



## Beneficiaries Perception Towards Entrepreneurship Development Programme

### KEYWORDS

Entrepreneurship Development Programme, Training Institutes, Skill Development Programme, Beneficiaries

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**ABSTRACT** Job providers expect certain skills which are required for the job, but the job seekers are lacking the required skills. Training and development makes remarkable difference in the ability to meet out competitive standards. To fill up the gap, Skill Development Programmes [SDP], Entrepreneurship Development Programme [EDP] and Management Development Programme [MDP] are being conducted by various agencies such as centrally sponsored, state sponsored, NGOs and banks. Entrepreneurship Development Programmes try to fulfil the gap in the labour market. Persons who undergo Skill Development Training have two options. Either they go for labour market as a skilled labour and earn wages or they can start a new enterprise. At present Entrepreneurship Development Programmes are conducted through-out India. The various types of Entrepreneurship Development Programmes such as Product Development EDP's, Skill Development EDP's and Management Development EDP's are responsible for making better labour force. An attempt has been made in this paper to analyse the socio economic factors of participants, personal attitude, satisfactory level, and opinion about the Training Institutes. The survey has been conducted in three institutes namely, Small Industries Products Promotional Organisation (SIPPO), Madurai, Indian Overseas Bank-Rural Self Employment Training Institute (RSETI) and Seshasayee Institute of Technology (SIT), Tiruchirappalli. The primary data has been collected from 122 respondents. This paper also tries to find out whether these programmes are really beneficial to the participants or not.

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Entrepreneurship education seeks to prepare people to be responsible and enterprising individuals who have the attitudes, skills and knowledge necessary to achieve the goals they set for themselves to live a fulfilled life. The entrepreneurship key competence is a composition of an entrepreneurial attitude, entrepreneurial skills and knowledge of entrepreneurship. The study shows that entrepreneurship education has a positive impact on the entrepreneurship key competence of India. The main objectives of the scheme are (i) promoting entrepreneurship for creating self-employment through enterprise creation; (ii) facilitating creation of training infrastructure; and (iii) supporting research on entrepreneurship related issues.

Entrepreneurship Development Programme refers to a programme which is designed to help a person in strengthening his entrepreneurial motive and in acquiring skills and capabilities required for performing the role effectively. Thus it aims at developing entrepreneurial motives and skills and thereby it helps in playing entrepreneurial role effectively. Hence it is said that economy is an effect for which entrepreneurship is the cause. Entrepreneurship Development has therefore, become a matter of great concern in all developed and developing countries all over the world. But the real problem is how to develop entrepreneurship. Entrepreneurship Development Programmes [EDPs] are deemed to offer the solution to this problem.

### Importance of Entrepreneurship Development Programme

Entrepreneurship Development Programmes are designed to develop and improve various entrepreneurial skills. Different programmes are designed for different group of

persons, for different resources, industries and big projects. Basically Entrepreneurship Development Programme is to train and develop new entrepreneurs, the programme is essentially meant to develop first generation entrepreneurs as they cannot attend various initial activities on their own.

### Curriculum of Entrepreneurship Development Programme

Throughout the state of Tamil Nadu the course contents of Entrepreneurship Development Programme are uniform. They are in line with the objectives of Entrepreneurship Development Programme. Duration of the training programme ranges between 4 to 6 weeks. The ideal number of members in a group is 30 to 35. The course content include 6 inputs namely introduction to Entrepreneurship, Motivating entrepreneurs, Imparting managerial skill, Exposure to support system and procedure, Guidance to conduct feasibility studies and taking for Field Trips. Various organizations sponsored by state and central government conduct and train prospective entrepreneurs for the training Programmes, Banks and NGO's also involve themselves in organising such type of programmes.

### INSTITUTE'S PROFILE

This paper is about the Beneficiaries Opinion on the Entrepreneurship Development Programme & Training Institute. The respondents Age, Gender, Educational Qualification and Number of Members in a Family were taken into account. The respondents were 112 in number and they are taken from three different Institutes. The Institutes are Small Industries Products Promotional Organisation (SIPPO), Madurai and the remaining two Institutes are in Tiruchirappalli namely Indian Overseas Bank-Rural Self Employment Training Institute (RSETI) and Seshasayee Institute of Technology (SIT). The respondents were taken from a Training Programme in

which they are getting trained at present. Likewise 36 members were taken from SIPPO, 50 members are from SIT and 26 are from IOB (RSETI).

