇರಣೆ ಕಾರ್ಯಕ್ರಮ (AMP)				
	<input type="checkbox"/> ಅವಕಾಶ ಮಾರ್ಗದರ್ಶನ			<input type="checkbox"/> ಯೋಜನಾ ವರದಿ ತಯಾರಿ				
	<input type="checkbox"/> ಮಾರುಕಟ್ಟೆ ಸಮೀಕ್ಷೆ			<input type="checkbox"/> ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯಗಳು				
	<input type="checkbox"/> ಬೆಂಬಲ ವ್ಯವಸ್ಥೆಗೆ ಒಡ್ಡಿಕೊಳ್ಳುವುದು			<input type="checkbox"/> ತಾಂತ್ರಿಕ ಜ್ಞಾನ ಮತ್ತು ಕೌಶಲ್ಯಗಳು				
24. ನಿಮ್ಮ RSETI ನೀಡಿದ ಇನ್‌ಪುಟ್ ಗಳು ಪಕ್ಕದಲ್ಲಿ ಒದಗಿಸಲಾದ ಪ್ರಮುಖ ನಿರ್ವಹಣಾ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಹೇಗೆ ಸಹಾಯಮಾಡಿತ್ತು?	ಪ್ರಮುಖ ಪ್ರದೇಶ	ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಗ್ರಹಿಸಲಾಗಿದೆ			ಪ್ರಮುಖ ಪ್ರದೇಶ	ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಗ್ರಹಿಸಲಾಗಿದೆ		
		ಗಮನಾರ್ಹ	ಮಾರ್ಜಿನಲ್	ಅತ್ಯಲ್ಪ		ಗಮನಾರ್ಹ	ಮಾರ್ಜಿನಲ್	ಅತ್ಯಲ್ಪ
	ಸಾಮಾನ್ಯ ನಿರ್ವಹಣೆ				ಬೆಲೆ ನಿಗದಿ			
	ಉತ್ಪನ್ನಮಿಶ್ರಣ				ಯೋಜನೆ			
	ಮಾರ್ಕೆಟಿಂಗ್				ನಿಯಂತ್ರಣ			
	ನಿಧಿಯ ಕ್ರೋಢೀಕರಣ				ಹಣಕಾಸಿನ ನಿಯಂತ್ರಣ			
ತಾಂತ್ರಿಕಜ್ಞಾನ								
25. ನೀವು ಯಾವುದೇ ಸಹಾಯಕ್ಕಾಗಿ ನಿಮ್ಮ RSETI ಅನ್ನು ಸಂಪರ್ಕಿಸಿದ್ದೀರಾ ?			26. ತರಬೇತಿಯ ನಂತರ ನಿಮ್ಮ RSETI ಯಿಂದ ಯಾವುದೇ ತರಬೇತುದಾರರು ನಿಮ್ಮನ್ನು ಸಂಪರ್ಕಿಸಿದ್ದಾರೆಯೇ?			<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	
ಘಟಕವನ್ನು ಸ್ಥಾಪಿಸುವ ಸಮಯದಲ್ಲಿ	<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	27. ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದ ನಂತರ ಪೋಷಕ ಸಂಸ್ಥೆಯಿಂದ ನೀವು ಯಾವ ರೀತಿಯ ಬೆಂಬಲವನ್ನು ಪಡೆದುಕೊಂಡಿದ್ದೀರಿ?					
				ಹೆಚ್ಚಿನ ಮಟ್ಟಿಗೆ	ಒಂದು ಹಂತಕ್ಕೆ	ಸೀಮಿತ ಮಟ್ಟಿಗೆ	ಇಲ್ಲವೇಇಲ್ಲ	
ಸಾಲ ಪಡೆಯುವುದು	<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	ಆರ್ಥಿಕ ನೆರವು					
ಅನುಮತಿ ಪಡೆಯುವುದು	<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	ಸಲಹಾ ಬೆಂಬಲ					
ವಿಸ್ತರಣೆಯ ಸಮಯದಲ್ಲಿ ಒಂದು ಘಟಕ	<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	ತಾಂತ್ರಿಕ ಸಹಾಯ					
ಬೇರೆ ಯಾವುದಾದರೂ ನಿರ್ದಿಷ್ಟಪಡಿಸಿ	<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	ಏಕಕಿಟಕಿಯ ಸೌಲಭ್ಯ					

