

**ROLE OF RSETIs (RURAL SELF-EMPLOYMENT
TRAINING INSTITUTES) IN EMPOWERING RURAL
YOUTH TOWARDS ENTREPRENEURSHIP
IN PUNJAB**

A Thesis

**Submitted in partial fulfilment of the requirements for the
award of the degree of**

**DOCTOR OF PHILOSOPHY
IN
ECONOMICS**

By

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2020**

DECLARATION

I declare that the dissertation entitled “**Role of RSETIs (Rural Self-Employment Training Institutes) in Empowering Rural Youth towards Entrepreneurship in Punjab**” has been prepared by me under the guidance of Dr. Pawan Kumar Associate Professor in General Marketing, Mittal School of Business, Lovely Professional University, Phagwara Punjab. No part of this dissertation has formed the basis for the award of degree or fellowship previously.

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ABSTRACT

Entrepreneurial Development in a particular country is considered to be one of the most significant factor in the process of rapid industrialization, creating employment opportunities and accelerating economic growth. The development of small enterprises in a country are closely associated with the entrepreneurial development. Noting that India will have a surplus manpower of 40 to 50 million over the decade, it is emphasized by Indian government to provide this manpower with the skills and abilities needed to tackle the global challenges, otherwise this demographic dividend would become a challenge. For the same reason, 22 ministries in India are involved in providing skill based vocational, employability and entrepreneurial training to millions of persons every year. Such a measure to train and empower the youth of India was taken by the Ministry of Rural Development by setting up RSETIs in every district of many states. These institutes provide residential training of both hard and soft skills for short period approximately 1-6 weeks. After the training, the post training follow up is done for two years for giving support to the trained candidate in form of sustaining his motivation which he gained during the training process. In addition, trainees are also provided help to implement the knowledge they gained during whole training process. In addition, financial support in form of subsidies and loan facility is also provided to the candidate for his settlement. Keeping in view the importance of these institutes in developing entrepreneurial culture in our country the present study was outlined to investigate the effectiveness of these training institutes in state of Punjab. There are total 17 RSETIs in whole Punjab and more than 50% of the RSETIs on the basis of administrative divisions have been considered to arrive at reliable conclusions about the whole state by selecting the scientific sample size of 588 respondents who had taken training from these institutes during April 2017 to March 2019. Sample has been selected on the proportionate basis which in turn consists of 5% of the total number of EDP trainees from sample districts of Hoshiarpur, Amritsar, Rupnagar, Bathinda, S.A.S Mohali, Patiala, Firozpur, Moga and Ludhiana. The study has following objectives and research hypothesis:

- 1) To explore the relationship between entrepreneurial training and youth empowerment.
- 2) To analyse the effectiveness of entrepreneurial training programs conducted by RSETIs in the state of Punjab.
- 3) To study socio- economic profile of respondents with key factors of their success.
- 4) To identify the problems of RSET institutes and RSETI trained candidates.

Research Hypothesis

H1 : There is positive effect of entrepreneurial training on youth empowerment.

H2 : There is significant relationship between the effectiveness of EDP training and perceived business performance of respondent.

H3 : There is significant difference between the perceived business success of the respondents and their socio economic profile.

The effect of entrepreneurial training on youth empowerment was studied in three outcomes. Direct outcome in which immediate effect of training with reference to social valuation, entrepreneurial capacity and intention and entrepreneurial attributes were taken into consideration. In intermediate outcome, settlement rate of trainees was considered and in final outcome, empowerment was measured on the basis of seven factors of youth empowerment that is improved economic conditions, better health facilities, involvement in family decision making, improvement in quality of life and social status, more access to modern technology and access to more business information. It was observed from the study that the correlation exists between entrepreneurial training and youth empowerment is positive with value of (R) is equal to 0.112. In other words, there is positive effect of entrepreneurial training on youth empowerment is concluded by this study. In present study it was very essential to measure the effectiveness of the training provided by RSETIs for two main reasons, firstly to improve the overall process of RSETI training, secondly as a generalisation for the government whether it should continue such entrepreneurial training or not. The best known evaluation methodology for judging training

programs was given by Donald Kirkpatrick's four level evaluation model which was applied in this study. To show the relationship between training effectiveness and business performance of respondents, benefits derived from training and satisfaction level of trainees after the training, confirmatory factor analysis was also applied. The results shows that more benefits derived from training and if satisfaction level of the trainees is high the training will be effective. There is no confirmed parameter to measure the success of an entrepreneur. Some scholars consider personality traits, entrepreneurial training, past experience, financial support to be important factors in the success of entrepreneur. Others consider psychological, environmental or social networks as key factors of entrepreneurial success. In this study various key factors including social factors like support of families, family income, family occupation or business, social category, past experience, environmental factors like availability of bank finance, favourable market conditions, availability of modern technology, support of government and entrepreneurial traits enhanced by entrepreneurial training including formal education of the respondents were taken as key factors responsible for their success. The analysis states that main role in success of the respondents is played by RSETI general training, its skill enhancement methods and its credit linkage support. Major problems which respondents faced were in starting and running their enterprises were negative attitude of family and society and financial problems. Main problems these RSET institutes face are: a) Heterogeneous background of trainees b) Availability of guest faculty c) Lack of basic infrastructure d) Lack of interested candidates for certain training programs e) Lack of assistance of support system.

In a nutshell, the study concludes that to tackle unemployment problem, to fill the skill gap in our country, for fulfilling the career aspirations of rural youth, for bringing diversity in the incomes of the people specially poor families residing in rural areas RSET institutes are working as social enterprises and pioneers in the area of skill development and developing entrepreneurial culture in our country. These institutes with their effective training empowered youth from all aspects and played an important role in their entrepreneurial success.

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(RITU KUMRA)

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LIST OF ABBREVIATIONS

Abbreviations	Full form
RSETIs	— Rural Self-employment training Institutes
NSDC	— National Skill Development Corporation
RUDSETI	— Rural Development and Self-employment training institutes
GOI	— Government of India
MORD	— Ministry of Rural Development
EDPs	— Entrepreneurial Development Programs
EDI	— Entrepreneurship Development Institute
NIESBUD	— National Institute for Entrepreneurship and Small Business Development
UNESCO	— United Nations Educational, Scientific and Cultural Organisation

CHAPTER – 1

INTRODUCTION

1.1. INTRODUCTION

Globally, the present challenge which the world is facing is to increase the human resource potential and effectively use it as the driving force of world economy. Young being zealous, energetic, innovative are considered as the most valuable asset of the population in each and every country. The country's aptness to grow and progress depends upon potential and creativity of the young people. For every country new era of 3E's (education, employment, entrepreneurship) of youth are major concerns. So, policy makers all over the world are formulating such policies to enhance the energy and inculcate such skills among youth of their country to foster economic, cultural and political development of that particular country. India being a highly populated country, needs to accelerate its growth with employability. A country's sluggishness is not measured by shortage of reserves but it is determined by lack of entrepreneurial skill in its society. On basis of population, India is on second position in the world still a large chunk of population is underemployed and unemployed. This is due to lack of employable skill or talent among the working force. About 80% of total personnel in urban and rural areas does not possess any distinctive vendible adeptness (61st Round on Employment and Unemployment by NSSO). The most crucial challenges before Indian policy makers is to foster sustainable development by creating gainful employment for youth and exterminate poverty. As lakhs of youth enter employment market every year but incapacitated to find appropriate employment. A number of programs have been designed for the direct assault on poverty and unemployment. For example, National Rural Livelihood Mission (NRLM), Integrated Rural Development Program (IRDP), National Rural Employment Program (NREP), Training of Rural Youth for Self-Employment (TRYSEM), Swaran Jayanti Shahari and Gram Swarozgar Yojna etc. were introduced from time to time to encourage entrepreneurship and support the base of rural sector in the country. But generally speaking these attempts, while magnificent in perceptible terms have not brought

about the desired outcomes. So, need of the hour, is to focus on skill building of unemployed youth through Entrepreneurship Development Programs, so that youth can setup their own start-ups or small scale enterprises instead of searching for being employed. If the youth is able to launch a profitable micro enterprises, they thereby contribute to national economy.

1.2. ENTREPRENEURSHIP DEVELOPMENT

Entrepreneurial development in a particular country is considered to be one of the most significant factor in the process of rapid industrialization, creating employment opportunities and accelerating economic growth. Growth of an entrepreneurship means to instil entrepreneurial traits into an individual communicating the deserved knowledge, cultivating the marketing, financial, managerial and technical skills and constructing the enterprising ability. The entrepreneurial development process involved equipping an individual with the knowledge used for building an enterprise and also to enhance their entrepreneurial abilities. In words of Meier and Baldwin [1967], "Development does not occur spontaneously as a natural consequence when economic conditions in a sense are 'right', a catalyst or an agent is needed and that indicates entrepreneurial activity. The role of entrepreneurs in economic development may be understood by the contribution they make to the different sectors of economy. Entrepreneurs are the cost-effective agents as they utilize the last bit of resource available at their disposal." According to Marcus Desjardin (2001), "An increase in the number of entrepreneurs leads to an increase in economic growth. This effect is a result of the concrete expression of their prosperity to innovate." Entrepreneurialism can play an impetus role to convert job seekers into job providers for generating more and more job and self-employment possibilities and stimulate comprehensive development in the country. The entrepreneurship development in India is very significant because of the reasons given below:

- Accelerating the rate of economic development
- Achieving the aim of balanced regional growth
- Solving the problem of unemployment
- Directing available resources towards non-traditional areas of investment

According to GEM Report (2008) which is related to enterprising tendency and view point of Indian youth towards entrepreneurship states that India marked on the highest position on basis of different parameters. These parameters include, 58% of individuals who consider to have a good opportunity to start a business in nearest 6 months, personally 56% of the respondents know a person who has started a business in past 2 years, 45% have knowledge and skills to start a new business, 67% of respondents consider entrepreneurship as desirable career choice and 81% for only media attention. Therefore, in India, entrepreneurs are proficient enough to discern the fresh opportunities and are ready to experience the inevitable risks in utilising them by starting their own enterprises. The development of small enterprises in the whole nation India in general and particularly in the state of Punjab is closely associated with and dependent upon entrepreneurial development. Entrepreneurial development in Punjab is affected by its geographical environment, nature, development of agriculture, social system, economic environment and natural resources. So, government has made several attempts through development agencies and other institutions to undertake task of entrepreneurial development. Its process involved the following stages:-

- **Motivation:** Unemployed youth who is unaware about the field of entrepreneurship is invited and made aware of advantages of choosing entrepreneurship as a career.
- **Training:** The entrepreneurship training comprises bringing the desired change in the participant, developing risk taking capacity, knowledge of technical knowhow, project selection, arranging finance required for the manufacturing and trading of goods.
- **Follow up action:** Follow up action is also called post training phase which is essential to ensure that the entrepreneurs do not lose their morale after establishing their units in the competitive market.

The tedious process of establishment of new units and lengthy procedures for getting loans from various institutions necessitate the need of follow up action.

1.3. SKILL DEVELOPMENT

Skill Development is the intended output of education and training efforts which is very important for the growth of any economy. Consequently, in the month of August, 2008, the Prime Minister outlined his perception for skill development in India and next year that was in the year 2009 the Govt. announced a national policy on skill development based on the following path.



Fig. 1.1: Skill Development Path

Noting that India will have a surplus manpower of 40 to 50 million over the next decade, it is emphasized by Indian government to provide this manpower with the skills and abilities needed to tackle the global challenges, otherwise this demographic dividend would become a challenge. “If China is recognised as the manufacturing factory of the world, India can become factory of human resource capital” (Mr. Narendra Modi). India aims to skill 402 million people up to 2022 (www.livemint.comS.Ramadorinews). There are 22 ministries and departments in India which are involved in providing skill based vocational, employability and entrepreneurial training to millions of persons every year. These ministries are summarized as below:

Table 1.1: Ministries for Skill Development

Ministry	Scheme	Salient aspects
Ministry of Human Resource Development	-Polytechnics under the Co-ordinated Action for Skill development	- To harness the scientific / technical knowledge available with polytechnics to secure community / rural development
	Scheme of Apprenticeship training	- Offering vocational training program to disadvantaged groups of adults.
	Community Polytechnics	
	-Jan Shikshan Sansthan (JSS) - Scheme of Vocationalization of Secondary Education at plus two level	

Ministry	Scheme	Salient aspects
Ministry of Labor and Employment	-Craftsmen Training Scheme Apprenticeship Training scheme	- - One million persons to be trained or their existing skills tested and certified under Modular Employable Skills (MES) framework
	-Skill Development Initiative (SDI) under MES scheme.	- Encouraging skill development for youth by providing monetary rewards for successful completion of approved
		Trainings
Ministry of Micro, Small and Medium Enterprises (MSME)	Star Scheme	- To educate the youth on various aspects that need to be taken into consideration while setting up small scale enterprises
	-Entrepreneurship Development Program (EDP) -Entrepreneurship Skill Development Program (ESDP) -Prime Minister's Employment Generation Program (PMEGP)	- Training unskilled and semi-skilled workers employed in small-scale industrial units in new skills and/or upgrading their technical skill and knowledge.
		- To promote skill development by setting up District Skill Development Centres (DSDC) in 6000 blocks of the country.
Ministry of Housing and Urban Poverty Alleviation	-National Urban Livelihood Mission -Swarna Jayanti Shahari Rozgar Yojana (SJSRY)	- For providing gainful employment to the urban unemployed/ underemployed by encouragement to self-employment ventures or provision of wage employment.
Ministry of Rural Development	-National Rural Livelihoods Mission	- Demand-based skill development training projects for increasing employability of rural BPL youth leading to their placement or self-employment
	-Swarnajayanti Gram Swarozgar Yojana (SGSRY)	
	-Rural Self- Employment	
	Training Institute (RSETI)	
Ministry of Women and Child Development	Support to Training and Employment Program for Women (STEP)	- Training women in marketable trades and enable them to access remunerative employment opportunities or help them in setting up their own businesses

Ministry	Scheme	Salient aspects
Ministry of Communication & Information Technology	Technology Incubation and Development of Entrepreneurs (TIDE)	-Schemes on skill development in Electronic Systems Design and Manufacturing (ESDM) for Digital India will be implemented.
Ministry of Skill Development Entrepreneurship Youth Affairs & Sports	New Ministry recently formed	- The Ministry will implement schemes to motivate unemployed youth to skill themselves and build pride in adding to India's prosperity and will find methods to make skilling attractive for youth
Ministry of Development of North Eastern Region	North Eastern Council (NEC)	- NEC will help in developing skill sets and human capital in the areas of vocational and technical training, sericulture, use of modern tools and implements to help provide a scientific basis to further enrich traditional skills for livelihood promotion.
Ministry of Science and Technology	Vocational Training for Employment Generation (VOTEG)	- Evolved into SKILLS Project which takes a lead in adapting and implementing the 'franchise model' to skills required by the target segment of resource poor communities and less educated persons
Ministry of Agriculture	Establishment of SAMETIs Establishment of Agro Clinics and Agricultural Business Centre's by agricultural graduates (ACABC)	- Involved in training activities in fields of extension services, horticulture, animal husbandry, dairying and fisheries
Ministry of Health and Family Welfare	Accredited Social Health Activist (ASHA)	- To provide every village with a trained female community health activist
Ministry of Tourism	"Hunar Se Rozgar" under the CBSP Program	State Tourism Development Corporations (STDCs) will be organizing skill trainings in trades like Food Production and Food Beverage and Services, Home keeping and Bakery.

Ministry	Scheme	Salient aspects
Ministry of Food Processing Industries	Skill development by Indian Institute of Crop Processing Technology (IICPT)	
	Skill trainings by NIFTEM	- Skill development on various aspects of food processing
Ministry of Social Justice and Empowerment	Skill development training program for Safai Karmacharis	NSKFDK will be imparting skill trainings to the eligible members of the target group to explore the job opportunities and for self-employment ventures
Ministry of Minority Affairs	Skill development under “Seekho and Kamao” scheme funded by NMDFC “Nai Roshni” scheme for Leadership development of Minority women	- Promoting economic development of the persons belonging to minority communities
Ministry of Tribal Affairs	Vocational Training centers in Tribal areas	- To upgrade the skills of tribal youth in various traditional and modern vocations
		depending on the market potential
Ministry of Home Affairs	Skill development under the Border Area Development Program	Under BADP, capacity building program by way of vocational studies and training for youth for self-employment and skill up gradation of artisans and weavers will be organized.

(Source: Meghalaya skill Development Framework Document)

1.4. MEANING OF YOUTH EMPOWERMENT

Youth empowerment is a behavioural, anatomical and cultural procedure whereby young people possess the capacity to make their own choices and become privileged to change their own existence and lives of other people including the young and the adult. Youth empowerment can eradicate poverty and raise living standards of youth of any nation. Empowering the younger generations with skills can make the youth skilled and empowered. Moreover, the skill one has learnt can assist him till the end of his life. Entrepreneurial training enhances such capabilities and competencies

among youth that they become economically, socially and psychologically empowered. According to the Commonwealth Plan of Action for Youth Empowerment (PAYE), the essential areas of youth empowerment are civic participation, education, employment, political participation and health. First three can be accomplished with the help of entrepreneurship among youth. So, need is to inculcate technical, soft, in fact, life skills among young people to make them empowered.

1.5. ENTREPRENEURSHIP DEVELOPMENT PROGRAMS:

Entrepreneurship Development Programs (EDP's) are defined as those programs which

- a) Create awareness of entrepreneurship
- b) Provide career orientation
- c) Lead to the creation of new enterprises through the training of potential entrepreneurs
- d) Promote self-employment
- e) Train exiting entrepreneurs for business survival
- f) Stimulate entrepreneurial values in the community

The rationale behind these programs is to fill the knowledge gap that may exist in technical, financial and managerial aspects by recognising and expanding new entrepreneurship or occupational group. The main aims of the EDP's are also pinpointed by Joshi (1985) and Oza (1988) as follows:

- a) To foster entrepreneurial growth in the country particularly in small sector and to secure wider dispersal of entrepreneurship.
- b) Optimum use of scientific and technical power.
- c) Development of backward regions and expansion of non-farming activities in rural areas thereby improving social status of socially disadvantaged groups like rural, poor, tribal and women.
- d) Generation of employment opportunities.
- e) Widening the industrial base through setting up small and medium scale industries.

1.6. UNIQUE FEATURES OF THE RUDSETI/ RSETI MODEL OF TRAINING AND ENTREPRENEURSHIP DEVELOPMENT

In India, Government has taken up a plenty of far reaching initiatives such as Stand-up India, Start-up India, Digital India and so on; to exterminate poverty and to address employment opportunities in India. One such initiative is taken by the Ministry of Rural Development that enables rural youth to secure regular wage employment or self-employment through its skilling by RSETIs started in 2009. One of the focus areas of the above initiatives is to train and empower the youth who is at the bottom of the pyramid especially in rural India. The effort of the Government of India has transformed millions of unemployed people into productive assets of India by promoting entrepreneurship among them. This model was based on the historic policy decision taken by Ministry of Rural Development to replicate the RUDSETI model started in year 1982. These new institutes were started throughout the country in the name of RSETIs which has provided assistance and guidance to unemployed youth to achieve their ambition in life and to establish larger eco system that supports the trained candidates to secure a better future. The various public sector banks who are the sponsor banks

have extended their support to these institutes for empowering the unemployed youth by providing timely assistance, guidance and credit linkage to the trainees of these institutes. The core offering of this model of training is the Free and Intensive



Short Duration Residential training programs provided to rural youth. The other main unique feature of this training is its focus on settlement of trained candidates by facilitating the beneficiaries to start their own enterprises through continuous post training follow up and handholding support for two years after the training.

The main role of RSETIs is not to replace vocational training institutes like ITCs but to make short term courses of skill development available for those persons who are unable to continue their formal education and are unemployed. This training mainly focus on livelihood promotion through creation of Micro Enterprises by the trainees. Micro, Small and Medium Enterprises are now playing a critical role in the growth of the economy and also in promoting livelihoods by alleviating the poverty and unemployment. It is estimated that in developing nations, around 90% of the enterprises fall under this category. Hence, the study of the successful first generation entrepreneurs who have promoted MSME's as well as the social and institutional factors contributing to their success is important. RSETIs are the pioneering institution in promoting the concept of training and capacity building of rural youth to make them credit worthy and enable them to successfully walk on the path of entrepreneurship. Till time 23 RUDSETIs and 585 RSETIs. (Source: National Centre for Excellence of RSETIs) are working at all India level. These RSETIs consider the youth as a valuable human resource of the country and are working for the transformation of youth into productive assets of our country by providing work base trainings. Main Objectives of RSETIs as per National Centre for Excellence of RSETIs are:

- 1) To create awareness among youth on self-employment and entrepreneurship.
- 2) To identify, orient, motivate, train and assist the rural youth to take up self-employment/wage employment ventures as an alternative career.
- 3) To take up research and development in entrepreneurship and rural development.
- 4) To establish linkage with banks for financial assistance.
- 5) To handhold for establishment and successful running of the enterprise.