#### **Small Industries Products Promotional Organisation (SIP-PO)**

Small Industries Products Promotion Organisation (SIPPO) was established at Madurai in the year 1991. Small Industries Product Promotion Organisation (SIPPO), a joint venture of National Small Industries Corporation (NSIC, a Govt. of India Enterprise), Tamil Nadu Small Industries Development Corporation (TANSIDCO, a Tamil Nadu Govt. Undertaking). Its main objective is to promote Micro, Small, Medium, Village and Rural Industries. SIPPO has promoted many Entrepreneurs in various fields like Handicrafts, Floriculture, Essential Oils, Cosmetic Industries, Granite Industry, Pharmaceuticals, Medical and Aromatic Industries, Food Industries, Food Processing Industries etc. through various Training Programmes, Exhibitions, and Seminars&Workshops.

#### **Seshasayee Institute of Technology (SIT)**

The Seshasayee Institute of Technology, Tiruchirappalli is an AICTE approved, Government aided, Autonomous, Co-educational Technical Institution run by a registered society comprising of philanthropists under the name and style of "SeshasayeeInstitute Of Technology" with a view to uplift the techno-social status of all the vital stakeholders in this central region of Tamil Nadu through various 3-year Diploma Programmes at post-secondary level and a variety of non-formal Continuing Education Programmes. It is conscientiously committed to the laudable theme of uplifting the economically weaker sections of the community in this region and enhancing their social status coupled with an elevated life style being solidly backed up and nurtured by the benign Management. It is solemnly wedded to the vibrant theme of Total Quality Management in all Aspects of Educational Management.

The Institute provides various 3 Years Full Time Diploma courses, 6 months-2 Years Full Time Diploma courses and 12 months -2 Years Post Diploma courses. They also provide various courses from 3 months to 1 year on JCP & Crane Operations, Computer Numerical Control (CNC), Refrigeration & A/C Mechanic, DTP and Tally etc.

#### **Indian Overseas Bank (RSETI)**

This institute also provides various Training Programs on Two Wheeler Mechanic, Poultry, Tailoring & Embroidery, Electric & Electronic courses, Vending etc. Indian Overseas bank also provides financial facilities to the persons who complete their course to start a new business. RSETI has a separate building to cater to the needs of the training programme.

#### **REVIEW OF LITRATURE**

Navjot Sandhu (2012) investigated the entrepreneurship education and training (EET) needs of small family businesses operating in the agricultural sector of the Indian economy. Results show that owner/managers of small family businesses have low levels of EET and hence higher needs. Lack of sufficient funds and low awareness about the availability of training are the most significant challenges for these family firms in accessing financial education and training. Factors such as level of education and training of the owner/manager were found to be major determinants of family firms' take up of EET. This research paper makes an empirically rigorous contribution to a relatively under-researched aspect of small family businesses operating in

India. The results established that EET is a prerequisite for economic growth in the agricultural sector of the Indian economy.

Lida P. Kyrgidou, Eugenia Petridou (2013) aims at discussing the transformative potential of an e-mentoring support with regard to mentors' and mentees' learning and behavioral aspects, through an empirical study based on rural women entrepreneurs in Greece. E-mentoring can serve as a dynamic, two-fold relationship that can create a significant learning database benefiting both sides. Mentees' knowledge and skills were positively influenced, while their attitudes facing uncertainty, flexibility and innovation were found to be strongly influenced in the short and long run. Mentors did not seem to acquire extraordinary benefits from e-mentoring in terms of knowledge and skills, while their attitude towards flexibility and interest in people demonstrate a marginally negative tendency. Both mentors' and mentees' self-confidence demonstrated an increased tendency and was influenced throughout the intervention and six months upon its completion. Theoretical and empirical evidence in the field of e-mentoring as well as on encouraging future women entrepreneurs remains scarce. The present paper constitutes a first step towards suggesting an approach to e-mentoring practices, raising awareness and faith with regard to the beneficial role that e-mentoring support can have in the development of women entrepreneurship.