29. ನೀವು ತರಬೇತಿ ಸಂಸ್ಥೆಯಿಂದ ಯಾವುದೇ ಗಮನಾರ್ಹ ಪ್ರಯೋಜನಗಳನ್ನು ಪಡೆದಿದ್ದೀರಾ?	<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	29a. ಹೌದು ಎಂದಾದರೆ, ನೀವು ಯಾವ ರೀತಿಯ ಪ್ರಯೋಜನವನ್ನು ಪಡೆಯುತ್ತೀರಿ?	
30. ವ್ಯವಹಾರಕ್ಕೆ ಪ್ರವೇಶಿಸುವ ಮೊದಲು ನಿಮ್ಮ ತರಬೇತಿ ಸಂಸ್ಥೆ ನಡೆಸುವ ತರಬೇತಿಗೆ ಹಾಜರಾಗಲು ನೀವು ಸಂಭಾವ್ಯ ಉದ್ಯಮಿಗಳಿಗೆ ಸಲಹೆ ನೀಡುತ್ತೀರಾ?	<input type="checkbox"/> ಹೌದು	<input type="checkbox"/> ಇಲ್ಲ	<input type="checkbox"/> ಸರ್ಕಾರದ ಯೋಜನೆಗಳ ಬಗ್ಗೆ ಅರಿವು	<input type="checkbox"/> ಸಾಲ ಸೌಲಭ್ಯದ ಬಗ್ಗೆ ಅರಿವು
31. ಹೌದು ಎಂದಾದರೆ, ವ್ಯವಹಾರಕ್ಕೆ ಪ್ರವೇಶಿಸುವ ಮೊದಲು EDP ಗೆ ಹಾಜರಾಗಲು ಕಾರಣವೇನು?			<input type="checkbox"/> ಘಟಕ ಪ್ರಾರಂಭಕ್ಕೆ ಪ್ರೇರಣೆ	
<input type="checkbox"/> ಉಡಾವಣಾ ಘಟಕದ ಪ್ರಕ್ರಿಯೆಯನ್ನು ವೇಗಗೊಳಿಸಲು			<input type="checkbox"/> ಉದ್ಯಮ ನಿರ್ವಹಣೆಯಲ್ಲಿ ಸಹಾಯಕವಾಗಿದೆ	<input type="checkbox"/> ಯಾವುದಾದರೂ (ನಿರ್ದಿಷ್ಟಪಡಿಸಿ)
<input type="checkbox"/> ಕಾನೂನು ವಿಧಿ ವಿಧಾನಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸಲು				
<input type="checkbox"/> ಘಟಕವನ್ನು ನಡೆಸಲು ಅಗತ್ಯವಾದ ತಾಂತ್ರಿಕ ಮತ್ತು ನಿರ್ವಹಣಾ ಕೌಶಲ್ಯವನ್ನು ಪಡೆಯಲು				
<input type="checkbox"/> ಉದ್ಯಮ ನಿರ್ವಹಣೆಯಲ್ಲಿ ಸಹಾಯಕವಾಗಿದೆ	<input type="checkbox"/> ಪೋಷಕ ಏಜೆನ್ಸಿಯನ್ನು ಸಂಪರ್ಕಿಸಲು			

III. ತರಬೇತಿ ಸಂಸ್ಥೆಯ ಕಾರ್ಯಕ್ಷಮತೆಯನ್ನು ಅಳೆಯುವ/ಮೌಲ್ಯಮಾಪನ ಮಾಡುವ ಆಯಾಮಗಳು:

ಎ. ಉದ್ಯಮಶೀಲತೆ ಜಾಗೃತಿ ಕಾರ್ಯಕ್ರಮಗಳು(EAPs):

32. RSETI ಸಂಸ್ಥೆಯಲ್ಲಿ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ EAP ಅಡಿಯಲ್ಲಿ ಒಳಗೊಂಡಿರುವ ಕೆಳಗಿನ ಅಂಶಗಳ ಕುರಿತು ದಯವಿಟ್ಟು ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ನೀಡಿ