Table 1.2: Total Number of RSETIs in India

Sr. No.	Name of the State/Union Territories	No. of RSETIs
1	Andhra Pradesh	16
2	Arunachal Pradesh	01
3	Assam	26
4	Bihar	38
5	Chhattisgarh	18
6	Gujarat	28
7	Haryana	21
8	Himachal Pradesh	10
9	Jammu & Kashmir	21
10	Jharkhand	25
11	Karnataka	33
12	Kerala	14
13	Madhya Pradesh	50
14	Maharashtra	35
15	Manipur	01
16	Meghalaya	05
17	Mizoram	01
18	Nagaland	01
19	Odisha	30
20	Punjab	18
21	Rajasthan	35
22	Sikkim	01
23	Tamil Nadu	30
24	Telangana	10
25	Tripura	05
26	UT Andaman & Nicobar Island	01
27	UT Dadra & Nagar Havelli	01
28	UT Lakshadweep	01
29	UT Pondicherry	01
30	Uttar Pradesh	75
31	Uttarakhand	13
32	West Bengal	19
33	Ladhak	01
	State Wise Total	585

(Source: National Centre for Excellence of RSETIs report of MoRD on 31.3.2020)

1.7. BEHAVIOURAL / SOFT SKILL COMPONENT

While providing the technical training to the youth RSETIs also enhance personality of the youth by providing soft skills. Recent research has proved that 85% of one's success at work is attributed to soft skills, only 15% to technical skills. Soft skills are a combination of people skills, including interpersonal, social, presentation and communication skills and etiquettes that are not only important for professional growth but also for personal development and social acceptance. These power skills, which include understanding and resolving challenges, conflicts or problems, time stress management adaptability, accountability for decision making help to enhance the social and emotional quotients of individuals resulting in a positive and balanced personality. Sensitization of such skills is also an integral part of curriculum of RSETIs because these institutions ensure all round development of the youth. They also help to improve entrepreneurial competencies of individuals like work commitment, efficiency orientation, initiative, problem solving, assertiveness, self-confidence and persistence systematic planning.

1.8. MONITORING OF RSETIs

For the effective monitoring of the RSETIs on National level, State level and district level, the steering and advisory committees have been formed. RSETIs are graded in each year, based on following parameters:-

- Quality of manpower
- Quality of infrastructure available for RSETIs training and education
- Promotional efforts of RSETIs on the awareness camps for public/youth as well as sensitization programs for bank managers
- Training programs conducted by RSETIs with at least 70% settlement rate

All RSETIs maintains proper records of follow-ups, by regular post training assistant for the trainees and maintain follow-up cards. If any of the training institutes' record an outstanding score of more than 80 points, it is considered as A+ grade. Those scoring between 70 and 80 points are accorded A' grade, those with 55-70 points are B grade. Institutes which meet the minimum standards but are below the average, 48.5-55 are C grade and institutes which don't meet the minimum standard 0 to 48.5 are allotted D grade.

As far as RSETI's training program is concerned it offers more than 60 types of entrepreneurial development programs in various avenues. All the programs are short duration intervention ranging from 1-6 weeks. RSETI model is based on 30 years of experience and research and has adopted a very effective training methodology which includes:

- ❖ Identification and selection of right candidate for the right course.
- ❖ Campus and practical approach to training.
- ❖ Use of adult learning techniques.
- ❖ Field visits and experience sharing with role models
- ❖ Interactions with bankers/Govt. officials.

1.9. TYPES OF TRAINING PROGRAMS

Before discussing the types of training programs conducted by RSETI's there is need to understand the basic philosophy of the training programs. That philosophy is based on encouragement or motivation along with skill development that can be enhanced through short duration programs. This training in RSETI's does not begin from Zero level but the adults who already have practical experience for a particular trade but because of various constraints are unable to implement that experience in their real life. The RSETI training act as a launching platform to speed up their acquirements in the process of training. Therefore it becomes possible to train the youth in short period of 1-6 weeks to inculcate in them self-assurance, awareness with increased level of self-motivation. The training in RSETI is more effectual if it is residential because candidates get more learning time and conducive environment for learning. Mainly the training programs are categorised into five broad EDP programs as given below in Table 1.3.

- **General EDPs for First Generation Entrepreneurs:** The youth who is interested to start any business of their own, have some idea of business project and is capable to do some self-investment and are also eligible for getting loan from the bank but have not enough self-confidence or proper guidance to implement his business project idea such individuals were motivated to take general EDP training. The general Entrepreneurship Development program is

structured to cover the fundamentals of entrepreneurship and issues related to establishment and management of an enterprise in any type of industrial, service or business activity.

- **Agricultural EDPs:** As Indian economy is an agrarian economy. Therefore, large chunk of population especially in rural areas are dependent on agriculture. In addition, in spite of resource availability in rural areas still youth is unemployed and underemployed because of lack of knowledge about viable marketable ventures of agriculture and its related activities. There is need to aware the farmers about advanced agriculture technology. Thus, agriculture EDPs aim to make the youth of agricultural background with latest agricultural technologies to motivate them to build up their career in agriculture and allied activities. Examples of Agriculture EDPs are given in table 1.3.
- **Process EDPs:** During the past decade due to technological advancement there is increase in the demand of electronic gadgets and advanced machinery all over the globe as well as in India also. Though there is demand of such products but shortage of skilled technicians to repair such products is there. This demand of technicians to repair electrical products is fulfilled by the RSETI process EDP training program. Similarly service sector contribution in national income has also been increased. So, the demand of such service providers has become higher. Process EDPs aims to provide the training to candidates who cater the needs of service sector. The candidates who had taken training in process EDPs generally start their own enterprises because these service oriented activities require less investments. Main courses in process EDPs are stated in table 1.3.
- **Product EDPs:** The candidates who wished to start their own manufacturing micro, small and medium units come under these product EDPs. Special production skills are imparted under this category of training. Examples of product EDPs are given in table 1.3. Mainly the training programs are classified into five categories as given below in table 1.3.

Table 1.3: Types of Training Programs of RSETI

S. No	Types of Program	Scope of Training Programs	Example of EDPs
1	Agricultural Programs (Agricultural EDPs)	Both Agriculture and Allied Sectors	Dairy, Poultry, Apiculture, Horticulture, Sericulture, Floriculture, Mushroom Cultivation, Fisheries, Goat rearing etc.
2	Product Programs (Product EDPs)	Manufacturing Activity	Dress designing (Men/Women), Rexene articles manufacturing, Recycled paper manufacturing, Candle making, Agarbati / Incense stick making, Bakery Products, Leaf cup making etc.
3	Process Program (Process EDPs)	EDPs involve a detailed learning process (Business activity under service sector)	Repairs: Scooters, Domestic Electrical Appliances, Radio / TV, Motor rewinding, , Repair (DEAR), Pump sets, Tractors / Power tillers, Cell Phones, Beauticians Course, Photography, Videography, Screen printing, Computer Hardware and DTP etc.
4	General EDPs	EDPs includes Entrepreneurial development programs mainly module of this program focus on motivation, business selection, marketing, management skills& launching formalities for the enterprise.	Rural Entrepreneurship Development Program Prime Minister's Employment Generation Program
5	Training Programs for Established Entrepreneurs	To introduce new, latest technology & upgrade the skills of trainees who want to achieve a sustainable growth for the expansion of their business.	Includes skill up gradation & growth programmes

Besides the above training programs RSETIs also provide training to established entrepreneurs for sustainability and growth of their enterprises. These programs aim to upgrade the skills of established entrepreneurs by updating them with latest marketing information, latest technological advancements, products and services along with the various aspects of small businesses. Training for some growth oriented programs, for the growth of enterprises are also part of RSETI training programs to fulfil the aspirations of young entrepreneurs. Such programs can be designed under the guidance of National Academy of RUDSETI, Bangalore and EDII (Entrepreneurship Development Institute of India) Ahmedabad.

Therefore RSETIs provide training in total 66 programs and works with close coordination with each other to create own micro enterprises. This in turn develop local economy and create employment opportunities for many others. RSETI is based on following Approach:

RSETI Approach



Youth Empowerment

Unemployed problem has baffled both the planners & administrators. Decades of planning could not arrest this deteriorating trend, the number of unemployed people is swelling year after year and opportunities of employment are dwindling in both the government and private sectors,

Today youth wait for wage employment, they have to look for self-employment as means of respectable living.

Mission of RSETI



Channelizing youth power in wealth creation through entrepreneurship, empower youth to share economic progress equitably.

Core Objective of RSETI



To Recognise (identify), Orientate. Educate (train), Motivate and Facilitate unemployed young people to take up self-employment

Besides the above written approach the organizational structure for RSETIs and organizations is as follows:

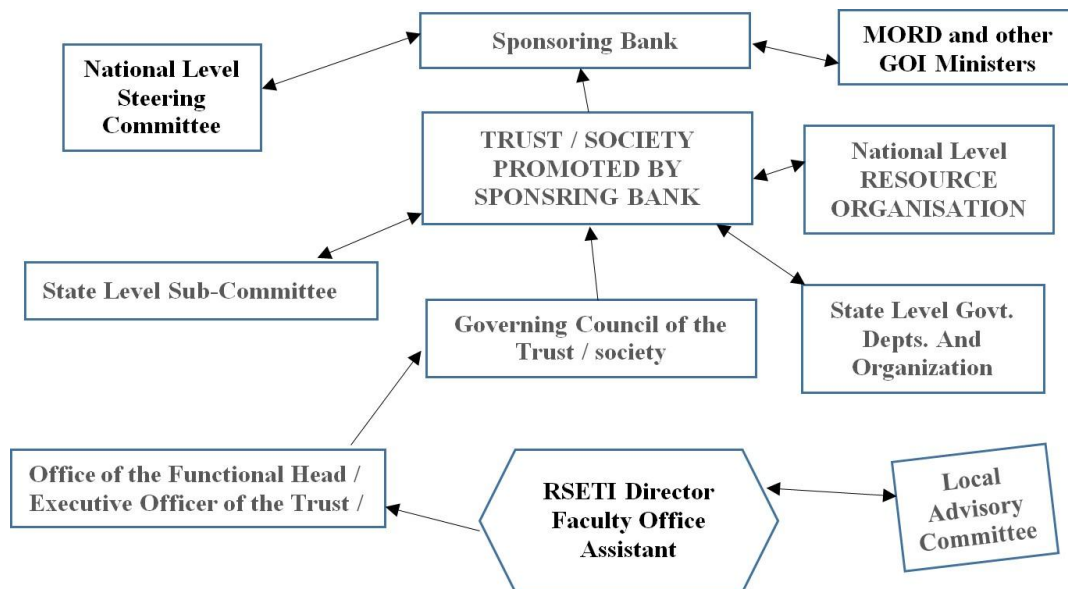


Fig. 1.2: Organisational structure of Rural Self-Employment training Institute

1.10. IDENTIFICATION OF THE APPROPRIATE TRAINING COURSES

When the respective RSETIs prepare their action plans they have to take into consideration business contingencies or opportunities available in that particular district. If the candidate is provided training in that particular skill development program which is required in the business world of that area, early settlement of the candidate is assured. Consequently before planning for training programs for any financial year directors of each institute makes a market survey on the basis of following facets:

- Availability of resources in particular area
- Prominent sectors of economy which include medium and small scale industries as well as agricultural sector
- Technical as well as traditional skills available and deficiency of skills in that particular area
- Existence of retail stores logistic network
- Habits and requirements of the people residing locally
- Particular area's industrial projects
- Availability of skill development institutions and implementation of expanding projects of central and state governments.

1.11. CONTENTS OF ENTREPRENEURSHIP DEVELOPMENT TRAINING PROGRAMS

First of all the core objective for each EDP program is defined and after that course module of each training program is structured into following modules:

Module 1: Behavioural aspects:

- Ice – Breaking exercises
- Administrating self-evaluation exercise and assessing one's own potential
- Importance of positive attitude
- Achievement motivation
- Confidence Building
- Entrepreneurial competencies

Module 2: Business Opportunity Guidance & Enterprise launching

- Generating, evaluating & selecting business ideas
- Market Survey
- Preparation of business plan
- Banking
- Launching formalities
- Pitfalls in enterprise launching

Module 3: Skill Development (other than General EDPs)

- Skill inputs for the production, service activities specific to the program.

Module 4: Managing an Enterprise

- Marketing
- Book keeping and accounts
- Time management
- Costing and Pricing
- Inventory Management
- Rules of business and statutory provision
- Effective communication
- Customer relation/ Human relation

All the above written modules are further divided into different sessions and these modules are prepared by RUDSETI, NAR/NIRD and send to each RSETI for implementation. Moreover, if there is a change in modules or structure of RSETI programs the same has to be informed to NAR for further updating and same is informed to other RSETIs.

1.12. METHODOLOGY OF TRAINING PROGRAM

As all the RSETI programs are short duration so maximum learning has to be ensured within limited period of training. Taking into account the objective of each training the following methods are adopted:

- Lecture
- Behaviour simulation games
- Case study
- Group Discussions
- Exercises
- Practical hands on working
- Field visits
- Interaction with experts / successful entrepreneurs

- Power Point presentations
- Audio visual clippings
- Flip charts

1.13. STEPS FOR ORGANISING A TRAINING PROGRAMME

For the proper implementation of each training program broadly the following steps are observed by each RSETI:

- Generation of Applications
- Selection of Right Candidates
- Intimation to selected candidates
- Preparation of Time Table / Training Schedule
- Fixing Guest Faculty
- Arranging Training Material
- Fixing Field Visit
- Checking the working condition of Training equipment
- Arranging guest for inauguration & Valedictory

After training is over and before the Valedictory, the exit test is conducted for the trainees who had taken training to assess that whether the trainees have gained sufficient knowledge, skills and are now ready to start their enterprise. This helps to understand who the weak students are and they are paid attention during post training facilitation.

1.14. POST TRAINING FOLLOW UPS AND SETTLEMENT OF TRAINED CANDIDATES

The main objective of the post training follow up is to give support to the trained candidate for sustaining his motivation which was acquired by him /her during the training sessions. Moreover, this follow up is done to make sure that after the training the candidates can implement the knowledge they had gained and to help them to overcome their problems to get settled. The **MORD** has issued the following guidelines with respect to post training follow up:

“Proper system of regular follow up/handholding of trainees should be put in place for a minimum period of 2 years to ensure that the candidate take up their vocation at the earliest and are able to sustain it. In other words, short training, but long handholding should be the spirit behind the RSETI Training Philosophy”

1.15. SIGNIFICANCE OF POST TRAINING FOLLOW UPS

This post training follow up is the unique and important feature of the RSETI model because of following reasons:

- Mostly the trainees decide before hand about their project they were going to start after the training or they were going to be wage employed but few trainees for different reasons are unable to decide, for such candidates post training help is provided by RSETIs to develop their projects.
- Though training is provided through the best inputs to uplift the motivation level of candidates but this level is not equal for all the trainees. Therefore, to sustain the motivation level of candidates by counselling, personal discussion and visits post training follow up is very significant.
- When after the training, candidates do not get the sufficient support from families, society, banks and government to achieve their objective they become frustrated and at this point the follow up support of RSETI officials become a boon for the trainees and they are able to achieve their goals.

1.16. DEFINITION AND EVIDENCE OF SETTLEMENT

An RSETI candidate is referred to have been settled only when he / she starts his or her Self- Employment activity within two years of training in that skill and is able to earn a decent livelihood. All settlements are recorded by the RSETI staff and they procure the documentary proof of the same in form of registration certificates of firms started by the trainees, photographs of the unit, invoice for purchasing machinery/ fixed assets etc. Project report along with profit and loss accounts or balance sheet of first year are recorded in some cases as proof of settlement by the respective RSETIs.

In nutshell, it is concluded that RSETIs are focusing on developing entrepreneurial competencies among youth of our country. These entrepreneurial competencies include:

- a) Competency of Initiative
- b) Immediate action on opportunities
- c) Persistence
- d) High quality of work
- e) Dedication to work contract
- f) Organizational attitude
- g) Systematic Planning
- h) Problem Solving
- i) Self Confidence
- j) Assertiveness
- k) Persuasion
- l) Use of Influence Strategies
- m) Monitoring
- n) Concern for Employees Welfare.

1.17. NEED OF THE STUDY & RESEARCH QUESTIONS

As stated above that the Government of Rural Development provides grant to banks to build and run training institutes. After that the banks sponsor training programs which includes guarantees for micro loans to the trainees. The banks are required to track the participants for two years after the program. The MoRD then collects data to determine whether the candidates have successfully become settled through wage employment or self-employment or become linked with credit from the bank. However no study made it clear that how the banks track the employment and help trainees to get settled or which subgroup including gender, caste, religion and so forth benefit the most from these training programs remain unveiled. Moreover it is also unclear how RSETIs use these data to generate program improvements. So for understanding the complete objectives, working of both sponsor banks and their RSETIs, its approach, effectiveness, their problems and on the whole how RSETIs plays a role in developing entrepreneurial culture in our country the study was required.

The Review of Literature reveals that effectiveness of EDP training programs which are conducted by RSETIs has been analyzed in few other states but not in the state of Punjab. Moreover, these previous studies had not measured effectiveness using a prescribed model. In addition, most of the studies taken into consideration only one module of training like agricultural or general but not in totality all the four modules of EDPs including process, product, agricultural and general. In addition there is a missing link how these institutes are emerging as mainstay of entrepreneurial development. Moreover, most of the studies analyzed the working and effectiveness of RUDSETIs not RSETIs. In the light of the above observations this study is an attempt to study the role of RSETIs in empowering rural youth towards entrepreneurship in the state of Punjab.

In view of the above, many researchable issues have been formulated that needs a deep inquiry or investigation. These researchable issues are as follows:

- 1) What is organizational structure and functioning of RSETIs?
- 2) What is effectiveness of training programs conducted by RSETIs?
- 3) How the youth is empowered by taking training from these institutes?
- 4) What are the socio-economic profile of trainees and whether it effects their entrepreneurial success or not?
- 5) What are the problems experienced by the trainees for establishing their enterprises and the problems of trainers who provide training to these candidates?

Considering the above mentioned researchable questions the present study will target on objectives given below:

1.18. OBJECTIVES OF THE STUDY

- 1) To explore the relationship between entrepreneurial training and youth empowerment.
- 2) To analyse the effectiveness of entrepreneurial training programs conducted by RSETIs in the state of Punjab.
- 3) To study socio- economic profile of respondents with key factors of their success.
- 4) To identify the problems of RSET institutes and RSETI trained candidates.

1.19. HYPOTHESIS

On the basis of literature review, pilot study and expert interview one tailed hypothesis were framed in this present study. One – tailed tests are appropriate when testing a specific, directional hypothesis (Zar, 1999). Therefore, three research hypothesis were framed in this study.

H1 : There is positive effect of entrepreneurial training on youth empowerment.

H2 : There is significant relationship between the effectiveness of EDP training and perceived business performance of respondent.

H3 : There is significant difference between the perceived business success of the respondents and their socio economic profile.

1.20. METHODOLOGY

A comprehensive plan of any research is called as a research design. Decision regarding when, what, where, how much, by what means the concerned inquiry has to be made form a research design. In fact it depicts the contour of what a researcher will do from the beginning of the research to the testing of hypotheses and the practical outcomes of the inquiry till the final analysis of the data. As the researcher does not have explicit control over variables and their demonstrations and no scope of manipulation of any variables that is why this study is considered as ex-post facto research. The scope of the study is limited to RSETIs (Rural Self-Employment Training Institutes) in Punjab. Sample has been selected on the proportionate basis which in turn consists of 5% of the total number of EDP trainees from sample districts which was chosen for detailed investigation. Questionnaire and interview schedule as the instruments have been used for the study and sample respondent for the study are trainees of RSETIs who had taken training from these institutions from April 2017 up to March 2019. In order to achieve last objective of the study of problems of RSETIs in that case respondents were directors and faculty of RSET institutes.