Roy McLarty (2005) has stated that the entrepreneurial potential of graduates has risen in the national agenda and has been attracting the interest of policy makers, educationists and development agencies in recent years. This paper focuses on a detailed study into the entrepreneurial activities of graduates in East Anglia and principally examines issues impacting on their business development. Findings are significant in respect of each of the categories of investigation and principally confirmed that the graduates were poorly prepared for business activity. Two major issues of concern were confirmed, namely, marketing and finance, the latter of which increased as time progressed. Elements relating to all of the seven issues are explored at both business establishment and development stages, mainly because it was recognised that these would materially change over time. The value and impact of business advice is explored and rated in respect of three sources – Princes Trust, Business Link, and Enterprise Agency. The paper concludes with an examination of the competency of graduates, through the introduction of three categories of competency and application of Gadanne's seven elements

Dermot Breslin (2012) presented an evolutionary perspective on entrepreneurial learning, whilst also accounting for fundamental ecological processes, by focusing on the development of key recurring, knowledge components within nascent and growing small businesses. It is argued in the paper that such a multi-level focus on key recurring knowledge components can shed new light on the process of entrepreneurial learning and lead to the cross-fertilization of ideas across different domains of study, by offering researchers the opportunity to use the framework of variation-selection-retention to develop a multi-level representation of organizational and entrepreneurial learning. Entrepreneurial learning viewed in this way, as a multi-level struggle for survival amongst competing knowledge components, can provide entrepreneurs with a set of evolutionary heuristics as they re-interpret their understanding

of the evolution of their business.

OriEyal (2008) explored the association between public schools' networks and strategies of entrepreneurship. The Public School Entrepreneurship Inventory (PSEI) and a questionnaire on schools' networks were administered to a stratified, random sample of teachers and principals from 140 Israeli elementary schools. It was found that although the network is associated with school entrepreneurship, it is limited to non-radical entrepreneurship. Thus, extensive connections in the school's network may be considered an advantage for some entrepreneurial purposes and a burden for others. It may therefore be concluded that extensive connections create pressure to conform to network norms, thus restricting radical endeavours. The study bridges the gap between the general literature on networks and the literature on educational networks, reflecting how a school's entrepreneurship is contingent on the qualities of its network ties.

**OBJECTIVES OF THE STUDY**

1. To find out the socio economic characteristics of the participants.
2. To assess the level of satisfaction and their attitude towards the skill development training.
3. To know about the success of the skill development programme.

**RESEARCH METHODOLOGY**

- Primary Data has been collected from 122 Participants
- Data has been collected from 3 different institutes.
- Tools such as ANNOVA and Chi Square Test have been used to test the objectives of the study.

**ANNALYSIS ANDINTERPRETATION**

Age					
16-20	21-25	26-30	31-35	36 and above	Total
30	40	24	16	12	122
Gender					
Male		Female		Total	
96		26		122	
Educational Qualification					
Schooling	ITI	Diploma	UG	PG	Total
34	44	14	22	8	122
Family Size					
3	4	5	6	7	Total
36	40	30	14	2	122
Source of Information					
Media	Adver-tisement	Friends	Rela-tives	Government officials	Total
6	52	58	4	2	122
Personal Information					
Particulars			Yes	No	Total
Marital Status			30	92	122
Family Support			122	0	122
Work Experience			42	80	122
Satisfactory Level					
Training Aids &Equipment			112	10	122
Teaching Methodology			122	0	122

Providing Necessary Facilities	122	0	122
About the Institute			
Payment of Fees	6	116	122
Providing Stipend	76	46	122
Hostel Accommodation	34	88	122
Preference after completing the Training Programme			
Wage Employ-ment	Starting up a New Business	Total	
44	78	122	

ANOVA

Variables		Sum of Squares	d.f	Mean Square	F	Sig.
Age	Between Groups	64.978	1	64.978	52.381	.000
	Within Groups	148.858	120	1.240		
	Total	213.836	121			
Gender	Between Groups	.405	1	.405	2.426	.122
	Within Groups	20.054	120	.167		
	Total	20.459	121			
Education	Between Groups	21.898	1	21.898	15.952	.000
	Within Groups	164.725	120	1.373		
	Total	186.623	121			
Marital Status	Between Groups	4.161	1	4.161	27.049	.000
	Within Groups	18.462	120	.154		
	Total	22.623	121			
Family Size	Between Groups	.360	1	.360	.312	.577
	Within Groups	138.263	120	1.152		
	Total	138.623	121			

The above table represents the impact of socio economic factors of the participants towards the training programme by using ANNOVA. The variables taken for analysis are age, gender, education, marital status a number of members in a family.