	ಕಳಪೆ	ನ್ಯಾಯೋಚಿತ	ಸರಾಸರಿ	ಉತ್ತಮ	ಅತ್ಯುತ್ತಮ	ನಿಮ್ಮ ಆಯ್ಕೆಯು 1 ಅಥವಾ 2 ಆಗಿದ್ದರೆ, ದಯವಿಟ್ಟು ಒಂದು ಅಥವಾ ಎರಡು ವಾಕ್ಯಗಳಲ್ಲಿ ಕಾರಣಗಳನ್ನು ವಿವರಿಸಿ
ಕೌಶಲ್ಯ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಸ್ವ-ಉದ್ಯೋಗ / ಉದ್ಯಮಶೀಲತೆಯ ಕಡೆಗೆ ದೃಷ್ಟಿಕೋನ ಕುರಿತು ಯುವಕರಲ್ಲಿ ಜಾಗೃತಿ ಮೂಡಿಸುವ ಉಪನ್ಯಾಸ ಮಾಡಲಾಗಿದೆ	1	2	3	4	5	
ಸಂಸ್ಥೆಯಿಂದ ಉದ್ಯಮ ಪ್ರಚಾರಕ್ಕಾಗಿ ಬ್ಯಾಂಕುಗಳು ಮತ್ತು ಸರ್ಕಾರಿ ಸಂಸ್ಥೆಗಳಿಂದ ಲಭ್ಯವಿರುವ ಬೆಂಬಲದ ಬಗ್ಗೆ ಮಾಹಿತಿ ನೀಡಿ ಜಾಗೃತಿ ಮೂಡಿಸಲಾಗಿದೆ	1	2	3	4	5	
ಆದರ್ಶಗಳನ್ನು ಪ್ರಸ್ತುತ ಪಡಿಸುವ ಮೂಲಕ ಉದ್ಯಮಶೀಲತೆಯನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ಯುವಕರನ್ನು ಪ್ರೇರೇಪಿಸಿ ಜಾಗೃತಿ ಮೂಡಿಸಲಾಗಿದೆ	1	2	3	4	5	
ಸಮಾಜದ ವಿವಿಧ ಸಾಮಾಜಿಕ / ಅಭಿವೃದ್ಧಿ ವೇದಿಕೆಗಳು ಮತ್ತು ಸಂಸ್ಥೆಗಳೊಂದಿಗೆ ನೆಟ್ವರ್ಕಿಂಗ್ ಮಾಡಲಾಗಿದೆ	1	2	3	4	5	

ಜಾಗೃತಿ ಕಾರ್ಯಕ್ರಮದ ಭಾಗವಾಗಿ ಸ್ವ-ಉದ್ಯೋಗದ ಸಂದೇಶವನ್ನು ಪರ್ಯಾಯ ವೃತ್ತಿ ಆಯ್ಕೆಯಾಗಿ ಹರಡಲಾಗಿದೆ	1	2	3	4	5	
ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದ ಸಮಯದಲ್ಲಿ ಉದ್ಯಮಶೀಲತೆ ಪ್ರೇರೇಪಣೆ ಕಾರ್ಯಕ್ರಮದ ಗುಣಮಟ್ಟವು ಉತ್ತಮವಾಗಿದೆ	1	2	3	4	5	
ಯಶಸ್ವಿ ವ್ಯಾಪಾರಕ್ಕಾಗಿ ಪ್ರತಿ ಚಟುವಟಿಕೆಯ ಅವಶ್ಯಕತೆ / ಉದ್ದೇಶ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆಯ ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ವ್ಯವಹಾರವನ್ನು ಪ್ರಾರಂಭಿಸುವಲ್ಲಿ ವಿವಿಧ ಉಪಚಾರಿಕತೆ ಮತ್ತು ಅವಶ್ಯಕತೆಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸಲಾಗಿದೆ	1	2	3	4	5	

B. ತಾಂತ್ರಿಕಜ್ಞಾನ ಮತ್ತು ಕೌಶಲ್ಯಗಳು (TKS)

33. RSETI ಸಂಸ್ಥೆಯಲ್ಲಿನ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ TKS ಅಡಿಯಲ್ಲಿ ಒಳಗೊಂಡಿರುವ ಕೆಳಗಿನ ಅಂಶಗಳ ಕುರಿತು ದಯವಿಟ್ಟು ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ನೀಡಿ