1.21. LOCALE & SAMPLING

There are total 17 RSETIs presently working in entire Punjab. It is not possible for the single researcher to cover all the 17 districts considering cost and time

implications of the study. Therefore, more than 50% of the RSETIs on the basis of administrative divisions have been considered to arrive at reliable conclusions about the whole state by selecting the scientific sample size. Punjab is divided into five administrative divisions namely Patiala Division which comprises of 5 districts namely Patiala, Ludhiana, Sangrur, Fatehgarh Sahib and Barnala from which Patiala and Ludhiana districts have been taken as sample districts. In Jalandhar Division 7 districts are there namely Jalandhar, Kapurthala, Amritsar, Gurdaspur, Hoshiarpur, Pathankot, Tarantaran from which Hoshiarpur and Amritsar districts have been taken. Third division is Firozpur which comprises of 4 districts namely Firozpur, Fazilka, Muktsar Sahib and Moga from which Moga and Firozpur have been taken as sample districts. Fourth administrative division is the Faridkot Division which consists of 3 districts Faridkot, Mansa and Bathinda. Being the small division from which just one district of Bathinda has been taken as sample district. Last division is Rupnagar Division which has three districts of Rupnagar, S.A.S Nagar and Shaheed Bhagat Singh Nagar from which two districts of S.A.S.Mohali and Rupnagar have been taken as sample districts. Total 9 districts from which 588 total respondents were selected proportionately in this study. Figure 1.3 which depicts the map of Punjab showing sample districts outlined in Black.

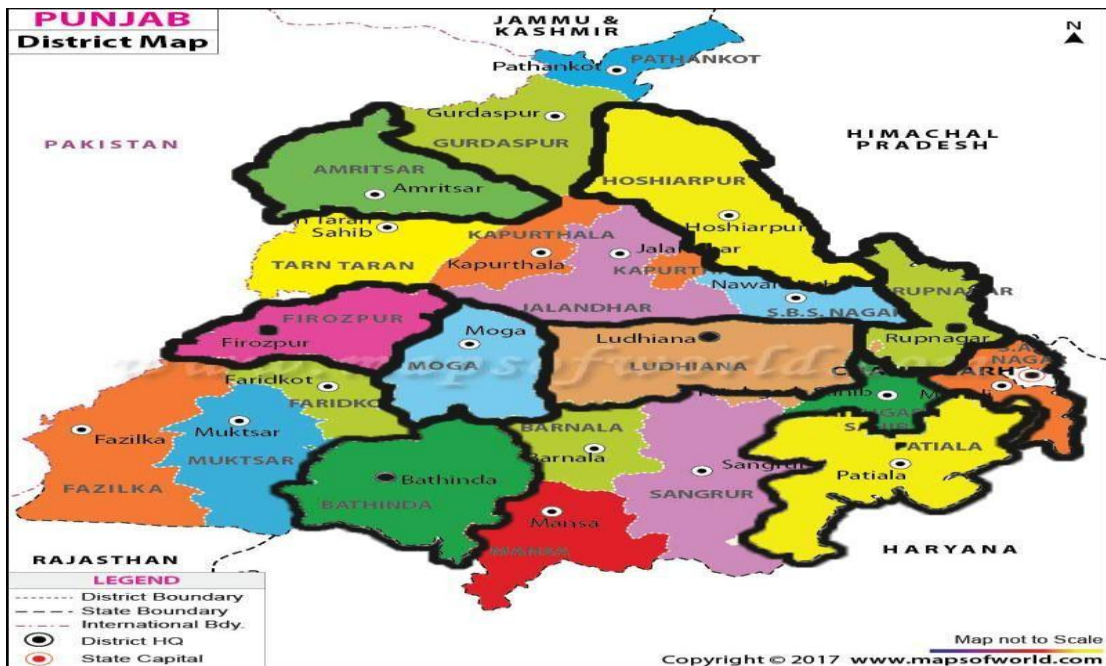


Fig. 1.3: Punjab District Map

1.22. INTRODUCTION OF PUNJAB

The state of Punjab is divided into 22 districts and covers overall domain of 50,362 sq.km and this state is contributing 1.53 percent of total India's domain. The north-western province of Punjab has total population of 2.77 crores as per census report of 2011. Though, area-wise this state is on 19th position but its population share is more than India's total population. Its density of population is high as compared to India that is 550 individuals per square kilometres and that of India which is 382 individuals per square kilometres. Some districts have high population as compared to other districts like Gurdaspur, Ludhiana, Amritsar, Firozpur and Jalandhar which account for 45.07 percent of the entire population of Punjab. Punjab economy is an agrarian economy with prime source of employment is agriculture and allied activities. The government of Punjab keeping in pace with Indian government aims to provide skill training to 15 million people by 2022.

1.23. DESCRIPTION OF EACH SAMPLE DISTRICT

- ❖ **Rupnagar :-** The total area of Rupnagar district which is bordered by Hoshiarpur in North direction SAS Nagar and SBS Nagar in South and South west respectively. Rupnagar is in Rupnagar administrative division which comprises of other two divisions of SAS Nagar and SBS Nagar. Total area of district is 1369 sq. km, which accounts for 2.71 percent of the total share of state area. Administratively, the district has been divided into four sub divisions (Rupnagar, Anandpur Sahib, Chamkaur Sahib and Nangal); two sub tehsils (Nupur Bedi and Morinda) and five blocks (Rupnagar, Morinda, Nupur Bedi, Anandpur Sahib and Chamkaur Sahib). Rupnagar has a population of 6.83 lakhs as per the 2011 Census, of which 73.98 percent are rural. Population density of the district, at 488 persons per sq.km, is much lower than state average of 893 persons per sq.km. The gender ratio is 872 females per 1000 males in 2011. As far as reserved population of the district is concerned it is 25.35% which is more than whole Punjab. Literacy rate of the district is 83.3%. Youngsters in Rupnagar showed higher preference towards government job over private owing to higher job security and salary. Students

were also open to migration to the other districts or states. Students of the districts seems to have less perception in terms of career growth opportunities and were willing to work anywhere they would find a job with their multi-skilled broad based training. Most youth preferred salaried jobs over self-employment. Rupnagar district is at lower ebb of human resource growth which adds net manpower of about 9,875 during 2017-22 as shown in table 1.4. Within the district the employment opportunities for this incremental supply of work force have to be directed through proper training which included technical training and entrepreneurial development trainings.

- ❖ **Bathinda :** - The district of Bathinda forms a part of the Ferozpur Division for administrative purposes. The district comprises three tehsils, viz., Rampur Phul, Talwandi Sabo and Bathinda. Once Mansa used to be its subdivision when the district was initially formed in the year 1948. Talwandi Sabo and Rampura Phul were made subdivisions in 1979 and 1971 respectively. From point of view of administration, the district has been sub-divided into six sub divisions, eight blocks and three tehsils. Bathinda has a total population of 13.88 lakhs according to 2011 Census report and consists of 64 percent as its rural population. The district has less rural population than that of whole Punjab with 68.2%. The density of Population of the district is 414 individuals (per sq.km) which is much less than average of state of Punjab with 893 individuals (per sq.km). In addition, the child gender ratio has incremented from 785 females per 1000 males in 2001 to 854 females per 1000 males in according to census report of 2011. Among total population reserved categories in this particular district is quite substantial by occupying a share of 29.97 percent of entire population in line with the 28.85 percent figure for entire Punjab. The district has literacy rate of 69.6 percent which is underperforming in comparison to state literacy rate of 76.07 percent. Further, gender disparity in the district is visible with a low female literacy rate of 62.9 percent. Major worker participation rate in the district is 29.44 percent which is above the state average number of work participation of 28.28 percent. The marginal worker participation is also above state level at 6.61%. Overall

percentage of non-workers at 49.2 % is lower than the state average of 55 %. Work participation among females in the district is low in comparison work participation of males in the district and further which is in line with the state level trend.

- ❖ **Firozpur :-** This particular District has three subdivisions or tehsils, viz. Zira on the east, Fazilka on the south-west and Firozpur in the middle. This district is almost 11(kms.) from the Hussainiwala border on the west and 121 (kms.) from Ludhiana in the east lies the city of Firozpur which is the headquarters of the District administration. While travelling through road, this district is 116 (kms.) from Amritsar, 122 (kms.) from Ludhiana, 103 (kms.) from Bathinda (via Kot Kapura), 130 (kms.) from Jalandhar and 86 (kms.) from Fazilka. This particular district lies on the Firozpur Cantonment Ludhiana Branch Line of the Northern Railway. The population of Firozpur is 20.26 lakhs according to 2011 Census and with share of 72.75 percent being rural population. This is greater than the average rural population of 68.2% for the entire Punjab. The density of population of the district is 380 persons per (sq. kms.) which is much less than state average of 893 persons per (sq. kms.). In addition, the child gender ratio has extended from 822 females per 1000 males in 2001 to 846 females per 1000 males as per report of census 2011. From point of view of reserved category population in the district is insignificant which occupies a total share of 22.82 percent of total population which is less than entire Punjab with 28.85%. The literacy rate of the district is 69.8 percent which is underperforming in comparison to state average of 76.07 percent. In addition, there is low female literacy rate with 62.2 percent with is in consensus with other districts of Punjab.
- ❖ **Hoshiarpur :-**, The district of Hoshiarpur has been divided into four Tehsils namely GarhShankar, Hoshairpur, Mukerian and Dasuya, and ten administrative blocks namely GarhShankar, Bhunga, Hajipur, Tanda, Mahilpur, Dasuya, Mukerian, Hoshiarpur-I, Hoshairpur-I and Talwara. As per information available from Economic & Statistical Organisation, Punjab, there are total 1387 inhabited villages in Hoshiarpur district. This present district has total population of 15.82 lakhs, with 78.85 percent share of that being rural

population as per the 2011 Census. This is above the rural population of entire Punjab with 68.2%. The Population density of the district is 466 persons per (sq. kms.) which is much lower than state average of 893 persons per (sq. kms). In addition, the district has child gender ratio extended from 812 females per 1000 males in 2001 to 859 females per 1000 males in 2011. As far as reserved categories population in the district is concerned, these categories occupy a significant share of 34.82 percent of entire district's population. While the district has a highest literacy rate of 85.4 percent in entire Punjab and when compared state average of 76.07 percent in literacy, this district has more literacy rate. In addition, low female literacy rate of 80.81 percent which is in consensus with trends of other districts. According to the aspirations of young people in district showed lower preference to entrepreneurship over salaried job. (Source: KPMG report).

- ❖ **Moga :-**The district of Moga has been divided into four Tehsils namely Baghapurana, Moga, Nihalpurwala, and Dharamkot. There are two Sub Tehsils in Moga namely Kot Ishekhan and Badhni Kalan. Besides, these sub tehsils the district comprised of five blocks namely Baghapurana, Nihal Singh wala Moga-I, Moga -2 and Kot Ishekhan. In this district, there are 337 Gram panchayats and 323 inhabited villages. Moga has total population of 9.92 lakhs with 77.75 percent share of that being rural population as per the 2011 Census report. Therefore, the district has more than the average rural population than entire Punjab. The Population density of the district is standing at 444 individuals per (sq.km) which is much lower than state average of 893 persons per (sq.km). In addition, the child gender ratio has extended from 818 females to 863 females as per 1000 males in 2011 when compared with Census report of 2001. As far as gender ratio is concerned 883 females are there as per 1000 males in 2011. While, reserved categories' population in this concerned district is very significant with a share of 31.84 percent of total population which is slightly more than entire Punjab. The literacy rate of this district is 71.6 percent which is decent and lower than state average which is of 76.07 percent. In addition, female literacy rate in this district is 67.4 percent showing gender disparity in education attainment levels which is in consensus with trends in other districts.

- ❖ **Patiala :-** The district of Patiala has been divided into five Tehsils namely Patran, Samana, Patiala, Rajpura and Nabha. The district has three Sub Tehsils and in totality eight blocks. In addition, the concerned district has 11 towns and 924 villages with 981 panchayats. Total Population of Patiala district is 18.92 lakhs with 59.73 percent share of rural population as per the 2011 Census. Therefore, the rural population is less than the average rural population of the entire Punjab. In addition, as far as the population density of the district is concerning it is standing at 596 individuals (per sq.km) which is again much lower than state average of 893 individuals (per sq.km). While the child gender ratio per 1000 males is 888 females as per the Census report of year 2011. In totality, reserved categories population in this particular district is insignificant with average share of 23.07 percent, which is quite lower to figure for entire Punjab. Further, literacy rate of this concerned district is 76.3 percent when compared with state average of 70.5 percent. In addition, in this district also there is low female literacy rate with 67.4 percent which is in consensus with the low female literacy trend in other districts of Punjab.

- ❖ **SAS Nagar :-** This district of SAS Nagar Mohali has been divided into three Tehsils on administrative grounds which are named as Dera Bassi, Mohali SAS Nagar and Kharar with three blocks named as Dera Bassi, Kharar and Majri. In this particular district, as per information available from Economic & Statistical Organization, Punjab, the district has in totality 597 number of villages. The total population of this concerned district is 16.54 lakhs as per the 2011 Census with 68.76 percent share of the rural population. This is in consensus with the average rural population of the entire Punjab with 68.2%. The density of population of this particular district is standing at 449 individuals (per sq.km) which is much lower than state average of 893 persons (per sq.km.). In addition, the child gender ratio in concerned district is 883 females per 1000 males according to the Census report of 2011. Moreover, reserved categories population in the district is also very significant which occupies a share of 26.67 percent, almost in consensus with the entire Punjab with the average of 28.85% as a whole. The district has an excellent literacy rate of 84.9 percent in comparison to state average of 76.07 percent. In

addition, female literacy rate is higher with 80 percent as compared to other districts of Punjab but gender disparity in education attainment levels is prominent in this district also which is in consensus with other districts of Punjab.

- ❖ **Ludhiana :-** On basis of administrative grounds, this concerned district is divided into seven tehsils, viz. Raikot, Ludhiana East, Ludhiana West, Samrala, Khanna, Payel, Jagraon and seven Sub-tehsil Kum Kalan, Dehlon, Mullanpur Dakha, Sahnewal, Sidhwan Bet, Machhiwara and 12 blocks named as Ludhiana-I, Ludhiana-II, Samrala, Sudhar, Machhiwara, Pakhowal, Dehlon, Sedhwan Bet, Jagroan, Doraha and Khanna. Total population of Ludhiana is 34.88 lakhs with 40.86 percent share of the rural population as per the 2011 Census. This percentage of rural population is lower than the average rural population of entire Punjab with 68.2 percent. The density of population of this particular district is standing at 975 individuals (per sq.km) which is much higher than that of entire state of Punjab which has average of 893 individuals (per sq.km). While, comparison of the child gender ratio shows that 717 females per 1000 males in 2001 has been extended to 865 females per 1000 males in 2011. In addition, reserved categories' population in the district is very significant which occupies a share of 40.86 percent of total population of this particular district and which is greater than 28.85 percent of entire Punjab. While comparing the literacy rate of this concerned district which is decent with 80.3 percent with state average of 76.07 percent, it is higher in this particular district. Further, female literacy rate of this district is 74.3 percent which is also low and in consensus with other districts of Punjab.

- ❖ **Amritsar :-**This District of Amritsar is divided into Nine Blocks, Four Tehsils, Eleven Assembly Constituencies, Five Sub-Tehsils, and one Lok Sabha constituency on administrative grounds. Total population of this particular district is 24.9 lakhs with 46.36 percent share of the rural population as per the 2011 Census report. This percentage is lower than the average rural population of the entire Punjab with 68.2 percent. The population density of this particular district is standing at 932 individuals (per

sq.km) is much greater than state average of 893 individuals (per sq.km). In addition, when the child gender ratio of census report 2001 is compared with the Census report of 2011 it can be seen that child gender ratio has increased from 792 females per 1000 males in 2001 to 824 females per 1000 males in 2011 where as there has only been a little increase in the adult gender ratio from 871 females per 1000 males in 2001 to 884 females per 1000 males in 2011. In addition, reserved categories population in this particular district is very significant with share of 27.34 percent of total population which is slightly lower than entire Punjab. While, the district has a literacy rate of 81.1 percent, higher than state average of Punjab with 76.07 percent. Moreover, female literacy rate of this particular district is 75.7 percent which shows gender disparity in education attainment levels that is in consensus with trends in other districts of Punjab. Further, the infrastructure present at school level considering all levels of secondary, middle and primary level it can be clearly concluded that infrastructure is inadequate against that of Punjab in terms of population served per school.

Table 1.4: Estimation of supply of manpower in the Sample Districts (2017-22)

State/District	Evaluated Population (2022)	Working People (2022)	Labor Force (2022)	Work Force (2022)	Incremental Supply (2017-22)
Punjab	30,570,951	20,176,828	8,877,804	8,433,914	365,962
Ferozpur	2,236,559	1,476,129	627,909	596,514	25,884
Bathinda	1,532,572	1,011,498	484,014	459,813	19,952
Rupnagar	754,059	497,679	239,546	227,569	9,875
Hoshiarpur	1,746,54	1,152,739	498,221	473,310	20,538
Ludhiana	3,848,793	2,540,203	1,111,200	1,055,640	45,806
Moga	1,094,967	722,678	347,792	330,402	14,337
S.A.S.Nagar, Mohali	1,088,189	718,205	284,550	270,322	11,730
Patiala	2,088,087	1,378,138	571,432	542,860	23,550
Amritsar	2,748,638	1,814,101	752,678	715,044	31,027

(Source: KPMG Analysis)

In all the above districts there is a lower rate of human resource growth and all districts adds net manpower of about 365,962 in whole Punjab during period of 2012-22. The work opportunities in whole state of Punjab for this growing economically active population have to be consigned only through relevant training.

Table 1.5: Current Employment Scenario in Sample Districts

State/District	Main Worker Participation	Marginal Worker Participation	Overall Non-Workers	Male Non-Workers	Female Non-Workers
Punjab	28.28%	4.66%	55.0%	21.7%	33.2%
Ferozpur	26.44%	5.56%	54.1%	21.4%	32.8%
Bathinda	29.44%	6.61%	4.92%	20.4%	28.7%
Rupnagar	32.16%	4.07%	55.8%	23.5%	32.3%
Hoshiarpur	26.23%	6.21%	61.1%	23.9%	37.3%
Ludhiana	29.86%	3.10%	54.0%	21.2%	32.8%
Moga	30.50%	5.66%	54.0%	22.0%	32.0%
S.A.S.Nagar Mohali	25.07%	2.31%	43.4%	17.6%	25.8%
Patiala	27.43%	4.36%	54.5%	21.5%	33.0%
Amritsar	26.46%	4.19%	55.9%	21.9%	34.1%

(Source: KPMG Analysis)

Main worker participation rate of whole Punjab is 28.28 percent and its marginal worker participation is 4.66 percent. Overall percentage of non-workers is 55 percent. Male non-workers participation is 21.7 percent. Feminine work participation in the entire state of Punjab is less in comparison to work participation of males.

1.24. INCREMENTAL MANPOWER REQUIREMENT IN THE SAMPLE DISTRICTS

Youth Aspirations in Punjab: Youth of Punjab has higher preference towards government jobs over private sector jobs because of higher job security and salary. Youth in search of job were also open to inter district migration and they appeared to be satisfied with self-employment, finding jobs within the state of Punjab. Youth in some districts of Punjab like Bathinda, SAS Mohali etc. appeared to have high awareness in terms of professional opportunities but in other districts most of youth

were seen preferable to salaried job over self-employment and also preferred self-employment over conventional industrial jobs. The expected salary range for the youth in INR is 8K to 11K. Most of the young people of Punjab are preferable towards salaried jobs over self-employment except for few districts.

1.25. PROFILES OF SAMPLE DISTRICTS RSETIs

- **RSETI Patiala:** Rural Self- Employment Training Institute of Patiala is working since November, 2009 with active support of District Administration and State Bank of India. The institute is able to impart training to the poor people of District Patiala. The institute is running under the guidelines issued from time to time by Ministry of Rural Development, Govt. of India. The purpose of the institute is to provide Entrepreneurship Development Training Programmes to unemployed rural youth who want to establish their own venture with own funds or with the help of Bank Finance. SBI RSETI shifted to its own building on 07.10.2016. Total number of candidates trained by the institute until March 2019 were 4061, out of which 2910 were settled with 71.65% of settlement. Total 999 candidates had taken the credit linkage from the banks to establish their enterprises.
- **RSETI Bathinda:** SBI Rural Self-Employment Training Institute Bathinda is working since 16th November, 2009 with active support of District Administration and State Bank of India. The institute is able to impart training to the poor people of District Bathinda. The institute is running under the guidelines issued from time to time by Ministry of Rural Development, Govt. of India. The institute has imparted training to youth in various fields which helped the people below poverty line to start their own venture locally which in turn would provide them with sustainable livelihood with dignity. This institute has been graded 'AA' for last three years which reflects the quality training being provided by the RSETI Bathinda. Total number of candidates trained since inception up to March 2019 were 3491 and number of settled candidates were 2442 with settlement rate of 69.95%.
- **RSETI Mohali:** PNB Rural Self-Employment institute Mohali is working since 10.08. 2009 with active support of District Administration and Punjab

National Bank. Institute not only provides entrepreneurship development and vocational trainings to the unemployed youth but also support them in getting loan for self-employment. Since the date of establishment of the institute, training has been imparted to 7197 candidates. Out of which 3941 trainees are settled with 54.75% of settlement rate. This institute has been graded 'AA' (outstanding Performance) consequently by the Ministry of Rural Development, Government of India, New Delhi.