It is found that the variable age has a significant value of 0.000 which is less than 0.001 and it is found to be significant. Thus we come to know that participants of any age group will actively participate in this training programme.

Gender is a variable that has an impact on the training programme. The number of male is higher than female members in most of the training programme, significant value of the variable gender is 0.122 and it is greater than 0.001. Thus gender has an impact on training programme.

The significant value of the participant's education qualification is 0.000 and it is significant in the survey. So we can be able to assure that the participant's education qualification does not have any impact on the view towards the training programme. As participants are married or unmarried and it does not make any difference in the participant's attitude towards the training programme. Participants of both types can participate in all training programmes.

There is an insignificant relation between family size and the attitude towards the training programme. The value is 0.312 and it is highly greater than 0.001. Generally if the No. of persons in a family increases the burden of the family also increases and it restricts the person's participation in the training programme. Thus the family size is insignificant in nature.

**Chi-Square Test**

Chi-Square Test				
Hostel	Observed N	Value	df	Asymp. Sig
No	88	23.902	1	.000
Yes	34			
Total	122			

H<sub>0</sub> : Hostel Facility is not affecting the Satisfactory Level of the Participants

H<sub>1</sub> : Hostel Facility is affecting the Satisfactory Level of the Participants

To find out the relation between hostel facility and the satisfaction level of the training programme chi square analysis is used. Even though the institutes do not provide the hostel facility the assumed significant value is 0.000, which shows that it is not affecting the satisfactory level of the participants and thus null hypothesis is accepted.

Chi-Square Test				
Experience	Observed N	Value	df	Asymp. Sig
No	80	11.836	1	.001
Yes	42			
Total	122			

H<sub>0</sub> : Experience is not affecting the Satisfactory Level of the Participants

H<sub>1</sub> : Experience is affecting the Satisfactory Level of the Participants

The above table wants to find out the significance among the previous experience and the satisfactory level. The actual assumption of any human being is that experience has an impact on training. But the assumed significant value is 0.001 and it is less than 0.005. Though 42 respondents have experience before training, it does not make any difference in the satisfactory level as a whole. Thus alternate hypothesis is rejected and null hypothesis is accepted.

Chi-Square Test				
After Training	Observed N	Value	df	Asymp. Sig
Wage Employment	44	9.475	1	.002
Starting up a New Business	78			
Total	122			

H<sub>0</sub> : After Training is not affecting the Satisfactory Level of the Participants

H<sub>1</sub> : After Training is affecting the Satisfactory Level of the Participants

The preference of the participants after training whether they go for wage employment or starting own business does not make any difference in the satisfaction level of the participants about the training programme. The signifi-

cant value is 0.002 and it is less than the value 0.005. Thus the null hypothesis is accepted.

Chi-Square Test				
Stipend	Observed N	Value	df	Asymp. Sig
No	46	7.377	1	.007
Yes	76			
Total	122			

H<sub>0</sub> : Stipend is affecting the Satisfactory Level of the Participants

H<sub>1</sub> Stipend is not affecting the Satisfactory Level of the Participants

The above table tests whether the stipend given by the institute to the participants will affect the satisfaction level of the participants. In general most of the participants are from middle and lower middle groups; they even struggle to meet out their daily expenditure. So they expect that the institutes will provide stipend to them. Also the assumed significance value is 0.007 which is greater than 0.005 and it is insignificant. Thus providing stipend has a significant impact on satisfaction level and null hypothesis is accepted.

**FINDINGS**

- It is found that certain socio economic factors such as age, educational qualification and marital status are positively significant.
- Factors such as gender and marital status are negatively significant.
- Participants are satisfied about the institute’s teaching methodology, facilities and equipment provided in the training institute.
- Information about the training is mostly known through advertisement and friends.

**SUGGESTIONS**

- Institutes should provide the training as per the local requirements of the participants.
- The institute may think of providing stipend to the participants to motivate them to attend the course considering their family situation.
- More information about the training has to be disseminated through other channels such as newspapers, radio and also through government officials.
- Institute should also train and motivate the participants in such a manner to start their own business.

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