ಸಂಸ್ಥೆ ಒದಗಿಸಿದ ತರಬೇತಿಯು ಜ್ಞಾನ, ಕೌಶಲ್ಯ ಮತ್ತು ವರ್ತನೆ - ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಯಲು ನನಗೆ ಅನುವು ಮಾಡಿಕೊಟ್ಟಿತು	1	2	3	4	5	
ತರಬೇತಿಯು ಒಬ್ಬ ವ್ಯಕ್ತಿಗೆ ಸ್ವಾಧೀನಪಡಿಸಿಕೊಂಡಿರುವ ಜ್ಞಾನ ಮತ್ತು ಕೌಶಲ್ಯಗಳನ್ನು ಗ್ರಹಿಸಬಹುದಾದ ಮತ್ತು ಕ್ರಿಯಾತ್ಮಕ ನಡವಳಿಕೆ ಅಥವಾ ವ್ಯಾಪಾರೋದ್ಯಮಗಳಲ್ಲಿನ ಕ್ರಿಯೆಗಳಾಗಿ ಪರಿವರ್ತಿಸಲು ಸಹಾಯ ಮಾಡಿತು	1	2	3	4	5	
ತರಬೇತಿಯು ಜ್ಞಾನ, ಕೌಶಲ್ಯ ಮತ್ತು ವರ್ತನೆಯ ವಿಷಯದಲ್ಲಿ ವ್ಯಕ್ತಿಯ ನಡವಳಿಕೆಯಲ್ಲಿ ಆಳವಾದ ಮತ್ತು ದೂರಗಾಮಿ ಬದಲಾವಣೆಗಳನ್ನು ತಂದಿತು	1	2	3	4	5	
ನಡವಳಿಕೆಯ ಸಿಮ್ಯುಲೇಶನ್ ಆಟಗಳು, ರೋಲ್ಪ್ಲೇ, ಗುಂಪು ಚಟುವಟಿಕೆಗಳು, ಪ್ರಾಯೋಗಿಕ ಮಾನ್ಯತೆ ಭೇಟಿಗಳಂತ ಪರಿಣಾಮಕಾರಿ ತರಬೇತಿ ವಿಧಾನಗಳ ಪ್ರಾಯೋಗಿಕ ಕಲಿಕೆಯನ್ನು ಒಳಗೊಂಡಿದೆ	1	2	3	4	5	
ಸಂಸ್ಥೆಯು ಅಭಿವೃದ್ಧಿ ಪಡಿಸಿದ ತಾಂತ್ರಿಕ ಕೌಶಲ್ಯದ ಭಾಗವಾಗಿ ಅನುಭವದ ಮೇಲೆ ಗುಂಪು ಚರ್ಚೆಯನ್ನು ಒಳಗೊಂಡಿದೆ	1	2	3	4	5	
ತರಬೇತಿ ಪಡೆಯುವವರಿಗೆ ತರಬೇತಿ ಉಪಕರಣಗಳು ಮತ್ತು ತರಬೇತಿ ಸಾಮಗ್ರಿಗಳನ್ನು ಒದಗಿಸಲಾಗಿದೆ	1	2	3	4	5	
ಅಗತ್ಯವಿರುವ ತಂತ್ರಜ್ಞಾನದಲ್ಲಿ ಸಾಕಷ್ಟು ಪ್ರಾಯೋಗಿಕ ಅನುಭವ ಒದಗಿಸಲಾಗಿದೆ	1	2	3	4	5	
ಜ್ಞಾನ ಮತ್ತು ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆದುಕೊಳ್ಳುವ ಬಗ್ಗೆ ಅಭ್ಯರ್ಥಿಗಳಿಗೆ ಪ್ರೇರೇಪಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	

ಸಿ. ಸಾಧನೆಯ ಪ್ರೇರಣೆ ಕಾರ್ಯಕ್ರಮ(AMP)

33. RSETI ಸಂಸ್ಥೆಯಲ್ಲಿನ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ AMP ಅಡಿಯಲ್ಲಿ ಒಳಗೊಂಡಿರುವ ಕೆಳಗಿನ ಅಂಶಗಳ ಕುರಿತು ದಯವಿಟ್ಟು ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ನೀಡಿ