- **RSETI Hoshiarpur:** The task of managing the Rural Self-Employment Training Institute in Hoshiarpur is with Punjab National Bank. This institute was established in year 08.09.2010. This RSETI institute is focussing on training BPL, MGNREGA, SC and the people living in slum areas by providing them opportunities in self-employment thereby increasing their income and raising standard of living. Since the date of establishment of the institute, training has been imparted to 4442 candidates. Out of which 2505 were settled by self-employment and 226 by wage employment. The settlement rate of the institute since inception up to March 2019 is 61.48%.
- **RSETI Moga:** Rural Self-Employment Training Institute Moga is working since 1st November, 2009 with active support of Punjab & Sindh Bank. This institute also graded 'AA'. PSB is making every effort to work sincerely to make RSETI mission a grand success. Total 5377 candidates were trained since inception up to March 2019 and 3929 candidates were settled with settlement rate of 73%.
- **RSETI Rupnagar:** This institute UCO RSETI was inaugurated at Panchayat Bhawan on 22nd February 2011. This RSETI is sponsored by UCO development trust Kolkata with the objective to impart free of cost training to BPL men and women candidates in the age group of 18-45 years, to make self-reliant in the capacity building, skill development and to train them in the areas of their interest. Up to March 2019 since inception this institute has trained 3582 candidates out of which 2740 are settled with 76.4% rate.
- **RSETI Amritsar:** Rural Self – Employment Training Institute in Amritsar district is run by Punjab National Bank. This institute was established on 24th

March 2011. Since inception to March 2019 this institute has trained 6136 candidates, out of which 3631 are settled with settlement rate 59.17%.

- **RSETI Ferozpur** : RSETI Ferozpur is promoted by the Oriental Bank of Commerce (A Government of India undertaking) is running at Ratol Bet (Zira) Ferozpur, since 16th June 2007 within the territorial jurisdiction of banking responsibilities of Cluster Monitoring Office, Branch Business, Panchula. This institute got the award of best institute by the Ministry of Rural Development based on the infrastructure and work done by the RSETI team Ferozpur. RSETI Ferozpur has trained 6883 candidates since inception and 4820 candidates were settled with settlement rate is 70.02%.
- **RSETI Ludhiana:** Rural Self-Employment Training Institute Ludhiana is working since 1st September, 2009 with active support of Punjab & Sindh Bank. Total 3627 candidates were trained since inception until March 2019 and 1805 candidates were settled with settlement rate of 49.7%.

1.26. SOURCES OF DATA

Both primary and secondary data were used for the study.

1.26.1. Method of Primary Data Collection

Questionnaire was prepared in two parts. Part 1 deals with social and economic profile of the beneficiaries of RSETIs and effect of training on candidates to measure training effectiveness. Part 2 deals with collection of information from the trainers including resource persons, faculty and directors of these institutes. Besides, questionnaire in-depth interview using unstructured interview schedule was also used to collect the primary data.

1.26.2. Secondary Data

Secondary data was collected from activity reports of respective RSETIs, Directorate of ministry of Rural Development of India (MoRD) and National Centre for Excellence of RSETIs. Besides, literature was collected from various books, newspapers and journals for the study.

1.27. DATA ANALYSIS AND PROCESSING

Keeping in view the objectives of the study the collected data was analysed using SPSS, AMOS statistical software. Frequency, percentages, CFA and Garret scale techniques were also used to analyse the data quantitatively and for qualitative analysis data was collected with help of in-depth interviews of directors of sample districts and RSETI trained candidates.

1.28. IMPORTANCE OF THE STUDY

Whether the RSETI model is unique in each sample district of Punjab and which training programs are more effective in comparison to others is made clear from this present study. To what extent youth got empowerment especially economically is also made clear by the study. Major problems of trainees and RSET institutes have also been taken under scope of study. These problems were identified by this study and now stakeholders could easily find solution to these problems. In fact the investigation has given a relevant account on how the young people attitude undergoes a change and how they got motivated to opt entrepreneurship as their career after the training from these particular institutes. In addition the study has identified the factors which facilitate the entire training process and hindering factors also at different stages faced by trainees in their entrepreneurial success. In addition, the study also contributed by confirming the various important factors for measuring training effectiveness.

1.29. PERIOD OF STUDY

The present study is conducted to evaluate the training effectiveness of entrepreneurship development programs conducted by RSETIs (Rural Self-Employment Institutes) in state of Punjab. The period of study is 2017-2019. The sample respondents for analysis of effectiveness of training programme were chosen from the entrepreneurs trained by these institutes in 9 districts of Punjab by RSETIs during this period by proportionate sampling method from records of RSETI centres.

1.30. LIMITATIONS OF THE STUDY

The study is conducted at micro level and covers only one state of India viz. Punjab. Moreover, the study is confined to 9 RSETIs only. Two RSETIs from each four

administrative divisions and one district from Faridkot division were taken as sample districts. In addition single researcher inquiry had intrinsic limitations of resources as well as time. The results of the study are on the basis of capability of respondent's verbal opinions. Hence objectivity of the study is confined to directors and faculty of RSETIs and respondent's honesty in providing necessary information.

1.31. CHAPTERISATION OF THE REPORT

The entire research work is divided into ten chapters.

Chapter 1 deals with introduction of the study states its importance, need of the study, statement of problem, objectives, hypotheses, methodology and limitations. It also explains brief history of RSETI model, its main motive, objectives and organizational structure of Rural Self-Employment Institutes with significance of their post training follow up and concludes with chapterisation of the dissertation.

Chapter 2 includes previous reviews. This chapter is divided into 6 sections.

- a) Studies related to entrepreneurial development programs and their importance.
- b) Studies related to entrepreneurial education or training and youth empowerment.
- c) Studies related to socio-economic profile of the trainees and relationship of these factors with their success rate.
- d) Studies related to evaluation and effectiveness of entrepreneurial Training.
- e) Studies related to RSETI/RUDSETI entrepreneurial training programs.
- f) Studies related to problems experienced by the Trainees.

Chapter 3 deals with methodological part of the study. This part describes in detail the data acquisition methods, sampling design and complete methods of data analysis.

Chapter 4 deals socio economic profile of respondents.

Chapter 5 deals with effect of entrepreneurial training on youth empowerment.

Chapter 6 deals with effectiveness of Training.

Chapter 7 shows relationship of socio- economic factors with key factors of success.

Chapter 8 deals with problems of RSET institutes and RSETI trained candidates.

Chapter 9 deals with discussion part of the study.

Chapter10 presents Findings, Conclusions, Recommendations and importance of the study.

In addition, after Bibliography in Annexure few success stories of trainees, photographs of data collection, and Questionnaire were given.

CHAPTER – 2

LITERATURE REVIEW

To Review the past studies in the pertinent areas of the present research work is very significant to provide more scientific base to investigation. Moreover, extensive understanding of research problem is possible which further supports the elucidation of different findings of the study. Consequently, by considering the aims of the study, the review of earlier studies are presented below:

- 1) Studies related to Entrepreneurial Development Programs and their importance
- 2) Studies related to Entrepreneurial Education or Training and Youth Empowerment
- 3) Studies related to Socio-Economic profile of the trainees
- 4) Studies related to Evaluation and Effectiveness of Entrepreneurial Training
- 5) Studies related to RSETI/RUDSETI Entrepreneurial Training Programs
- 6) Studies related to Problems Experienced by the Trainees after the Training

2.1. STUDIES RELATED TO ENTREPRENEURIAL DEVELOPMENT PROGRAMS AND THEIR IMPORTANCE

It was in 1960's that the policy makers in India realized that human development is very essential for our country. So, this led to establishment of Small Industry Extension Training (SIET) Institute in 1962 in Hyderabad. SIET in association with Professor David C McClelland of Harvard University conducted three months training and research program in various towns of Tamil Nadu and Andhra Pradesh and proved that through training and providing education the vital quality of an entrepreneur which Professor David C McClelland called "Need for Achievement" can be developed. Hence, seed for entrepreneurship development programs in India was sown by this successful experiment. However this arbitration by McClelland was just related to motivational training (Awasthi, 2011). However by the favourable outcome of this Kakinada experiment many entrepreneurial development centres were established in our country and finally in 1983 Entrepreneurship Development Institute of India (EDI) at Ahmedabad and National Institute for Entrepreneurship and Small Business (NIESBUD) were established. Then EDP has

emerged nationwide campaign in India (Khanka, 2005). Authors have different prospects about Entrepreneurship Development Programs (EDP's). According to some authors training is an effectual intercession in expanding entrepreneurial traits among individuals which helps them further to create their enterprises under a conducive environment only. (Cooper, 1973; Gnyawala and Fogel, 1994) while others believe that entrepreneurship is the result of interlinkage among the organisations, individuals and various other ambient factors. This view is supported by (Covin and Selin, 1989; Shapero and Sokole, 1982; Aldrich and Zimmer, 1986; Tripathi, 1981). Hence EDP's follow two different approaches to design probable entrepreneurs. First is to identify the right type of candidates who possess entrepreneurial vigour and secondly is to make the surroundings favourable to motivate the individuals to become an entrepreneur.

Cotton (1990) explained that how entrepreneurial skills along with competencies like knowledge, attitude can be learned. Understanding characteristics associated with entrepreneurs can be inculcated among individuals through experimental learning.

Dodescu and Badulescu (2010) in their case study of Romania related to women entrepreneurship discussed the importance and objectives of entrepreneurial education and training. They also presented the model of Antres (The Entrepreneurship and the Equality of Chances) and an inter-regional model of Women Entrepreneurial School. The study proved that entrepreneurship training and education was given with aim for attaining some skill or to gain knowledge, to identify talents and to encourage new entrepreneurial ventures or start-ups. The study made mention of Vroom's model which proved that performance (P) is a multiplicative function of motivation (M) and ability of a person (A): $P = f(M * A)$. Van Vuuren using Vroom's model developed Entrepreneurship Training Model and proved that entrepreneurial performance depended on performance motivation, entrepreneurial skills and business skills: $E/S = f \{M * (E/S * B/S)\}$. Various other models were developed taking these two models as the basis for development in the area of entrepreneurship with many other variables added by developers like creativity, critical thinking, knowledge, self-learning etc. This study also proved that entrepreneurial training directly or indirectly helps in job creation, poverty

reduction, women and regional development and positively affected the lives of 1800 target group of western Romania.

Garavan and O' Cinneide (1994) in their article discussed various issues surrounding entrepreneurship education and training in Europe and at the same time discussed specific initiatives in five European countries. This article is divided into two parts, the first part deals with difficulties and other issues discussed in literature on entrepreneurship education and training. Second part of article deals with a comparative analysis of design features of six entrepreneurship and training programs conducted within European Union.

Vesper and Gartner (1997) conducted the mail survey of 941 business schools in the United Nations, 42 in Canada, and 270 overseas. The authors tried to analyse the effects of entrepreneurship education on a group of students who were not selected for their interest in entrepreneurship. Data for analysis was collected in a mandatory entrepreneurship class at the large German university. The study provided the evidence that students updated their beliefs about entrepreneurial aptitude and variance of beliefs about entrepreneurial aptitude increased significantly during the course.

Chaudhary (1999) commented in his study that by providing training for entrepreneurship to women through Entrepreneurship Development Programs (EDPs) is a novel approach to develop entrepreneurial skills among women and the whole procedure of these programs involves choosing the right type of candidates for providing training, then to enhance their business skills and also impart knowledge about financial, technical and managerial aspects of business. After motivating them to become entrepreneurs, providing them infrastructural support for establishing new business enterprise.

Hyderabad and Krishnamurti (2002) in their study discussed the effect of entrepreneurial training programs disclosed the fact that these training programs and various institutions involved in providing these trainings did a marvellous job in changing the behaviour of entrepreneurs running small scale industries. But these entrepreneurs' performance was not up to mark because of certain weaknesses of these institutions and leakages at different levels.

Udayakumar and Sreedhara (2002) in their research work analysed entrepreneurial development programs and draw the conclusion that these EDPs are playing the crucial part in economic development of the nation and aimed towards enhancing entrepreneurship with the aim of increasing the total number of entrepreneurs by encouraging them to start new business units. The study also revealed that Entrepreneurial Development Programs have a minor effect to convert youth who have potential into actual entrepreneurs. Further in his analysis they found that out of total fifteen entrepreneurs who were successful, twelve had decided already to start up their business enterprises and they involved themselves in this particular training program only to proclaim themselves with such business skills to run their independent unit. Just three in the total sample were motivated to become an entrepreneur. Even in terms of managing the enterprises the institute was not able to impart skills because eight out of fifteen trainees shut down their ventures. Moreover those who were successful did not credit EDP for their success, in fact other factors played an important role in their success.

Anwar (2004) also analysed the entrepreneurial development programs and remarked that those trainees who had just applied for the loans under Prime Minister Rozgar Yagna were not serious about the training, they just consider it as necessary condition for fulfilling the loan conditions. They considered these training programs surpass their understanding and worthless. In addition, the study also revealed that these entrepreneurial training institutions did not pay much attention in identification of the right candidates for training.

Akola and Heinonen (2006) in their study explained entrepreneurship as science and art. According to this study, the art of the entrepreneurship which includes innovative thinking and creativity can't be taught but on the other hand, the management skills and business management can be taught.

Oyekale (2011) in his study stated the importance of agricultural EDP programs and emphasised the point that through these types of programs youth will definitely get gainful employment and this will further help in eradicating poverty.

Thus from the above studies it is concluded that EDP programs are conducted to enhance the knowledge of the individuals towards entrepreneurship and its benefits.

These programs covers such areas as acquiring of raw material up to final product manufacturing, traits of entrepreneurs, customer relationship, creative thinking, identifying the business and basic concepts of entrepreneurship. EDPs were also conducted for womenfolk of rural area to inculcate and promote home based business environment. It could also be inferred from above studies that EDPs did a remarkable job in shaping the individuals behaviour to become entrepreneurs and removing their poverty but for success of these training programs faculty or directors of these institutes should be vigilant enough to make a right choice of candidates for training.

2.2. STUDIES RELATED WITH ENTREPRENEURIAL TRAINING OR EDUCATION AND YOUTH EMPOWERMENT

A) Concept of Entrepreneurial training or Education

Firstly we need to define the entrepreneurial training which comprises of two words entrepreneurship and training or education. Entrepreneurship is defined in the academic literature as a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Although the words education and training are used interchangeably there is difference between the two words.

Martinez and Schøtt (2010) explain the differences between education and training in their definitions of entrepreneurship education as the building of knowledge and skills either about or for the purpose of entrepreneurship generally as part of recognised education programmes at primary, secondary or tertiary-level educational institutions and entrepreneurship training as the building of knowledge and skills in preparation for starting a business.

Feinstein, L. (2002) emphasise the importance of distinguishing between the two concepts. Education is not targeted at creating successful role performance, but rather at generally developing critical thinking skills, the ability to ask questions and find answers, and learning facts and figures. Accordingly, education is described as the transfer of knowledge to learners primarily in lectures based on theory. Training, on the other hand, is generally more concerned with delivering skills for practical decision-making, communication and on-the-job action.

Anderson and Jack (2012) insist that the creative entrepreneurial process is not independent of managerial knowledge, notwithstanding the argument that the imprecise notion of creativity associated with entrepreneurship is clearly more than 'managerialism'. As a consequence, both knowledge (relating to education) and experience (more related to training) are earmarked as the basis for assessing "*what is possible, what is realistic, and what is achievable.*"

Steenekamp (2013) downplay the importance of debating whether entrepreneurship education or entrepreneurship training will produce higher number of new business start-ups.

B) Concept of Youth Empowerment

The youth empowerment also comprises of two words youth and empowerment which will be defined one by one. According to oxford dictionary the term 'empowerment' means to give somebody the power or authority to do something.

World Bank (2011) describes youth as boys and girls who find themselves in a transitional phase from childhood to adulthood, in the age between 15-24 years.

Kabeer (2005) 'Empowerment' refers to the processes by which those who have been denied the ability to make life choices acquire such ability.

Perkins and Zimmerman (1995) At community level empowerment refers to collective actions of individuals, families, organisations, and communities gaining control and mastery, within the social, economic and political contexts of their lives, in order to improve equity and quality of their life in the community and the connections among community organizations.

Pigg (2000) defines empowerment as a development of individual leadership skills and knowledge regarding practice of leadership and formal recognition by the community of their newly acquired skills or status in the community.

Nyarondia, S. M. (2017) Youth empowerment is regarded as attitudinal, structural and cultural process whereby young people gain the ability, authority and confidence to make decisions and implement change in their own lives and the lives of other people, including both youth and adults.

Ismail et al. (2011) described youth empowerment as a process whereby the youth becomes able to organise themselves to increase their own self-reliance, to assert their independent right to make choices and control resources.

Sathiabama (2010) in her study highlighted the empowerment of rural women through entrepreneurship and discussed the benefits of entrepreneurship among rural women. She concluded that economic empowerment among women through entrepreneurship led to development of family and community and same is proved by collective micro entrepreneurship in Tamil Nadu.

Uzoma and Olunele (2013) mentioned the overall goal of entrepreneurial education is to empower and prepare the youth to thrive in the unstructured and uncertain nature of today's environment. Therefore, this paper examines the vitality of entrepreneurial education in achieving youth empowerment in Nigeria: the challenges facing entrepreneurial education in universities and prospects. Moreover, the paper also describes strategies for designing entrepreneurial and proclaimed that education related to entrepreneurship should not only be directed or inscribed at territory level in fact it should be a part of education at all levels to achieve desired goals and ensuring self-reliance among Nigerian Youth.

Lucas, B. et al. (2014) in their study examined entrepreneurship education as a vital tool for youth empowerment in Nigeria. The paper took a critical look at the role which is played by entrepreneurial education that is the adequate training which promote innovation and creativity to acquire such a skill that one can become self-employed or self-reliant. The study also discussed various challenges faced by Entrepreneurial education and youth empowerment in Nigeria and strategies for effective entrepreneurship education so that youth of Nigeria can be empowered. The article concluded that development of entrepreneurship education will go a long way in creating job opportunities and converting the job seekers to job providers.

Exon Mobil United Nations Foundation (2015) conducted a study on measurement of women's economic empowerment and depicts three outcomes direct, intermediate and final to measure women empowerment and concluded that direct outcome in women's economic empowerment programs includes knowledge, skills and assets. An intermediate outcome is the practice or behaviour change that results from direct

outcome. The final outcome is the intended principal effect of the program which includes increase in employment and profits as a result of changes in business practices brought about by business trainings. Another final outcome indicators as depicted in this study with help of chain between different outcomes and examples were savings, investments in productive assets, such as farming, machinery and business inventory and measures of women empowerment and wellbeing.

Sujuyigbe, Ademola et al. (2016) studied how entrepreneurship education plays role of catalyst for youth empowerment by taking empirical evidence from Nigeria. Further study identifies obstacles facing rapid entrepreneurial development in Nigeria. The results of the study reveal that entrepreneurial education has positive and significant impact on entrepreneurship skills and attitudes in young graduates in Nigeria which implies that entrepreneurial education is an antidote to poverty, insecurity, unemployment and hunger which helps in youth empowerment. Moreover, the study states lack of access to finance, lack of trained entrepreneurship teachers, absence of regulatory mechanisms and poor state of infrastructure facilities are major obstacles in entrepreneurial development in Nigeria.

Omolumen and Olajide (2017) in their paper, explored the relationship between entrepreneurial educations as a significant tool for youth empowerment in Nigeria. To achieve its objective the paper takes its roots from the role of entrepreneurial education in youth empowerment programs, some integrative structure since 1960 and national integration. The study also analysed challenges of entrepreneurial education and its implications on youth empowerment, industrial development and national integration. The study concluded that with entrepreneurial education the above written three variables can be realized in recorded time.

Mangala, T. and Shivand, N. (2017) in their study analyses the impact of various programs of NGOs related to rural youth empowerment in Bangalore. For evaluating various aspects of empowerment among youth, the youth empowerment index was prepared and other statistical techniques and tools used in this study were mean, standard deviation, chi-square test and Cronbach's alpha test of reliability. The qualitative data in this study has been computed by making use of 5 point likert scale. Total seven dimensions of youth empowerment were taken into consideration

namely Psychological, Educational, Social, Economic, Political, Cultural and Health. Considering these indices a comparison on basis of youth empowerment index before and after joining that particular NGO was conducted. The study inferred that level of empowerment of candidates improved after they had joined NGOs.

Thus from the above studies it is concluded that there are many dimensions of youth empowerment and with support of stakeholders, their families, governmental and inter-governmental organizations as well as by providing proper entrepreneurial training or education youth can be empowered and can be made great asset of the country.

2.3. STUDIES RELATED TO SOCIO-ECONOMIC PROFILE OF THE TRAINEES

2.3.1. Age

Ganesh (1975) in his study had studied the major training impacts on adoption and knowledge of practices which were recommended for water as well as soil management for a jowar production by the farmers belonging to Malaprabha area project and identified that in his work many of the farmers belonged to young age group.

Chandargi (1980) organised an experimental day for farmers those who took training in various districts of state of Karnataka and concluded that maximum of trainees (73%) among the rural women belonged to age of young category age group.

Lalitha (1985) organised a study to show the main impact of training under (WYTEP) on education level and knowledge of women belonging to Bangalore in Karnataka state and reported that maximum (64%) percent of women beneficiaries were belonging to young age group.

Sharma et al. (1988) supervised a study related to farmers who took training in various rural areas of Madhya Pradesh state and concluded that maximum of the farmer beneficiaries (52 percent) who took training from a particular district belonged to young age group which was followed by middle group with (32 percent) and old age group with (16 percent).

Mahale et al. (1991) reported in his study that there is positive results of training programme related to tailoring work on women belonging to Karnataka state, district Dharwad and concluded that (68 percent) of women beneficiaries by this training program belonged to age group of 22 years and above.

Jayashree and Sugirthavathy (1991) in their research work studied the success of women enterprises along with their profiles in state of Madras and union territory of Pondicherry which revealed that (12 per cent) of woman entrepreneurs belonged to age group of 20-30 years, almost (44 percent) belonged to 31-40 years age group. In addition, (36 percent) belonged to 41-50 years age group and just few of women entrepreneurs (8 percent) belonged to 51-60 years age group.

Nagabhushanam and Nanjaiyan (1998) in their study which was based on perceived opinion of trained women in Hebbel district (Bangalore) revealed that majority of women beneficiaries nearly (70 percent) belonged to young age group while (20.75 percent) belonged to middle age group and old age group constitutes only (7.55 percent) of total women trainees.

Dilbaghkaur et al. (2000) in their research work studied women entrepreneurs of Tamil Nadu belonging to rural areas and concluded that maximum women entrepreneurs (45.7 percent) belonged to age group of 30-50 years, while (37.5 percent) of women entrepreneurs belonged to age group of 18-30 years and just few of women entrepreneurs (16.8 percent) belonged to age group of 50 years and above age group.

Ntshaliki and Squire (2001) organised a study based on survey of agricultural enterprises owned by women farmers in Botswana and concluded that (22 percent) of the beneficiaries were in 21-30 years of age group. In addition, (25 percent) were in the 31-40 years of age group and (53percent) belonged to 41 years and above age group.

Kumaran (2002) conducted a factual based study identifying the role of SHGS (self-help groups) in providing assistance to micro enterprises through financial assistance of micro credit revealed that (68.9 per cent) among the total team of SHGs belonged

to the age group of 26-40. In addition, (16.7 percent) of members belonged to the age group up to 25 years, 13.3 percent of total members belonged to the age group of 41-50 years and those who belonged to age group of 51 and above constitute 1.1 percent only.

Anil Kumar (2003) in his research work had studied women entrepreneurs of Delhi. He concluded that forty per cent of the women entrepreneurs working in Delhi belonged to below 30 years of age group.

Jhamtani et al. (2003) conducted a study on entrepreneurial orientation of unemployed youth who is educated and belongs to rural areas revealed that majority of respondents nearly (55.11 percent) belonged to the age group of 18-23 years, 32.88 percent of rural unemployed youth belonged to 23-29 years followed by least number that is (12.32 percent) belonged to age group above 29 years.

Anita (2004) conducted study on market participation and entrepreneurial behaviour of women working in agriculture sector in one of the rural district of Bangalore and identified that majority of the respondents' belonged to young age group.

Gangaiah et al. (2006) in their study analysed a case study showing an impact of self-help groups on employment generation and income of beneficiaries which revealed that (67.3 percent) of the selected women members belonged to the age group of 26-40 years whereas (11.9 percent) belonged to the age group of up to 25 years.

S.G.V. Rao (2010) has studied the interrelationship between age of entrepreneurs and their entrepreneurial ability, involvement in profession, dedication towards profession and overall entrepreneurial performance. The study concluded that 8.89% of trainees who started their enterprises were in 21-30 years of age group, 25.93% trainees start their enterprise in age group of 31-40, 37.78% started their entrepreneurial career in age group of 41-50 and lastly 22.96% started their enterprises in age group of 51-60 years of age.

It could be inferred from the above studies that majority of the trained entrepreneurs belonged to young age group.

2.3.2. Educational Level

Chandargi (1980) concluded in her study that out of 109 trained women majority (63 percent) belonged to high educational level category and remaining (37 percent) belonged to low educated group.

Gangadharappa (1980) organised a study related to and adoption behaviour of trained and untrained farmers and knowledge gained by training program of Malaprabha area of Karnataka state and noted that most of the trained farmers were highly educated.

Manjunath (1980) revealed that on trained farmers of Belgaum district of Karnataka state belonged to highly educated category.

Lalitha (1985) identified in her study that (57 percent) of the trained women working in agricultural sector had high educational level.

Sharma et al. (1998) evaluated agricultural training program in their study in few selected villages of Madhya Pradesh state and reported that the maximum trained farmers had education up to primary level with (38 percent). In addition, rest of the trained farmers had studied up to high school with (27 percent) while (20 percent) of them were illiterates and (14 percent) were graduates.

Kondaiah (1990) organised a study to evaluate entrepreneurship development in few rural areas of India and found that majority (80 per cent) of female trainees were totally illiterate, out of them (13 percent) had education up to middle school level while (1 percent) of the respondents had education up to secondary level and (1 percent) were graduates.

Mahale (1991) identified that (68 per cent) of the trained women belonging to rural areas had primary school education. In addition, (21 percent) and (11percent) were qualified up to middle and higher secondary level education respectively.

Jayashree and Sugirthavathy (1991) reported in their study that (7 per cent) of the entrepreneurs were functionally literate and majority of entrepreneur (64 per cent) of them had studied up to secondary level while (6 per cent) of them had completed

their higher secondary level education. In addition, (21 percent) of total respondents were graduates and only (3 percent) had professional qualification.

Nagabhushanam and Nanjaiyan (1998) revealed that (38.08 per cent) of the respondents had middle school education and (20.75 percent) had high school education whereas (28.30 percent) of trained farm women were illiterate.

Dhameja et al. (2000) in a study which was conducted in state of Haryana, reported that major part of the respondents who were women entrepreneurs were graduates.

Aravinda and Renuka (2001) organised a study based on women entrepreneurs in twin cities of Secunderabad and Hyderabad. The results reported that major portion of the respondents were graduates.

Squire and Nishaliki (1998) noted in their study that (42 percent) of respondents had secondary school level education while (40 percent) had primary educational level and just a few respondents that is (4 percent) of the respondents never attended school and were illiterates.

Kumaran (2002) conducted a factual based study identifying the role of SHGS (self-help groups) in providing assistance to micro enterprises revealed that majority of the respondents (38.9 percent) were educated only up to middle school level followed by primary school with (17.8 percent). While (12.2 percent) of respondents had completed high school education and (2.2 per cent) of them were graduates and (5.6 per cent) of them were illiterates.

Rajendran (2002) organised a study on the entrepreneurial development in the union territory of Andaman and Nicobar Islands and identified that majority of respondents (40 per cent) were illiterate while (35 percent) were able to read and write in their mother tongue. In addition, (20 percent) were literate and (5 percent) of them were technically qualified.

Anil Kumar (2003) organised a study of women entrepreneurs in Delhi and reported that (40 per cent) of the women were graduates.

Gangaiah et al. (2006) in their study revealed one case study and shows the effect of self-help groups on employment generation and income of the beneficiaries. This study reported that (35.6 per cent) of the women members were illiterate and majority of them with (64.4 per cent) of them were literates.

From the above studies it can be inferred that majority of the trained entrepreneurs had studied up to high school which was followed by graduation level of education.

2.3.3. Family size

Dilbag Kaur et al. (2000) in a study on rural women entrepreneurs in Tamil Nadu found that (62.61 per cent) of women entrepreneurs belonged to small families having 1-5 members and (37.38 per cent) were having family of more than 5 members.

Gayatri Devi (2000) in her study shows the effects of selected rural development programmes on self-employment among rural women. This particular study noted that (54.17 per cent) of the respondents have small family and (45.83 per cent) have large family.

Nirmala (2000) in her study identified the impact of training on selected home science skill based trainings and revealed that maximum number of the trainees of tailoring technology (54.77 per cent) and agarbatti making (45.71 per cent) consists of 5 to 7 members. In case of trainees concerning candle making (45.24 per cent) of the respondents had family of less than 5 members.

Jhamtani et al. (2003) in their study related to entrepreneurial orientation of educated unemployed rural youth disclosed that (41.77 per cent) of the respondents had small family size of 5-6 members which is followed by (28.4 per cent) of respondents who had family size of 7-8 members and (20.44 per cent) of respondent's had family size of up to 4 members. Only (8.00 per cent) and (1.33 per cent) of the trained educated unemployed rural youth had large families with 9-10 members and above 10 members respectively.

Gangaiah (2006) disclosed and reported in his study that the average size of the trainees' family was 5-6 members with 2-3 children on an average and count of three adult persons.

From the above studies it can be revealed that maximum number of respondents belonged to families with small size.

2.3.4. Annual Income

Chandargi (1980) noted that out of total sample size of 109 trained women (55.96 per cent) of them belonged to small income group.

Lalitha (1985) in her study noted that (65 percent) of trained women belonged to small income group.

Jayasree and Sugirthavathy (1991) in their research work identified that nearly (26 per cent) of the women who were working as entrepreneurs had monthly family income up to Rs.3000. In addition (29 percent) of them had income Rs.3001-7000 per month, whereas (39 per cent) of the respondent's monthly family income was Rs.7K-10K and only (6 per cent) of them had monthly income 10K-15K.

Ghosh (1993) in his study evaluated the performance of TRYSEM identified that income strata grouping of families of trained youth showed that (56.67 percent) belonged to income range of Rs.0-2065 per annum. In addition, (40.67 per cent) belonged to the range of 2266-3500 per annum and (2.66 per cent) belonged to the range of income 3501-5000 per annum.

Dilbag Kaur et al. (2000) in a study on rural women entrepreneurs conducted in state of Tamil Nadu found that (40 per cent) of the women who were running their own enterprises belonged to the families whose annual income was up to Rs.12K. While (29 per cent) of each were from the families whose annual income was Rupees 12K to 20K. In addition, just (2 percent) respondent's belonged to families having income 20K to 50K, only (1 per cent) of them had family annual income between Rs.50K to 1 lakh.

From the above studies it can be inferred that greater part of trainees belonged to medium income families.

2.3.5. Occupation of the family

Kulkarni et al. (1992) in their study identified that cultivation was the main occupation in maximum families with (45 percent), followed by labour class families with (25 percent). In addition other trainees belonged to service class with (15 percent) and least trainees belonged to business class with (7 percent) in one of the district of Maharashtra in Aurangabad.

Savitha (1999) organised a study showing the impact of training on attitude symbolic adoption of value added products and knowledge on the women working in agriculture sector and identified that majority of the women (85 percent) of the respondent's families belonged to agriculture background. While (15 per cent) were dependent on non-agriculture activities like, shops, flour mill & jobs.

Dibagkaur et al. (2000) identified in their study that (43 per cent) of respondents were labourers of agricultural sector, (39 percent) belonged to agricultural sector and (19 percent) belonged to non-agriculture category which consists both government employee and business sector.

Sudharani (2002) identified the main occupation of the families of the trainees and reported majority of the trainees (54 per cent) belongs to non- agriculture sector followed by (18 percent) belonged to agricultural workers family and nearly (eight per cent) of each were workers in the dairy farming and employees in public private/cooperative sector. In addition, rest (12 per cent) were self-employed mainly doing the business of grocery shop.

Therefore the studies above concluded that greater part of the trainees belonged to agricultural background.

2.3.6. Studies related to socio - economic factors and entrepreneurial success

Nandagopal and Chinnaiyan (2004) organised a study based on the perception of entrepreneurs regarding their success factors and identified that majority of these entrepreneurs with (66 percent) had business background which is followed by (18 per cent) of their families depended on in private or government sector employment. In addition, remaining (16.00 per cent) of them were from agriculture background.

Isaacs et al. (2007) emphasised the importance of formal educational levels of trainees in their success. If the trainees had higher educational qualification it resulted in better enterprising performance and greater possibility of enterprise formation.

Genty (2016) studied the relationship between demographic factors and entrepreneurial training on entrepreneurial success. The study was guided by human capital theory in which primary data was carried out and analysed using structural equation modelling. The study depicts that there is significant relationship between demographic factors on entrepreneurs' success among the small and medium enterprises. Owners in Lagos state, Nigeria ($\beta = .214$, $p = .28$). Similarly entrepreneurs experience is the most predictor of demographic factors in the study ($\beta = .650$, $p = .012$). Moreover study shows that no relationship between entrepreneurial training and entrepreneurial success among SME's. ($\beta = -.014$, $p = .852$). However, the study suggests that further empirical studies in Nigeria to ascertain the determinants of entrepreneurial success perhaps using other variables of personal qualities and environmental factors.

In a nutshell, it is concluded that socio economic profile of trainees effects the business performance of the trainees who had taken training from entrepreneurial training institutes.

2.4. STUDIES RELATED TO EVALUATION AND EFFECTIVENESS OF ENTREPRENEURIAL TRAINING PROGRAMS

The main part of training effectiveness program is generally transfer of training that is to use the training skills and knowledge back on job or on the enterprise which is started by the trainee after taking training.

Kirkpatrick (1976) introduced 4 levels of measuring training effectiveness. Level 1 relates to immediate reactions and measures trainees' attitudinal and affective feedback to a training program. Second Level measures the extent of acquired knowledge by the trainees during training program or this level is related to learning criteria. Level 3 evaluates to what extent trainee applied his training in form of change in his behaviour and use that changed attitude in his entrepreneurial or job

performance. Level 4 measures the final outcomes in form of profits, income or sales which have increased after the training.

Noe (1986) given the model for measuring the effectiveness of training based on summary of Kirkpatrick model. According to this model, motivation will lead to high performance in training which will further lead to desired outcome.

Swanson and Sleezer (1987) explained in their study three steps of measuring training effectiveness. The first is related to effectiveness evaluation plan, second relates to tools and techniques for measuring effectiveness and lastly the report after evaluation.

McMullan et al. (2001) suggests measurement of effectiveness of training institute on four different levels based on Kirkpatrick model. Level 1 includes reaction used to find satisfaction level of the trainees' from the training program. According to this study this evaluation is done after the completion of the training. Level 2 and Level 3 that are learning and behaviour measures the effect of training on entrepreneurial factors. Level 4 which is outcome is measured in terms of costs, productivity, profit and quality. This study took satisfaction, benefits and business or entrepreneurial performance of trainees' into consideration after the training as most significant factors of measuring effectiveness of training institutes.

FAO (2002) proclaimed that evaluating of EDP training program can be enhanced by incorporating in training curriculum the local content of that particular area. This particular area can be a district or a region which can be combined with central national curriculum planning. These type of programs can be more effective than totally centrally backed programs.

UNESCO (2010) reported that the vocational trainings were considered as effective tools for teaching agricultural skills but these institutes were not always able to impart the technical particularly or essential skills to the trainees therefore resulted in poor employment outcomes.

Santos (2003) in his research paper found that determining or measuring the training effectiveness is a complex process but measuring training benefits support training

effectiveness measurement. For most of the candidates training improved competencies and enhances skills, increased confidence and self-efficacy as well.

Solomon et al. (2002) made an attempt to evaluate the research done in America. In fact, he wanted to measure its successes and failures. Government in America was focussed to develop small micro medium enterprises through entrepreneurial training. The study was conducted over four time period using experimental and controlled group. The instrument used to collect data were questionnaire with structured interview schedule and the statistical tools used in the study of frequency, percentages and z –test. This study concluded that though effect of training fade with passage of time, still it left some behavioural patterns that lasted over time.

Botha et al. (2007) measured the effectiveness of Women Entrepreneurship Program (WEP). This study had sample size of 180 women entrepreneurs where 116 women were from experimental group and 64 women formed the controlled group. Factor analysis was presented and various other statistical tools like Cronbach's Alpha test, Chi-square test, t-test, and Wilcoxon – matched pair test were used to analyse the data. This paper by introducing new models on Entrepreneurial Education Model statistically proved that WEP is effective to enhance skills among women and motivate them to start their new venture.

Badatya and Reddy (2008) in their research work identified that rate of settlement for the REDP training was in range 14.9% -67.5%. If the settlement rate was compared agency wise, the settlement rate was 67.5% which was greater as compared to the settlement rate of NGO's (24.8%). On the basis of type of training program, the rate of settlement was greater for training programs of *zardoshi* and embroidery with (55.6 percent) and least for farm based enterprises (14.9 percent). In addition the study explored that neither EDI's nor NGO's gave much importance to potentials related to marketing as most crucial which finally determines the accomplishment of these training programs. Further study also measured the effectiveness of the training programs in terms of increase in income of the candidates after the training among various programs. Increase in income was highest for auto driving and least for soft toy making.

Laxmana (2008) investigated the effectiveness of entrepreneurial training programs and stated that 77.35% of sample trainees had already started their enterprises and those who were in line yet to start had already planned to start their start –ups soon. Thus it was concluded that EDP training programs had certainly attained its motive effectively of creating entrepreneurs of first generation.

Nagesh (2008) revealed that work that entrepreneurship training programs for women were helpful in enhancing various skills related to entrepreneurship among women. Among women trainees majority of them had positive attitude towards training specially training content and its system except environmental & ecological awareness. Moreover, this study also recognised the areas of improvement in entire training process by following the trainees who had successfully started their enterprises and also to analyse the major causes of the unsuccessful candidates. In addition, practical exposure to the contemporary business was also identified as vital factor to make the training more effective.

Eikebrokh and Olsen (2009) reported in their research paper that positive relationship exists between training effectiveness, competence and performance among SMEs involved in e-business activities. The study used the sample of 339 SMEs drawn from 3 European countries namely Norway, Finland and Spain. Based on their empirical analysis the authors claim that effectiveness of training explains the variances in e-business competitiveness and performance in terms of efficiency, complementarities and novelty.

Bennell (2010) in his investigation accentuated the significance of planning the composition or proper curriculum of training program by assessing the job opportunities concerning every training program and skill requirements for increasing the effectiveness of the training.

IFAD (2010) reported that because of fragile capacities of training institutes and limited financial resources restraint the effectiveness of these institutions. The study also concluded that because of less educational qualification of the trainees further limits the success of entrepreneurial training programs. In addition sometimes the training program offered and skills which were demanded in the market further exasperate the difficulties of the rural youth.

Banerjee (2011) noted in his research work that the various organisations which do not perform evaluation before conducting EDP training result in crowding effect and face various marketing problems. This present study also concluded that settlement rate of trainees was more in wage employment than self-employment ventures.

Bannerjee and Bannerjee (2012) assessed a rural development program in several districts of India namely West Bengal, Andhra Pradesh, Himachal Pradesh, Chhattisgarh, Bihar, Odisha and Uttar Pradesh. These trainings are conducted by Voluntary Associations, Non –Government Organizations and Entrepreneurship Development Institutes for providing income opportunities and sustainable employment in rural areas. This investigation also concluded that REDPs training programs were very competent agencies to create income and employment opportunities for rural women.

B. K. Punia and Saurabh Kant (2013) examines in their study the factors affecting training effectiveness from both negative and positive aspects. The study also describes the models of measuring training effectiveness and their inferences in training program based on literature review. The results of the study depicts many factors like emotional intelligence, job related factors, attitude, training style and environment, basic ability, open mindedness of trainees, support from management and other stakeholders, motivations and self-efficacy etc.