ತರಬೇತಿಯ ಸಮಯದಲ್ಲಿ ಕೆಲವು ಯಶಸ್ವಿ ಉದ್ಯಮಿಗಳ ಉದಾಹರಣೆ, ಮಾದರಿ ಕೇಸ್‌ಸ್ಟಡಿ ಇತ್ಯಾದಿಗಳನ್ನು ಉಲ್ಲೇಖಿಸುವ ಮೂಲಕ ಯಶಸ್ವಿ ಉದ್ಯಮಿಯಾಗುವ ನನ್ನ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸಿತು	1	2	3	4	5	
ನನ್ನ ದಿನ ನಿತ್ಯದ ವ್ಯವಹಾರ ಚಟುವಟಿಕೆಯಲ್ಲಿ ಯಶಸ್ಸನ್ನು ಸಾಧಿಸುವಲ್ಲಿ ವೈಫಲ್ಯಗಳನ್ನು ಹೇಗೆ ನಿವಾರಿಸುವುದು ಎಂಬುದರ ಕುರಿತು ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಸ್ವಯಂ ಉದ್ಯಮಿಗಳಾಗುವಲ್ಲಿ ನಕಾರಾತ್ಮಕ ಭಾವನೆಗಳನ್ನು ಹೊರಹಾಕುವಲ್ಲಿ ಪ್ರೇರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಅವಲಂಬನೆ ಸಿಂಡ್ರೋಮ್ ನಿವಾರಿಸಲು ಪ್ರೇರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಆತ್ಮವಿಶ್ವಾಸವನ್ನು ಸುಧಾರಿಸಲು, ವೈಫಲ್ಯದ ಭಯವನ್ನು ಹೋಗಲಾಡಿಸಲು, ಕೀಳರಿಮೆ ಸಂಕೀರ್ಣವನ್ನು ನಿವಾರಿಸಲು ಪ್ರೇರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಜೀವನದಲ್ಲಿ ಏನನ್ನಾದರೂ ಸಾಧಿಸುವ ಬಯಕೆ ಕುರಿತು ಇರುವ ಆತ್ಮವಿಶ್ವಾಸ ನಿರ್ಮಿಸಲು ತರಬೇತಿ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ವ್ಯಕ್ತಿತ್ವವನ್ನು ಸುಧಾರಿಸುವ ಆಸಕ್ತಿಯನ್ನು ಬೆಳೆಸಲು ಅಭ್ಯರ್ಥಿಗಳನ್ನು ಪ್ರೇರೇಪಿಸುವುದು	1	2	3	4	5	
ಒಟ್ಟಾರೆಯಾಗಿ, ನಿರುದ್ಯೋಗಿ ಯುವಕರನ್ನು ಉದ್ಯಮಶೀಲತೆಯತ್ತ ಪ್ರೇರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	

D. ವ್ಯಾಪಾರ ಅವಕಾಶ ಮಾರ್ಗದರ್ಶನ (ಮಾರುಕಟ್ಟೆ ಬೆಂಬಲ) ಮತ್ತು ವ್ಯವಸ್ಥಾಪಕ ಕೌಶಲ್ಯಗಳು(BOMS)

34. RSETI ಸಂಸ್ಥೆಯಲ್ಲಿನ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ BOMS ಅಡಿಯಲ್ಲಿ ಒಳಗೊಂಡಿರುವ ಕೆಳಗಿನ ಅಂಶಗಳ ಕುರಿತು ದಯವಿಟ್ಟು ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ನೀಡಿ

ವ್ಯಾಪಾರ ಅವಕಾಶಗಳ ವ್ಯಾಪ್ತಿ ಮತ್ತು ತರಬೇತುದಾರರಿಂದ ಹೊಸಮಾರ್ಗಗಳ ಕುರಿತು ಮಾರ್ಗದರ್ಶನ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಆದಾಯ ಉತ್ಪಾದಿಸುವ ಚಟುವಟಿಕೆಯ ಕುರಿತು ಮಾರ್ಗದರ್ಶನ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ವ್ಯವಹಾರ ಚಟುವಟಿಕೆಯ ಆಯ್ಕೆಯ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಇದು ಉದ್ಯಮಗಳ ಸಂಪನ್ಮೂಲಗಳ ಕಾರ್ಯಸಾಧ್ಯತೆ ಮತ್ತು ಅವಕಾಶ	1	2	3	4	5	
ಮಾರುಕಟ್ಟೆ ಸಮೀಕ್ಷೆಯ ಅಗತ್ಯತೆಯ ಬಗ್ಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ವ್ಯಾಪಾರದ ಅವಕಾಶಕ್ಕಾಗಿ ಪರಿಣಾಮಕಾರಿ ಸಮೀಕ್ಷೆ ಯೋಜನೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಮಾರ್ಗದರ್ಶನ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	