Boniface (2013) in his study investigated the impact of entrepreneurial training on performance of micro, small and medium enterprises in Nakuru County. The design of the study was descriptive and data was collected by pre- tested questionnaire. The researcher collected the data by random sampling technique. In Sample size 50 entrepreneurs were included who took training from Kenya institute of business training (KIBT) and Joints loan board (JLB) between the years 2010 to August 2012. The study assumed that results obtained from the study would present the true picture of the whole population. The data was analysed using Microsoft Excel and SPSS. Through this study conceptual model was developed by the researcher in which Entrepreneurial training was taken as the independent variable and performance of enterprises of the beneficiaries as dependent variable. The framework illustrates the correlation between performance of enterprises and

entrepreneurial training. In this model, the nature and level of various forms of entrepreneurial training provided by different agencies was expected to affect the performance of enterprises either positively or negatively depending on the degree of effectiveness of the training. The results depicts that general benefit the beneficiaries got from the training was enhancement of the entrepreneurial skills and there is a correlation between entrepreneurial training and business performance of entrepreneurs.

Sarang S. Jewilkar and O. P. Haldar (2014) examined the effectiveness of entrepreneurship development programs in achieving some objectives. The study reported as MCED has been pioneer in adopting economic and social entrepreneurship since 1988. This institute had cultivated the seed of entrepreneurial spirit and spread the concept of self-employment throughout the nation. The main aim of this training institute is to make the trainee the enterprise creator. Therefore, it is important to measure whether objectives of such a training are achieved or not. This calls for the evaluation of EDPs either the participants have started their enterprises in reality or not after completing their training program.

Syukurrian Idrus et al. (2014) in their study investigated the effectiveness and nature of Women Entrepreneurship Program (WEP) in Malaysia from the population of women listed in Small & Medium Industries Development Corporation (SMIDEC) by using 50 entrepreneurs randomly using questionnaire as an instrument of data collection. The data was analysed by descriptive analysis. The results of the empirical study highlighted the benefits derived by WEP for newly established entrepreneurs. The study also emphasised on the subject matter of the training of WEP which further effects business performance of women.

Maaly, Mohammad et al. (2015) in their study which was conducted at Malaysia by taking sample of 80 entrepreneurs among Malaysian Small and Medium Enterprises. The instrument used in this research paper were two questionnaires. The second questionnaire was used to measure the relationship between training and performance of beneficiaries which consists of 15 items. The data was analysed using descriptive statistics and independent t- test was used to test hypotheses. The

study concluded that there exists the positive relationship between effective training and employee's job performance.

Mindtools (2016) in his study defines the effectiveness of a program is the degree to which that particular program produced a desired results. The most popular model used to measure the effectiveness of training programs was developed by Donald Kirkpatrick. Kirkpatrick has defined four levels of measuring the training effectiveness. The first step is called reaction to measure to measure how trainees reacted to the training. This is measured in terms of how well the training is received by the trainee. The second step is learning which measures what the trainees have learnt and what they have not. The third step is behaviour. If the conditions of the training are favourable trainees behaviour will change. Last step is results or outcomes of training which includes benefits not only for the participants but also for the stakeholders.

Michael, M.Gielnik et al. (2016) in their study shows that there is positive correlation exists between entrepreneurial training and entrepreneurial behaviour of the trainees in terms of entrepreneurial actions and business opportunity identification before and after the training. The study further depicts that how entrepreneurial trainings enhances entrepreneurship among youth and creates income generating jobs for trained candidates. This study was conducted at Nakawa Vocational Training Institute in Kampla (Uganda, South Africa). The data was collected by questionnaire before the training from 206 respondents (T1) and from 178 respondents (T2) after the training. The analysis of the data was done using descriptive statistics and correlations of the variables. Independent t- test was used to show the significant difference between 2 groups of data. The results shows Entrepreneurial Training and enterprise performance were positively correlated with values of ($r = 0.17, p < 0.05$) and ($r = 0.19, p < 0.01$). In addition, the study develops a model 1, which states that business opportunity identification before the training ($B=0.33, \beta =0.31, p < 0.01$) was significant predictor of business opportunity identification after the training. Effective training had positive impact on business opportunity and business performance.

Therefore, it is clear from above studies that training will be effective whenever it produces a desired result. In order to find the effectiveness of training and development program, the evaluation of the training program is very important.

2.5. STUDIES RELATED TO RSETI/ RUDSETI

This study is basically related to the RSETI programs. So, the literature review is incomplete if studies related to this particular institute are not taken into consideration. The following studies explain the RSETI/RUDSETI approach to entrepreneurial development programs.

B. L. Chadha (1993) studied the performance of RUDSET Institute (Rural Development and Self-Employment Training) in Karnataka. The study concluded that Institute has recorded commendable results in terms of training programs and settlement percentage of trainees.

Sushma (2007) studied the profile of RUDSETI trainees of district Dharwad in Karnataka and found that greater number of trainees were young and most of the trainees were literate not graduates. Most of the trainees belong to small families with medium size income group or low income group, indicating that the small families are more aware, educated and have greater exposure to external world and people having moderate or less than moderate income go for such trainings.

Laxmana (2008) reported that the majority of the trainees (77.35%) had started their business after the training. The trainees who had not started yet had planned to start their enterprises. This depicts that the real objective of the EDP training to create first generation entrepreneurs was achieved. In fact this is a first study to throw the light that how these local enterprises set up by RSETI trainees generate local employment opportunities for others. Nearly 203 jobs have been created in one year by 54 units started by RSETI trainees. Bank credit linkage is very low as per the study as just 16% of trainees go for credit linkage. Thus, further research is required to analyse the reasons why trainees have less access to bank credit when banks are giving loan facility at nominal rate of interest.

Khanka (2009) conducted a study including 248 entrepreneurs of first generation in state of Assam. The study identified that the entrepreneurs were mainly motivated

by their economic conditions, autonomy and recognition with their personal growth. Contribution in the community or social cause was not the main cause for becoming an entrepreneur.

Nichter (2009) disclosed the importance entrepreneurial abilities which enables the individuals capitalize & recognize the enterprising opportunities among them.

Banerjee (2011) in his investigation declared that family size, motivation annual income, age, education and risk bearing ability were significantly and positively related to the income of beneficiaries. The crucial factors which contributed for success of beneficiaries by training were their inner strength, assistance from members of the family and technical or hard skills learnt during the whole training process.

Institute of Applied Manpower Research Planning Commission, Govt. of India (2010) in their issue paper had narrated that the ministry of Rural Development in the public sector has played the magnificent role in skill development and supports the creation of RSETIs.

National Academy of RUDSETI (2012) also investigated to find out how the RSETI training is benefitting the trained candidates and what measures can be taken by the enterprises to improve the quality of training and rate of settlement of the trainees. The same study gives the information about the nature of enterprises established by RSETI trainees and find out the factors which contribute to the success and failure of RSETI trainees taking into account the case of Canara bank six institutes in states of Kerala, Tamil Nadu, Uttar Pradesh and Karnataka.

M. Manjunath and Jayasheela (2012) in an article state that overall success rate measured in terms of starting of enterprise is 73.75% and survival rate is 87.29%, growth in employment 78.29% among males 69.64% among females stating clearly states that entrepreneurial development programs run by RUDSETI\RSETI are quite successful in promoting entrepreneurship development and entrepreneurship culture in our country.

M. Bennur and R. Tele (2012) in their paper explained the role of RUDSET in empowering women through entrepreneurship and in their research paper studied

various factors which contributed for establishment and development of an enterprise. These factors are availability of specified skill to work on specific project (89%), cooperation from husband or family at the time of start (63%), availability of loan (60%), favourable attitude of customers (40%) and adequate training (60%).

N. Kumar and A. Kulkarni (2013) observed that majority of the Indian banks are delivering the face to face training to the rural communities on various aspects of farm and non-farm management. The RUDSETI type of training interventions by some public sector commercial banks and NGO's in India have made considerable reach by way of training programs for rural youth .As RUDSETI has become a replicable model, the ministry of Rural Development, GOI has suggested to establish Bank led training Centre at each district named RSETI. These institutions played very significant role in enhancing the farm and nonfarm entrepreneurial skills of youth in India.

Sairam and Shwetambara (2014) observed in their article that banks are mandated to open Financial Literacy Centres to scale up financial literacy among the rural people by bank's initiatives in the rural branches of the concerned banks. Further in year 2013 RBI advised to set up of RSETIs for strengthening (NRLM) which in turn acts as a principal factors in activating credit demand in rural areas. Financial literacy programs rolled out to be an inbuilt part of RSETI courses in Udaipur and Jodhpur Districts of Rajasthan.

G. S Prasad and V. K Ravindra Prasad (2015) studied the awareness of RSETIs programs among the women of rural areas in Chittoor District. Their rate of settlement after training and level of getting financial support by the bank was also taken into consideration. They also gave suggestions and strategies which were to be adopted by the institute to improve the types of training methods, support services and rate of settlement. They concluded that Andhra Bank Institute of rural development, in district Tirupati is playing a vital role in the empowerment of rural women through self-employment and training, skill development programs, entrepreneurship, wage employment programs. Therefore, economic empowerment of women by right assistance given by RSETIs for setting up their micro enterprises strengthen their capacities enhances their family income and national productivity.

Ramakrishna and A. Sudhakar (2015) studied the role of RUDSETIs through skill development in empowering women. This paper studies various types of EDPs conducted at one of the RUSSETI in Andhra Pradesh, India which have been contributing to the skill and economic development of women and their empowerment. The study also focuses on skill development initiatives taken up by government of India to make India a global reservoir of skilled youth in the years to follow. The study also mentions some of the success stories of some of the alumni of RUDSETI and concluded that RUDSETIs/ RSETIs are making selfless services to the unemployed youth particularly to the women through their innovative EDPs.

Vandana Sharma (2016) examined the role of RSETI in facilitating women towards self-employment in time period of 2011-2016 and compared the participation of men and women trainees in same time period. The results showed that women are keener to take training and establish their own enterprise. The percentage of female trainees were 97.18%, 100%, 88.88%, 68.77%, 74.81% respectively for the years from 2011-2016.

Thus RSETIs has crucial role to play in empowerment of unemployed rural women and provide equal opportunities to both men and women to become a successful entrepreneur.

V. Suresh Kumar (2016) who also analysed the socio economic profile of trainees who had taken training of entrepreneurial development program by RSETI in Pudukkottai district of Tamil Nadu concluded that out of total trainees 32.88% belonged to age group of 18-25 years followed by age group of 26-30 years with 47.95% and mere 2.74% belonged to age group of 41-60. Moreover, out of total sample trainees the same study noted that 89.04% were married and just 2.74% were unmarried which concluded that mostly married persons go for such training forcibly because of adverse economic conditions. The review shows that RSETIs focused on developing entrepreneurial activities oriented skill among young aspirants in age group of 18-35 years and also emphasized that mostly graduates who had already completed their formal education could not approach higher education belonging to agricultural based families whose annual income was below 25000 (INR) or were living below poverty line took training from RSETIs and

become micro entrepreneurs to earn their livelihood. Thus, directly or indirectly became productive assets of our economy.

K. Ramakrishna (2015) studied the proactive steps initiated by Govt. of India on skill development front. The study in particular analysed the working of RSETIs and efforts of these institutions through offering self-employment training or Entrepreneurial development training. They also examined the measures these RSETIs need to take in the immediate future to become nurseries & spring boards for promoting large number of Start-ups who not only progress economically but also contribute to the overall development of the local economy.

S. Chatterjee and D. Venkata (2016) examined the unemployment rate in India from year 2002 to 2013 on the basis of secondary data collected from National Centre for Excellence of RSETIs (rsetmonitoringcell.org). The study revealed the fact that from 1st April 2011 to 31st March 2016 altogether 18.46 lakhs youth had been trained in the country by RSETIs and of which 11.8 lakhs had been settled. Again out 11.18 lakhs, 9.94 lakhs were settled through self-employment and 1.24 lakhs were provided with wage employment.

Jose Mamman et al. (2016) collected data from newspapers articles, annual reports and government publications and tried to understand innovative model of social venture functioning in rural India. The paper throws light on the benefits made by rural population due to the institute based on the social venture model which sustained and grew over past 30 years.

Pankaj Kumar Sinha (2016) conducted a study by taking four RUDSETI institutes taking sample size of 240 respondents. This particular study concluded that maximum of qualified youth of India were displacing from farm to non- farm enterprises because of the lack of high profitability and more dependence on natural environment. In addition, the study identified the most important constraint the EDP trainees face is financial constraint and lack of entrepreneurial culture in India.

T. S. Roy (2017) examined the role of project “LIFE’ (Live hoods in full employment) under MGNREGA and RSETIs. Main objective of this paper was to understand the initiatives of RSETIs and its skill development programs. The paper

is based on reviewing of literature of past studies and secondary data of Bankura district of West Bengal. The study suggested that if the project LIFE is successfully implemented then it will create sustainable livelihood through employable skills. The study further predicts that RSETIs in near future will be continuing to search the local markets and helps to create new opportunities and scope for beneficiaries.

K. N. Janardhana (2017) attempted to assess the efficacy of Women Entrepreneurship Rural Development of women who took training from RSETIs in state of Karnataka. The various statistical tools used in the study were percentages, chi square test for interpreting and analysing the primary data. Further this work found that majority of women trainees took training in age group 26-35 and among them 82% are married. Majority of women trainees had attained secondary level education and graduates number is moderate. This study assessed the impact of EDP on women empowerment on basis of five indicators and concluded RSETI have empowered women economically, socially and psychologically.

Anita B. and G. Ameta (2017) also undertook the study on same basis BOB (Bank of Baroda) in Pratapgarh district of Rajasthan declaring settlement rate of 67%, 63%, 87% and 75% for years 2014-2017 respectively in the concerned district. According to this study, the BOB RSETI Rajasthan helps rural people of the concerned area to get settled and aimed at tackling the problem of unemployment through rigorous training based on fact findings and inquiries of different kinds. This study used a new concept of “Elementary Taste” which is added by BOBRSETI institute. A prior formation of annual action plan regarding initial and annual trainings become an essence to build the mind of trainees and their behaviour.

N.V. Vijay and Gajendra J. N. (2018) reviewed the existing literature from different countries in an attempt to find the efficacy of micro finance training. The study had taken the case of RSETIs in India and studied the impact of training on the income of the trainees. The review shows that there are divergent views on subject and dwells on both points of view (that microfinance has positive or negative impact on income of trainees) There is overwhelming evidence to show that there is positive impact of training on the income in this research work.

Amandeep and Sukhdeep, Kaur (2018) in their study investigated the impact of rural self-employment training institute. The study mainly discussed the impact of training on income and employment generation of the trainees and seeks feedback from beneficiaries' regarding functioning of RSETI. The study was purposively selected from Ludhiana, one of the district of Punjab (India). Data was collected through a well-structured and pre-tested interview schedule. The study reported that majority of the beneficiaries had a medium level of media usage and 50% of respondents received information about RSETI EDP's from district industrial centres. Beneficiaries perceived economic and social benefits from RSETI EDP's and there was increase in income after establishing / expanding business.

R.N. Rathi (2019) in his research paper proposed to study the effectiveness of training at RSETI for entrepreneurial personality development of rural women. For the purpose, the data was collected as post-test and pre-test single group design at Canara bank RSETI in Palakkad district of Kerala. The data was analysed using paired t –test, ANOVA and correlation and study revealed that training at RSETI institute in this particular district is effective in enhancing entrepreneurial personality traits among rural women.

R. N. Rathi (2019) in his study proposed to know the effect of RSETI training programs in the financial literacy and entrepreneurial intention. This research work aimed to find the association between these two variables. So, for the same purpose the data was collected from 62 women by using financial literacy test and entrepreneurial intention questionnaire. This research work hypothesized the valid differences of untrained and trained women financial literacy and entrepreneurial intention. The statistical tools used in this study were correlation, t-test, chi square test etc.

Thus it is concluded that the main studies related to RUDSETIs and RSETIs in literature relate to socio economic profile of beneficiaries and their psychological traits showing its impact on their entrepreneurial ability. In addition, further studies related to employment generation and settlement percentage, comparison between male and female trainees and their settlement comparison were highlighted. Besides these studies, other regarded RSETI institutes as social enterprises and NGO's.

These non – governmental organizations also teach small business management in India (Leo Paul Dana 2001). Aspect of women entrepreneurship as an initiative of RSETIs in empowering women by evaluating its effectiveness were also major concerns for most of the researchers. Success stories and case studies of the trainees from some of the alumni of RUDSETIs\RSETIs were also discussed in past studies. In many research papers proactive efforts of RSETIs in offering various kinds of skills development programs were considered as a way to strengthen skill India process and its contribution in achieving the inclusive growth of the society was highlighted. Existing studies have focused on different yet interrelated topics highlighting a noticeable multi-disciplinary trends in approaches. In addition, recently few researchers studied the correlation between the entrepreneurial intention among women and financial literacy provided by RSETIs. Other studies explore the effectiveness of training at RSETIs in the entrepreneurial personality development of rural women. Therefore, the above studies show that training at the local districts as provided by RSETIs contribute in providing efficient and quality support to youth employment by enhancing their income.

2.6. STUDIES RELATED TO THE PROBLEMS EXPERIENCED BY TRAINEES IN MANAGING THEIR ENTERPRISES

Government and academicians all over the world have recognised the importance of the entrepreneurial training and education. Though by entrepreneurial training and education a large number of SME's and class of small entrepreneurs emerged but these entrepreneurs face a lot of problems after the training in starting and establishing their enterprises. So, there is need to study these problems.

Brandstatter (1997) suggests that although there are many reasons why so many new ventures fail within the first five years, misfit of personality structure and task structure may be one of the frequent causes of failure. Nine out of ten business failures in United States are caused by the lack of general business management skills and planning (Troy State University).

Egware (1997) studied the various causes for the non-performance of agricultural development programs in Nigeria. This study mentioned various reasons like poor implementation of the program, poor targeting mechanism, not focusing on poor

people, corruption of government officials and program inconsistency as main factors for non-performance of candidates who had taken agricultural development training.

Ntshaliki and Squire (2001) investigated that insufficient credit facilities to the agricultural EDP's and environmental factors were responsible for the failure of these entrepreneurs. Moreover the study further reported that marketing problems and price system were also major constraints faced by the trainees.

Rajendran (2002) revealed that women entrepreneurs faced various problems of which 38% faced problems related to raw material, 32% faced problem of inadequate finance, 17% faced marketing problems and 13% faced transport problems.

Sushma (2007) reported that major constraints in affecting establishment and growth of the newly started enterprises by the trainees were excessive competition (78.46 percent), insufficient advertisement (74.61 percent) followed by absence of market facility (39.23 percent), dearth of guidance (27.69 percent) and lastly inadequate credit facilities from banks on time with 27.69 percent.

Pankaj K. Sinha (2016) in his study also studied the constraint experienced by trainees of RUDSETI Institutes of Bangalore, Ghaziabad and Hazipur. The study used the garret ranking technique to identify the main problems of trainees. He concluded that first most rigorous problem faced by trainees was lack of financial resources followed by lack of entrepreneurial culture. Third constraint is severity of rules and regulations of government, fourth is lack of access of new technologies and fifth rank was assigned to lack of market information, sixth problem was family problem and last rank was assigned to lack of infrastructural facility.

Sarah and Atchuta (2003) in their study identified various problems faced by the women entrepreneurs in Guntur district of state Andhra Pradesh working in agricultural sector and disclosed that (92.50 percent) of women faced the financial problems, (78.33 percent) revealed inaccessibility of place as a constraint followed by inadequate marketing facilities, absence of guidance and lack of raw material. Just (22.5 percent) expressed lack of competition and lack of experience as their

constraint and (33 percent) of respondents expressed lack of family support as their constraint.

Manickavasagam (2007) mentioned the constraints and problems experienced by entrepreneurs of first generation in starting their enterprises like absence of family support, limited awareness, lack of credit facilities, marketing problems and lack of guidance in right direction.

Nieman and Nieuwinz (2009) consider marketing as a main problem of first generation entrepreneurs. According to this study, if the sufficient market survey is not done by the entrepreneur he will not find right type of customers for earning profits and correct time to introduce any new product in the market. The lack of sustainable markets for entrepreneurs' products and services are under factors that could lead to business failure.

Manpreet K. and Jagjeet S. (2015) in their study found that there are some challenges like family challenges, social and economic challenges, technical challenges, organizational and resource challenges are important challenges affecting the rural entrepreneurship in India.

Halkias et al. (2011) found that Nigerian women entrepreneurs were facing problems in running their enterprises were hard to get finance or capital, low productivity and low labour force to expand and establish properly their business.

Itani et al. (2011) reported that maximum of the female entrepreneurs faced problems like inadequate financial aids, absence of knowledge of industries and less management skills.

Sandeep, S. (2012) concluded in his study that major problems an entrepreneur faced in rural areas are the problems related to the raw material as well as problems related to warehousing and storage.

Ashish and Priyadarshani (2013) analysed the challenges and opportunities for young entrepreneurs in India and declared that financial problems, credit facilities' problems, marketing problems, heavy competition, and high cost of production and lack of experience are major problems that the entrepreneurs face in market space business.

Bryesh, P. and Kirit, C. (2013) in their research paper made an attempt to find out the problems and challenges for potentiality of rural entrepreneurship. The study also focuses on the major problems faced by rural entrepreneurs especially in field of marketing of products, financial amenities and other basic infrastructure.

Monika Sharma et al. (2013) examined the challenges observed for entrepreneurial activities in rural regions in developing countries such as India and observed that knowledge gap, finance, technology, human resource, management and marketing are the major problems in developing rural entrepreneurship in India.

Kerenhapukh Sugiarto et al. (2014) made a quantitative inquiry in business schools of Jabodetabek in Indonesia with 280 respondents as sample and revealed that the students of business school in their entrepreneurial projects face financial, management, marketing, production and technological problems which most of the companies face.

In a nutshell, from the above literature review it is clear that major problems which entrepreneurial training beneficiaries face are negative attitude of the family, financial problems, management problems, limited enterprising culture, complicated procedures and rules of government, availability of raw material, marketing, problem of skilled labour, variability of prices and competition.

CHAPTER – 3

RESEARCH METHODOLOGY

This study tries to measure the effectiveness of training programs undertaken by RSETIs to train rural youth for self-employment. The study also assesses the impact of entrepreneurial training on youth empowerment and problems of RSETIs and its trainees. These programs which are initiated by RSETIs are called as Entrepreneurial Development Programs (EDPs). This chapter describes the research procedures and methods used in conducting the present study. All the aspects of research methodology are included in the chapter as follows:

- 1) Design of Research
- 2) Sampling and Locale
- 3) Variables with their Measurement Instruments
- 4) Data Collection Procedures and Tools
- 5) Statistical Analysis

3.1. RESEARCH DESIGN

The comprehensive plan of any research is called a research design. The researcher's decision related to where, when, what, how much, by what means inquiry has to be done concerning a research problem setup a research design. In fact it depicts the contour of what a researcher will do from the beginning of the research analysis of data up till end of the research. According to Tripathi "It is the general blueprint for collection, measurement and analysis of data." In this study researcher have indirect control over variables and their demonstrations (1987). Therefore, the present study is ex-post facto research and no scope of manipulation of any variable. The scope of the study is limited to RSETIs (Rural Self-Employment Training Institutes) in Punjab. Sample has been selected on the proportionate basis which in turn consists of 5% of the total number of EDP trainees from sample districts which was chosen for detailed investigation. Questionnaire and interview schedule as the instruments have been used for the study and sample respondents for the study are trainees of RSETIs who had taken training from these institutions from April 2017 up to March

2019. In order to achieve the last objective related to the problems of RSETIs inquiry was made from Directors and faculty of the RSETI institutes.

Table 3.1: Summary of the research design

Particulars	Details
Target Respondents	RSETI trained candidates
Sample Frame Source	Personal Contact
Sampling Technique	Proportionate Sampling
Sample Size of Pilot Study	59
Sample Size of the Main Study	588
Methods of Data Collection	Field survey, in-depth interview
Statistical Techniques	Descriptive statistics, CFA, One way ANOVA, Correlation, Independent t-test, Garret Ranking Technique, In-depth interview
Statistical Tools	Excel, SPSS 20 & AMOS 20

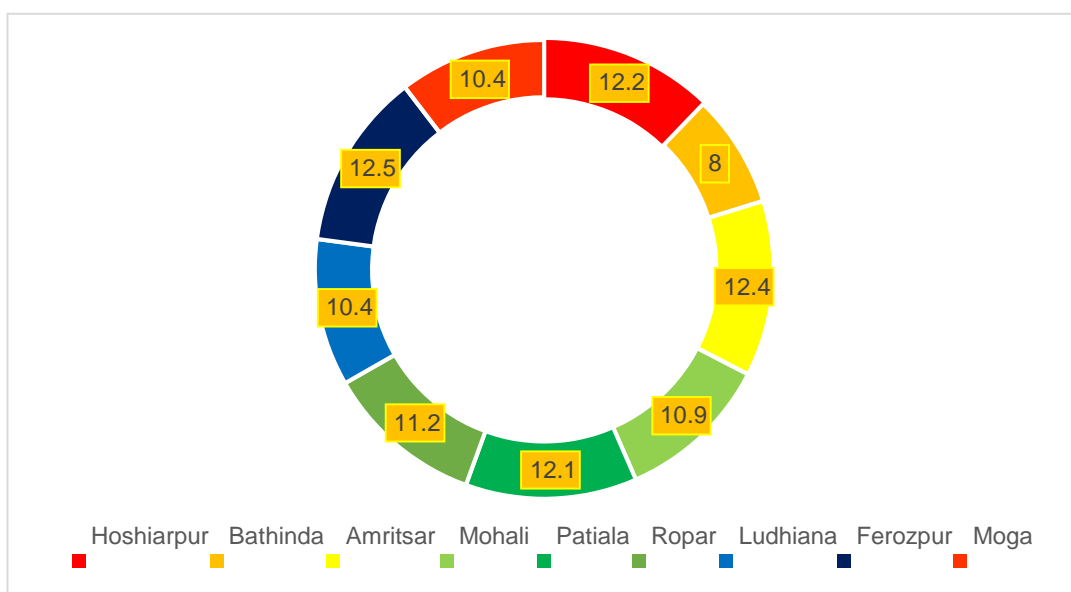
3.2. LOCALE & SAMPLING

There are total 17 RSETIs in entire Punjab. It is not possible for the single researcher to cover all the 17 districts considering cost and time implications of the study. Therefore, more than 50% of the RSETIs on the basis of administrative divisions have been considered to arrive at reliable conclusions about the whole state by selecting the scientific sample size. Punjab is divided into five administrative divisions namely Patiala Division which comprises of 5 districts namely Patiala, Ludhiana, Sangrur, Fatehgarh Sahib and Barnala from which Patiala and Ludhiana districts have been taken as sample districts. In Jalandhar Division 7 districts are there namely Jalandhar, Kapurthala, Amritsar, Gurdaspur, Hoshiarpur, Pathankot, Tarantaran from which Hoshiarpur and Amritsar districts have been taken. Third division is Ferozpur which comprises of 4 districts namely Ferozpur, Fazilka, and Muktsar Sahib and Moga from which Moga and Ferozpur have been taken as sample districts. Fourth administrative division is the Faridkot Division which consists of 3 districts Faridkot, Mansa and Bathinda. Being the small division from which just one district of Bathinda has been taken as sample district. Last division is Rupnagar Division which has three districts of Rupnagar, S.A.S Nagar and Shaheed Bhagat Singh Nagar from which two districts of S.A.S.Mohali and Rupnagar have been

taken as sample districts. Total 9 districts were taken as sample districts. From each sample district on proportion basis number of respondents was decided and after that randomly that number of respondents were selected from each district in this study. Total sample size was taken as 588 in the present study.

Table 3.2: Sample selection

Districts	No. of Trainees undergo training from April 2017-March 2019	5% of Total population	Sample size selected @5%	% age of Proportion of sample total
Hoshiarpur	1430	71.5	71	12.2
Bathinda	934	46.7	47	8
Amritsar	1462	73.1	73	12.4
Mohali	1278	63.9	64	10.9
Patiala	1421	71.05	71	12.1
Rupnagar	1313	65.65	66	11.2
Ludhiana	1218	60.9	61	10.4
Ferozpur	1469	73.45	74	12.5
Moga	1221	61.05	61	10.4
Total	11746	587.3	588	100



Graph 3.1: Contribution of each district in Sample Population

3.3. VARIABLES AND THEIR MEASUREMENT

On the basis of extensive review of literature and by expert consultation the variables were selected and are presented in table 3.3.

Table 3.3: Variables of the study

Variables	Instrument used to measure
Socio – personal variables:	
Age	Questionnaire prepared for the purpose
Gender	
Area (rural/urban)	
Education	
Family type	
Family size	
Marital status	
Caste	
Family income & occupation	
Family status (BPL/APL)	
Possession of own house	
Source of information about RSETI	
Type of program selected	
Economic variables:	
Type of enterprise (Business/Production)	Questionnaire prepared for the purpose
Total investment (self/credit linkage by bank)	
Sales Turnover	
Expenditure	
Income per month after the training	
Number of workers employed	
Psychological variables for measuring youth empowerment	
Social valuation	Questionnaire prepared for the purpose

Variables used in the investigation as well as its measurement technique which is followed in this research is presented as under in Figure 3.1.

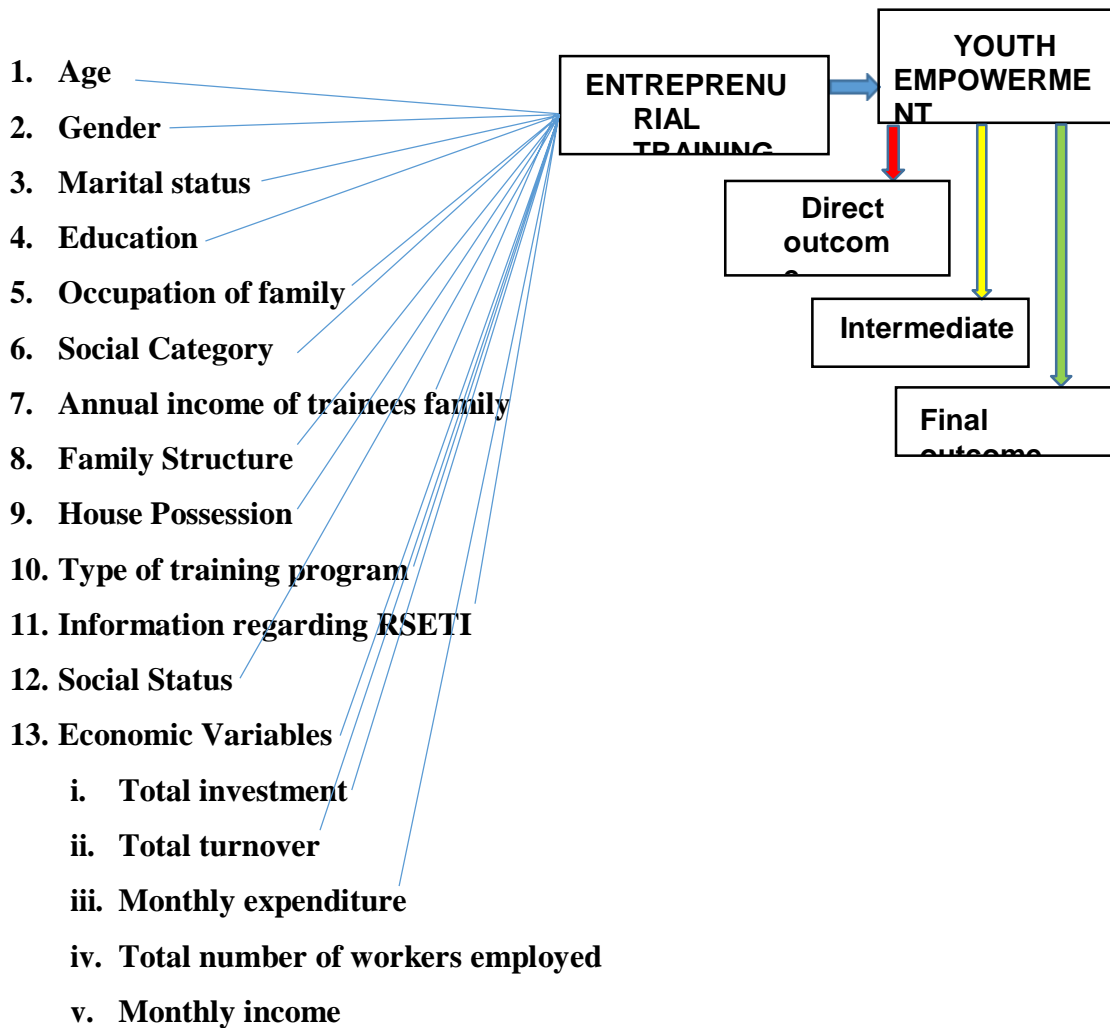


Fig. 3.1: Variables of the study

1) Age

Age is a significant factor that effects the maturity of a person and his aspirations. Young are more energetic, progressive, innovative and prone to change than the old. The process of learning is much easier and faster in young age as compared to old age. Youth is more adaptive to change and have more risk bearing attitude to start a business. Business is considered as an activity which requires time maturity to acquire acumen, tricks and traits. At the time of investigation age was measured as the chronological age of respondent. Respondent's age was taken up to 45 years because any person who is unemployed from 18-45 years can take entrepreneurial training at RSETIs.

Age (years)	Score
18- 25	1
25-35	2
35-45	3

2) Gender

Whether the respondents were male or female by birth, with different responsibilities and role in given social system was measured by researcher at time of data collection.

Gender	Score
Male	1
Female	2

3) Area

Whether the respondent belongs to rural or urban area was taken into consideration and its score is as follows:

Area	Score
Rural	1
Urban	2

4) Marital Status

The marital status of respondents whether they were married or unmarried at the time of investigation was measured by direct questioning and as follows:

Marital Status	Score
Married	1
Unmarried	2
Widows/Widowers	3
Divorced	4

5) Education

It is to be noted that education and entrepreneurship development are interrelated. Education is known to be best means of developing a person's resourcefulness which encompasses different dimensions of entrepreneurs. Formal education will benefit entrepreneurs by making available more necessary skills for entrepreneurial endeavour. Hence, it is proposed in this study to ascertain the educational level of the trainees. On the basis of educational level the respondents were categorised into seven categories as follows:

General education level	Score
Primary	1
Middle	2
Matric	3
Intermediate	4
Graduate	5
Post Graduate	6
Diploma holder in technical field	7

6) Occupation of the family of trainees

Apart from educational background of respondents in order to inquire whether they belong to business families or agricultural, background occupation of family was also taken as an independent variable which was further categorised into 5 categories as follows:

Occupation	Score
Farming	1
Business	2
Farming & Business	3
Service or job	4
Labour class	5

7) Social category

The weaker sections consist of Schedule Tribes, Schedule Caste and backward Castes. Further some persons are economically weak because of unemployment and poverty. The RSETIs are directed to give priority in skill development training to weaker sections. So caste basis social profile of respondents was also considered as follows:

Social Group	Score
SC	1
ST	2
OBC	3
OC	4

8) Family's Annual income

The total annual income of the respondents from all the sources in a particular year was measured in terms of Rupees and grouped according to the following procedure.

Annual Income	Score
Less than 50K	1
50001-100000	2
100001-150000	3
150000-250000	4
250001-300000	5
More than 300000	6

9) Family structure of the trainees

Family structure of the trainees is considered to be one of the useful information, influencing the life style of the trainees. The family is the environment which motivates the trainees to start their enterprises. Hence knowledge of structure becomes important.

i) Family Type

The type of the family includes two options nuclear or joint. The family of couple and their own children considered as nuclear family otherwise joint. Its scoring pattern is as follows:-

Family type	Score
Joint	1
Nuclear or single	2

ii) Family size

Size of the family of respondents including children was taken into account. The responses of the respondents are shown as under:

Family Size	Score
1 to 3	1
4 to 6	2
7 to 8	3
Above 8	4

10) Possession of own house

It was also analysed whether trainees possess their own house or not and scoring is as under

Own House	Score
Yes	1
No	2

11) Type of training program

As mentioned in chapter 1 that RSETI institutes train the trainees in nearly 60 type of programs which have been classified into four major categories shown in following table.

Type of training program	Score
General EDPs	1
Agricultural EDPs	2
Process EDPs	3
Product EDPs	4

12) Information regarding RSETI training

It is very important to know that whether the trainees are aware about various entrepreneurial training programs started by the government. Moreover whether RSETIs are able to aware the general public regarding this training or not. It was important to discuss how trainees come to know about RSETI training programs & their scoring procedure is as follows:

Information regarding RSETI training	Score
From friends	1
From family members	2
Awareness camps organised by RSETI faculty	3
From neighbours	4
Others (from bank which have provided credit linkage to the trainee)	5
From advertisement on social media including television etc.	6

13) Economic status of family on basis of poverty line

In order to generalise whether RSETI is providing training to people living below poverty line or above poverty line. As it is recommended by the government of India to take into consideration 70% of trainees from BPL families & 30 % of the APL families. Its score method is as follow:

Social status of family	Score
BPL (Below poverty line)	1
APL (Above poverty line)	2

14) Economic variables

It is also essential to assess economic aspects of the respondent's enterprise which he/she has started or expanded after taking training from RSETI institutes in various districts of Punjab. These are discussed as follows:

Type of enterprise: Whether trainee had started production / manufacturing unit or gone for business or trading was also assessed. By assessing type of enterprise we can conclude that most of the trainees start what type of enterprise after taking training from RSETI institutes. Its score board is as following:

Type of enterprise	Score
Production / Manufacturing	1
Business	2

Capital invested in the enterprise: The extent of capital investment depends on the nature of the unit. The extent of investment depends upon the nature of the units. In respect of manufacturing unit more fixed capital is required and less working capital is required and in case of starting a business more working capital is required than fixed capital. By assessing the total investments of respondents we can analyse that more credit linkage is provided to whom by the RSETIs or which category of the entrepreneurs go for bank loans and in what amount whether manufacturing or business enterprises. Its scoring method is as follows:

Total amount invested in rupees (credit linkage)	Score
10000-100000	1
100000-200000	2
200000-300000	3
300000-400000	4
400000-500000	5
Above 5 lakhs	6

Sales Turnover: Sales turnover is the important parameter to understand the relative size of units started by the RSETI trainees. Its scoring procedure is as follows:

Sales turnover in rupees	Score
Below 50,000	1
50001-100000	2
100001-200000	3
200001-300000	4
300001-400000	5
400001-500000	6
Above 5 lakhs	7

Expenditure: This is also important economic variable in order to know the income level of the trainees. Its scoring is as follows:

Expenditure in rupees	Score
Below 50,000	1
50001-100000	2
100001-200000	3
200001-300000	4
300001-400000	5
400001-500000	6
Above 5 lakhs	7

Persons employed: Number of employees employed is also another indication of size of the enterprise started by the respondents. Level of entrepreneurial and managerial qualities required to organise and operate the enterprise can also be judged by the pattern of total workers employed. In this study the enterprises started by trainees' employing no worker is also considered. Moreover by assessing number of workers we can also analyse the circle of employment initiated by the RSETI institutes.

No. of workers employed	Score
No worker	1
3-Jan	2
6-Apr	3
10-Jul	4
Above 10	5

Income per month: Income is significant economic variable that is to be taken into consideration in order to measure the settlement percentage of each RSETI. As the person who start his \ her enterprise after the training and earn up to 5000 rupees per month is considered to be the settled candidate as per the RSETI criteria to analyse settlement rate. Its score method is as follows:

Income per month in rupees	Score
Below 5000	1
5000-10000	2
10001-15000	3
15001-20000	4
20001-25000	5
25001-30000	6
Above 30000	7

3.4. EFFECTIVENESS OF TRAINING PROGRAMS OF SELECTED RSETIs

As stated by Hill and O’Cinneide (1998) and Melodi Botha (2007) only limited studies have measured the impact of entrepreneurial training. Fatkang & Alberti (2001) also suggested there is a need for much more research on methodologies for investigating the effects of entrepreneurship education. Training programs effectiveness was ascertained by examining the results of the training program. To

measure the different dimensions of effectiveness of the training programs both primary as well as secondary data was used. The institute activity report and first-hand information of the trainees regarding the applicability and practicality of training programs were applied to collate the results of the research study. This effectiveness analysis is important in order to improve future programs conducted by RSETIs which are ineffective. In addition, to measure the effectiveness of training program, Kirkpatrick model has been used with small changes which suggests four different levels.

- ❖ **Reaction:** This measure is used to find out whether the trainees were satisfied or dissatisfied with the training program.
- ❖ **Learning:** It will assess the effect of the training on entrepreneurial factors.
- ❖ **Behaviour:** Measures are conducted to find out whether the participants were able to apply the skills to job situations.
- ❖ **Results:** It measures training outcomes in terms of economic factors like sales turnover, income and business success.