ಮಾರುಕಟ್ಟೆ ಸಮೀಕ್ಷೆಯ ಆಧಾರದ ಮೇಲೆ ವ್ಯಾಪಾರ ಅವಕಾಶದ ಕುರಿತು ಕಾರ್ಯಸಾಧ್ಯತಾ ವರದಿಯನ್ನು ಸಿದ್ಧಪಡಿಸುವ ಮಾರ್ಗದರ್ಶನ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಉದ್ಯಮವನ್ನು ನಡೆಸುವಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ವ್ಯವಸ್ಥಾಪಕ ಕೌಶಲ್ಯದ ಭಾಗವಾಗಿ ಸಂವಹನ ಕೌಶಲ್ಯಗಳ ಮಹತ್ವವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವ ಮಾರ್ಗದರ್ಶನ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಪರಿಣಾಮಕಾರಿ ಸಂವಹನದ ಅಡೆತಡೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಅವುಗಳನ್ನು ನಿವಾರಿಸುವ ಮಾರ್ಗಗಳು	1	2	3	4	5	
ಪ್ರಾಯೋಗಿಕ ಮಾರ್ಕೆಟಿಂಗ್ ಅನುಭವ ಮತ್ತು ಅವಕಾಶಗಳ ಮಾರ್ಗದರ್ಶನ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಮಾರಾಟ ತೆರಿಗೆ ಕಾಯ್ದೆ, ಆದಾಯ ತೆರಿಗೆ ಕಾಯ್ದೆ ಮತ್ತು ಅಬಕಾರಿ ಕಾಯ್ದೆಯ ಪ್ರಮುಖ ಲಕ್ಷಣಗಳ ಬಗ್ಗೆ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ವಿವರಣೆ	1	2	3	4	5	

ಇ. ಬೆಂಬಲ ವ್ಯವಸ್ಥೆಗೆ ಒಡ್ಡಿಕೊಳ್ಳುವಿಕೆ (ಬ್ಯಾಂಕ್‌ಗಳಿಗೆ ಲಿಂಕ್‌ಗಳು) ಮತ್ತು ಯೋಜನಾ ವರದಿಯ ತಯಾರಿ (BPRP)

35. RSETI ಸಂಸ್ಥೆಯಲ್ಲಿನ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ BPRP ಅಡಿಯಲ್ಲಿ ಒಳಗೊಂಡಿರುವ ಕೆಳಗಿನ ಅಂಶಗಳ ಕುರಿತು ದಯವಿಟ್ಟು ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ನೀಡಿ

ಪ್ರಾಯೋಜಕ ಬ್ಯಾಂಕುಗಳು, ಇತರ ಹಣಕಾಸು ಸಂಸ್ಥೆಗಳು, ಸರ್ಕಾರಿ ಇಲಾಖೆಗಳು ಮತ್ತು ಸ್ವಯಂಸೇವಾಸಂಸ್ಥೆಗಳ ನೆರವು ಪಡೆಯುವ ವಿಧಾನ ಕುರಿತು ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ವ್ಯವಹಾರ ಪ್ರಸ್ತಾವದ ಆರಂಭಿಕ ಕಾರ್ಯಸಾಧ್ಯತೆಯನ್ನು ಕಂಡುಹಿಡಿಯುವ ವಿಧಾನ ಕುರಿತು ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಉದ್ಯಮವನ್ನು ಸ್ಥಾಪಿಸಲು ಕಾರ್ಯಸಾಧ್ಯತಾ ಅಧ್ಯಯನವನ್ನು ಮಾಡುವ ವಿಧಾನ ಕುರಿತು ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ವ್ಯವಹಾರದ ತಾಂತ್ರಿಕ, ಹಣಕಾಸು, ಮಾರ್ಕೆಟಿಂಗ್ ಮತ್ತು ವಾಣಿಜ್ಯ ಅಂಶಗಳ ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಕಾರ್ಯನಿರತ ಬಂಡವಾಳ ನಿರ್ವಹಣೆಯ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉದ್ಯಮದಲ್ಲಿ ಅದರ ಪ್ರಾಮುಖ್ಯತೆಯ ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಸರ್ಕಾರದ ವಿವಿಧ ಪ್ರಾಯೋಜಿತ ಯೋಜನೆಗಳು ಸೇರಿದಂತೆ ವಿವಿಧ ಸಾಲ ಯೋಜನೆಗಳ ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಗ್ರಾಹಕರ ನಡವಳಿಕೆ ಮತ್ತು ಆದ್ಯತೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವ ಅಗತ್ಯದ ವಿವರಣೆ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ತಮ್ಮ ಉತ್ಪನ್ನ / ಸೇವೆಗಾಗಿ ಮಾರ್ಕೆಟಿಂಗ್ ತಂತ್ರ ದ ಪರಿಕಲ್ಪನೆಯ ಮತ್ತು ಗ್ರಾಹಕ ಸೇವೆಯ ಮಹತ್ವದ ವಿವರಣೆ	1	2	3	4	5	
ವಿವಿಧ ಸಾಲ ನಿಯಮಗಳು, ಅರ್ಹತೆಯ ಉದ್ದೇಶಗಳು, ಹೂಡಿಕೆಮಾದರಿ, ಸಾಲದಮೊತ್ತ, ಬಡ್ಡಿದರ, ಭದ್ರತೆ ಮತ್ತು ಸಾಲಗಳ ಮರುಪಾವತಿಯ ಬಗ್ಗೆ ವಿವರಣೆ ಮತ್ತು ಶಿಕ್ಷಣ ನೀಡಲಾಗಿದೆ	1	2	3	4	5	
ಮಾರುಕಟ್ಟೆ ಸಮೀಕ್ಷೆ ನಡೆಸುವ ವಿಧಾನ ಮತ್ತು ಕೌಶಲ್ಯಗಳನ್ನು ಕಲಿಯಲು ಅಭ್ಯರ್ಥಿಗಳಿಗೆ ಸಹಾಯ ಮಾಡುವುದು	1	2	3	4	5	

36. RSETI ಸಂಸ್ಥೆಯ ಬಗ್ಗೆ ನಿಮ್ಮ ಅನುಭವ ಮತ್ತು ಸಂವಹನದ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಸಂಸ್ಥೆಯ ನಿಮ್ಮ ಒಟ್ಟಾರೆ ರೇಟಿಂಗ್ ಅನ್ನು 1 ರಿಂದ 10 ರ ಪ್ರಮಾಣದಲ್ಲಿ ಈ ಕೆಳಗಿನ ಪ್ರತಿಯೊಂದು ಸೂಚಕಗಳಲ್ಲಿ ಒದಗಿಸಿ (1 - ಅತ್ಯುತ್ತಮ 10 - ಅತ್ಯಂತ ಕಳಪೆ)

	ಅತ್ಯುತ್ತಮ- ----- ಅತ್ಯಂತ ಕಳಪೆ									
	1	2	3	4	5	6	7	8	9	10
ತರಬೇತುದಾರರ ತಾಂತ್ರಿಕ ಜ್ಞಾನ										
ತರಬೇತುದಾರನ ಬೋಧನೆಯ ವಿಧಾನ										
ಸಂಸ್ಥೆಯ ಭೌತಿಕ ಮೂಲಸೌಕರ್ಯ										
ಸಂಸ್ಥೆಯಲ್ಲಿ ಮಾನವ ಸಂಪನ್ಮೂಲ (ಸಿಬ್ಬಂದಿ).										
ಆಡಳಿತ ಮತ್ತು ನಿರ್ವಹಣೆ										
ಪೂರ್ವ ತರಬೇತಿ ಅಭ್ಯಾಸಗಳ										
ನಂತರದ ತರಬೇತಿ ಅಭ್ಯಾಸಗಳ										
ತರಬೇತಿ ಸಂಸ್ಥೆಯ ಒಟ್ಟಾರೆ ರೇಟಿಂಗ್										

ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ತಮ್ಮ ಅಭಿಪ್ರಾಯ ತಿಳಿಸಿ ಸಹಕರಿಸಿದ ತಮಗೆ ವಿಶೇಷ ಕೃತಜ್ಞತೆಗಳು