After applying the Kirkpatrick model, relationship between training effectiveness and business performance, benefits derived from training and satisfaction level of RSETI trained candidates was measured with confirmatory factor analysis. This model will measure the degree to which the formally started project of RSETI has achieved its objectives of enhancing the entrepreneurial development among rural youth or not. Confirmatory factor analysis is a special type of factor analysis of research to test that measures of a construct are consistent with the researcher's understanding of the nature of the factor. The main objective behind the usage of CFA is to test whether the data is fit to hypothesized measurement model based on past studies. CFA analysis require the researcher to hypothesize in advance the number of factors whether the factors are correlated or not. In this present study the factors based on literature review affecting training effectiveness were proposed and after applying confirmatory analysis were confirmed. As far as the CFA assumptions are concerned it include the assumptions of a sufficient sample size ($n > 200$), multivariate normality and correct priori model specifications. The present study fulfil all these assumptions.

3.5. ENTREPRENEURIAL PERFORMANCE

Entrepreneurial Performance was measured in terms of economic variables which includes the type of enterprise started by the trainee, total investment, total turnover, total expenditure, total income and number of worker's employed by respondents.

3.6. SATISFACTION

The satisfaction level of the trainees is also measured on 5 point likert scale and is shown in following scoring table. The satisfaction of training is measured in terms of facilities provided by RSETIs, course content, instructors, handholding support and duration.

Scale	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

3.7. BENEFITS DERIVED

Another variable whose relationship was analysed in this study with training effectiveness using CFA was benefits derived from training. Major benefits respondents derived from the training includes motivation to start the firm, increased awareness about various government departments and their schemes, Improvement in technical skills, Imbided more confidence to take up risks and opportunities in life, obtaining credit and helped to learn soft skills. The benefits derived by the trainees is also measured on 5 point likert scale and is shown in following scoring table.

Scale	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

3.8. YOUTH EMPOWERMENT

Youth empowerment is an attitudinal, structural and cultural process whereby young people gain the ability to make decisions economically and socially. Youth empowerment process leads the youth of any nation to become self-employed, help them to develop or to create of new generation entrepreneurs and thus unemployment problem will be eradicated. Youth empowerment is not only imperative for national development but in fact it is a development of youth from the transitional period of childhood to adulthood which is quite challenging for them. If the potential of this youth are is profitably harnessed and wasted, there is bound to be trouble. So empowering the youth with skills will assist them till the end of their life with which they can improve quality of their life and help to reduce poverty and unemployment in a particular nation. In the present study youth empowerment is taken as a dependent variable. Its main indicator is self-reliance and source of income is its main measure. Both nominal and ordinal scale will be used and tool for data collection will be questionnaire. The three main indicators will be taken in study were:

A) Direct outcome: The success of any skill development training program depends upon success of its trainees whether they are able to learn what they intend to learn from training. In the present study, direct outcome will be measured in the form of initial benefits they have received from RSETIs EDP training programs. For instance they may be in the form of **social valuation, entrepreneurial capacity, entrepreneurial intention and entrepreneurial attributes** develop during training process.

i) Social Valuation: - Social valuation shows the reaction and opinion of people of the close environment of respondent, when he/ she thought of becoming an entrepreneur. To measure this 5 point likert scale was adopted as follows:

Scale	Score
Totally disapprove	1
Moderately disapprove	2
Will not interfere	3
Moderately approve	4
Totally approve	5

- ii) **Entrepreneurial intention** :- It is defined as respondent's own conviction or will power to start a viable enterprise. This was measured on 5 point scale and scores grounded as follows:

Scale	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

- iii) **Entrepreneurial capacity**:-It was operationally defined as individual's capacity to start an enterprise effectively and with same vigour ability to manage his enterprise. It was examined using a questionnaire with 5 items on 5 likert scale shown above in entrepreneurial intention.

- iv) **Entrepreneurial Attributes**:- For measuring entrepreneurial attributes eight attributes or variables were given in Questionnaire viz. can analyse his finances, challenges as well as success, enjoy to compete and bring changes, easy to accomplish goals, ability to take risk, aggressiveness regarding social network and mobilization of resources etc. For each variable respondents were given 5 point likert scale options which are also scored same as entrepreneurial intention.

B) Intermediate outcome: In present study the intermediate outcome was measured in terms of number of settled candidates. It was also analysed which skill development program initiated by RSETIs enhances the maximum of entrepreneurial and employment opportunities to trainees.

C) Final outcome: In final outcome empowerment was measured on the basis of seven factors of youth empowerment that is improved economic conditions, better health facilities, involvement in family decision making, improved quality of life along with social status, more assess to modern technology and assess to more business information in relation to total turnover and total income.

3.9. MAJOR PROBLEMS OF TRAINEES AND RSETIs

In the course of integral training program, the problems which the trainees faced during and after the training were different for different individuals based on the severity of that particular problem. These 11 problems based on literature review were identified using close-ended questionnaire. After listing these problems the trainees were asked to rank based on their severity. To identify and rank the factors responsible for establishment of enterprise as well as problems experienced by the trainees Garrett ranking technique was applied. This Garrett's ranking technique arrange the change of orders of factors and advantages into numerical scores. The major benefit of Garret Ranking Technique over basic frequency distribution is that the factors are set out in the order based on the different opinions of respondents. Garrett's formula for converting ranks into percent was given by

$$\text{Percent position} = 100*(R_{ij}-0.5)/N_j$$

Where, R_{ij} = Rank given for i th factor by j th individual,

N_j = Number of factors ranked by j th individual

For calculating the per cent position of each rank, ranks were converted into scores implying to the table given by Garret and Woodworth (1969). The scores of individual respondents for each factor were added together and divided by the total number of the respondents for whom scores were added. After that, to identify most important factors the mean scores for all the factors were arranged in descending order and ranks were given. Therefore, quantitatively Garret ranking technique was applied and qualitatively in depth interviews of 18 respondents two from each sample district were taken in order to identify various problems.

3.10. DATA COLLECTION TOOLS AND PROCEDURES

Considering the objectives of the research study a semi-structured interview schedule and questionnaire was prepared separately for trainees and RSETI institute. Both qualitative and quantitative techniques of data collection were used to collect

primary data. The collected data was coded and tabulated for statistical analysis. For the collection of primary data survey method has been used. To enhance and support the primary data, the secondary sources have also been used like newspapers, journals, activity report of RSETI institutes to assist the further analysis.

3.11. STATISTICAL ANALYSIS

As per the objectives of the study, the primary and secondary data both have been treated with different qualitative and quantitative statistical tools. Statistical package for social sciences (SPSS) and Analysis of Moment Structure (AMOS) have been used for the quantitative data analysis. Before analysis it is essential to check and test whether or not data satisfy the normality requirement. The central limit theorem states that when sample size has 100 or more observations, violation of the normality is not a major issue. (Atman DG, Bland JM. *Statistics notes: The normal distribution*. *BMJ*1995; 310:298 further cited by Mishra, P. et al. 2019). Therefore in present study data is collected from 588 respondents, therefore it is assumed data is normally distributed. Some of the other statistics used for this study were frequencies, percentages, mean, correlation analysis, and to test the difference between the groups, one way ANOVA and independent t –test has been used. Both these tests are parametric tests and makes a certain assumption about population parameter and distribution of data. All the assumptions of this parametric tests were fulfilled that is data is normally distributed and variance is homogenous, independence of the observation. Though, it is worth saying that ANOVA can often still be used when assumptions are violated. (Harwell, M.R. et al.1992). But in present all the assumptions of ANOVA test were fulfilled. For this purpose, in present study the instrument of the study was designed in such a way that each participant answer the questionnaire once and independent of any other participant. To fulfil the assumption of normality of data kurtosis and skewness of different variables were calculated as shown in table 3.4 to confirm normality of the data.

Table 3.4: Test of normality of sample data

Variable	Skewness	Kurtosis	Sample distribution
EM1	-0.334	-0.69	Normal
EM2	-0.312	-0.654	Normal
EM3	-0.324	-0.515	Normal
EM4	-0.5	-0.635	Normal
EM5	-0.329	-0.898	Normal
EM6	-0.362	-0.766	Normal
EM7	-0.314	-0.822	Normal
SV1	-0.565	-0.606	Normal
SV2	-0.515	-0.654	Normal
SV3	-0.603	0.015	Normal
SV4	-0.577	-0.594	Normal
SV5	-0.393	-0.293	Normal
SV6	-0.344	-0.402	Normal
EI1	-0.527	-0.898	Normal
EI2	-0.451	-0.839	Normal
EI3	-0.54	-0.685	Normal
EC1	-0.5	-0.648	Normal
EC2	-0.322	-0.729	Normal
EC3	-0.42	-0.392	Normal
EC4	-0.186	-0.721	Normal
EC5	-0.415	-0.08	Normal
EA1	-0.29	-0.709	Normal
EA2	-0.454	-0.683	Normal
EA3	-0.438	-0.081	Normal
EA4	-0.614	-0.017	Normal
EA5	-0.436	-0.737	Normal

Variable	Skewness	Kurtosis	Sample distribution
EA6	0.015	-0.792	Normal
EA7	-0.363	-0.692	Normal
EA8	-0.565	-0.351	Normal
TE1	-0.425	-0.676	Normal
TE2	-0.477	-0.645	Normal
TE3	-0.154	-0.341	Normal
TE4	0.223	-1.101	Normal
TE5	-0.29	-0.652	Normal
TE6	-0.209	-0.729	Normal
TE7	-0.109	-0.762	Normal
TE8	-0.023	-1.188	Normal
TE9	-0.205	-1.455	Normal
TR1	0.037	-1.55	Normal
TR2	-0.291	-1.352	Normal
SL1	-0.158	-1.613	Normal
SL2	0.041	-1.712	Normal
SL3	-0.142	-1.297	Normal
SL4	-0.305	-0.879	Normal
SL5	-0.271	-0.918	Normal
R1	1.412	0.981	Appox. Normal
R2	-0.12	-0.921	Normal
R3	0.147	-0.905	Normal
R4	-0.478	-0.693	Normal
R5	-0.747	-0.729	Normal
SE2	1.025	-0.527	Normal
SE3	0.959	-0.248	Normal
SE4	1.377	1.087	Appox. Normal
SE6	0.997	-0.178	Normal

Variable	Skewness	Kurtosis	Sample distribution
K1	0.828	-0.059	Normal
K2	-0.376	-0.224	Normal
K3	-0.334	-0.849	Normal
K4	-0.306	-0.824	Normal
K5	-0.232	-0.324	Normal
K6	0.426	-0.773	Normal
K7	0.379	-0.382	Normal
K8	1.055	0.395	Appox. Normal
K9	0.618	1.738	Normal
K10	0.197	-0.029	Normal
K11	-0.165	-0.761	Normal
K12	-0.271	-1.163	Normal
K13	-0.153	-1.196	Normal
C1	0.143	-0.963	Normal
C2	0.257	-0.47	Normal
C3	0.588	-0.425	Normal
C4	0.481	-0.885	Normal
C5	0.72	-0.78	Normal
C6	1.284	0.486	Appox. Normal
C7	0.504	-1.023	Normal
C8	-0.184	-1.15	Normal
C9	-0.717	-0.422	Normal
C10	-1.322	1.034	Appox. Normal
C11	-1.696	2.585	Appox. Normal

Critical level of normal distribution		
Skewness	=	-1 to +1
Kurtosis	=	-2 to +2

There are two basic ways in which the distribution can deviate from normal. One is lack of symmetry (skewness) and other is pointness (kurtosis). The values of these parameters should zero or their critical value should be between for skewness -1 to +1 and kurtosis between -2 to +2 as shown in table 3.4 which also shows that data is normally distributed as values of skewness and kurtosis for all the variables were between the critical level of skewness and kurtosis.

Garrett ranking technique was also applied in present study to identify main reasons of respondents to start their enterprises. Additionally, in this study the problems of respondents were analysed by both approaches quantitatively as well qualitatively. Quantitatively Garret ranking technique was applied and qualitatively in depth interviews of respondents were taken in order to identify various problems. This qualitative research method helps in finding an in-depth view of respondent's experiences, feelings and perspectives. Therefore, the main objective of qualitative research is not to generalize but to provide the rich contextualized understanding of some aspects of human experiences.

In-depth interview helps to determine the spectrum knowledge insights for any program. There are basically three steps involved in in-depth interview method. First step is to develop sampling strategy. Glaser and Strauss (1967) recommended the concept of saturation for achieving an appropriate sample size in qualitative research. Morse (1994) recommends at least six participants are appropriate. In addition, Creswell (1998) recommends 5-25. In present study 18 was the sample size fixed, 2 from each sample districts who were selected purposively from different modules of RSETI training programs. Second step involved in-depth interview method is to write down in-depth interview guide. For this purpose important points were noted as well as respondents in-depth interviews were recorded with the prior permission of the respondents. Third step involved in interview method is to analyse the data obtained. Then respondents' experiences and main theme of problems of trainees in all three phases of training were included in this part of report.

In order to identify the problems of sample RSET institutes qualitative inquiry was also made in which researcher had interacted with RSETI State Head, Directors and Faculty of 9 sample districts. Enquiry was made through in depth interviews which

lasted for nearly 60 minutes. In these interviews four open ended questions were asked and then the problems and unique features of RSETIs were also discussed. These in-depth interviews were also recorded with prior permission of Directors of respective RSETIs.

3.12. RELIABILITY AND VALIDITY

According to Cant et al. (2011) ‘Reliability refers to the instrument which measures the repetition of research findings whereas validity is the extent to which research findings accurately represent what is really happening in a situation’. In this present study content and construct validity of the questionnaire was checked by the experts. In content validity full domain of content is specified. Full domain means sample specific areas. So, the content validity was also evaluated by the directors of RSET institutes of sample districts.

For checking reliability, the study was conducted in two phases. The first phase was Pilot Phase which took place over the period of 15 days in the month of February 2019 and second Phase took place in May, June and July 2019 and covered three months. This section outlines the procedures of the pilot survey and the data collection.

3.12.1. Location & Participants for Pilot Survey

The Pilot phase of the study was conducted in Hoshiarpur district of Punjab. Total trainees in the final survey are 588. So, approximate 10% of the total respondents was taken in pilot survey that is 59. The main motive of the pilot survey was to identify key variables for the final survey and to test the data collection instrument. The reliability of the pilot data was checked using Cronbach’s Alpha which was 0.705 which was fairly acceptable.

3.12.2. Reliability test of final survey

Same as pilot survey Cronbach’s Alpha test was used as a reliability test as shown in table 3.5.

Table 3.5: Reliability Statistics

Item	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
Entrepreneurship & youth empowerment	0.657	0.656	7
Social valuation	0.648	0.648	6
Entrepreneurial intention	0.55	0.549	3
Entrepreneurial capacity	0.637	0.636	5
Entrepreneurial attributes	0.695	0.695	8
Training effectiveness	0.693	0.689	11
Social economic factors	0.884	0.81	6
Key factors for attaining success	0.568	0.558	13
Overall	0.835	0.837	59

The overall value of Cronbach's Alpha test as shown in table 3.5 was 0.835 which was considered fairly well. After the reliability test basic analysis of the data was done using Excel, SPSS and AMOS.

CHAPTER – 4

SOCIO ECONOMIC PROFILE OF RESPONDENTS

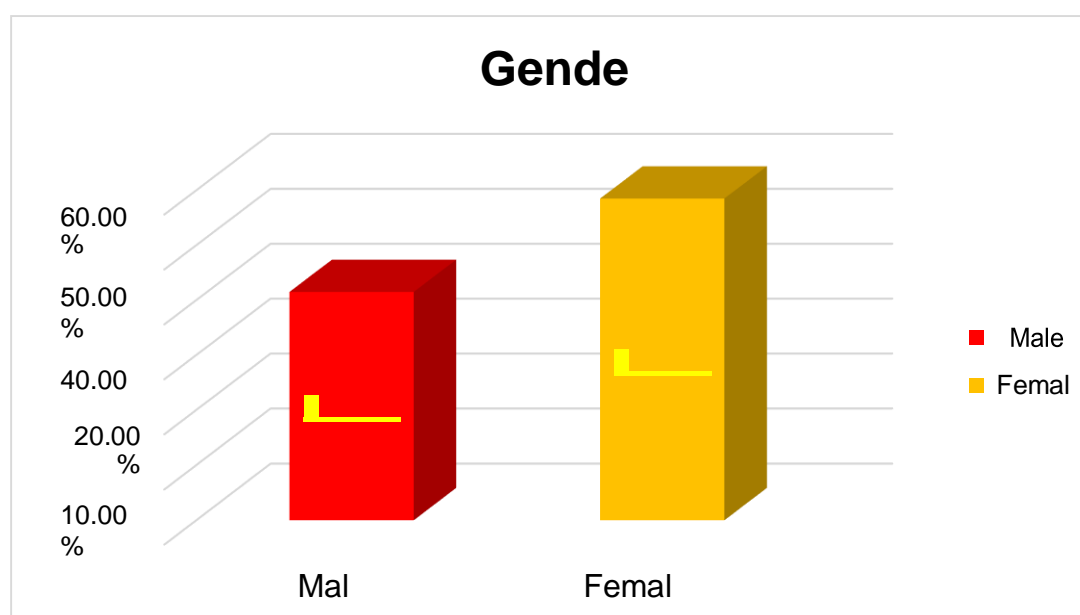
Respondents could be better understood with their social and economic origins and background from which they come. In this chapter gender, age, caste, education, family occupation and income, location, family structure, economic status etc. were explained. Socio economic profile of respondents is presented in following tables and charts.

4.1. GENDER

Table 4.1: Distribution of respondents on basis of gender

Gender	Count	Percentage
Male	244	41.50%
Female	344	58.50%
Total	588	100%

Majority of the respondents were females with 58.5% and 41.50% respondents were males.



Graph 4.1 : Distribution of respondents on basis of gender

Table 4.2: Gender wise distribution of total respondents in sample districts

Gender	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Male	25	18	40	23	39	23	23	27	26	244
Female	46	19	33	41	35	48	43	34	35	344
Total	71	47	73	64	74	71	66	61	61	588

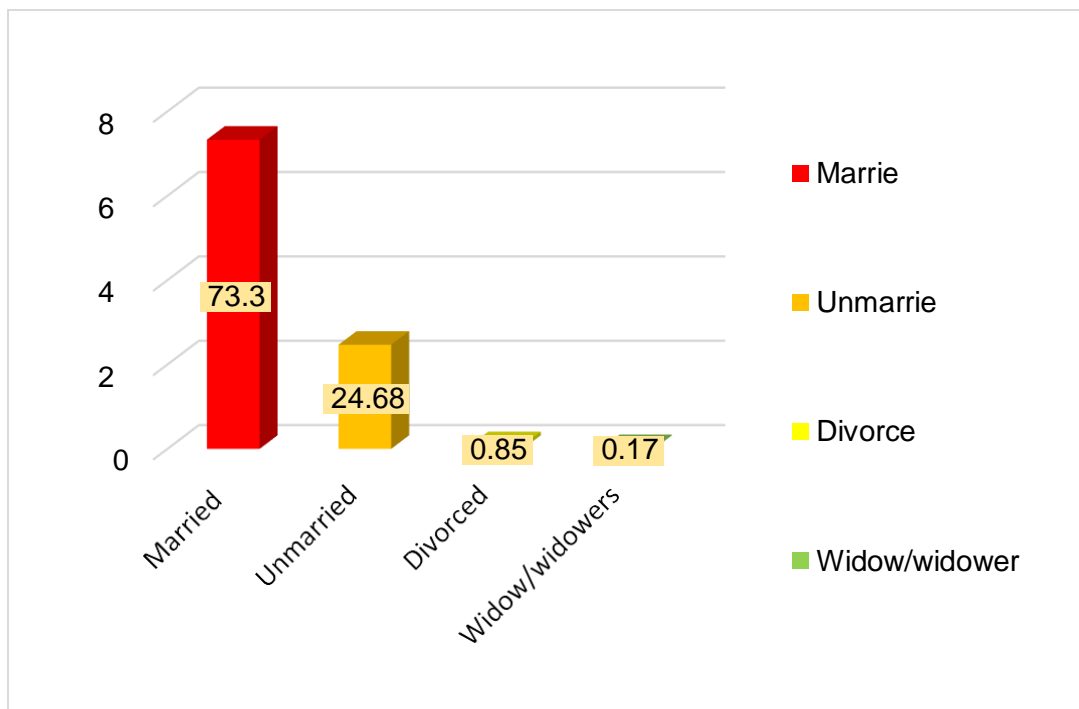
The above table shows that majority of female candidates were there in taking training from RSETIs in all the sample districts except Amritsar and Firozpur Districts.

4.2. MARITAL STATUS

Table 4.3: Distribution of respondents on basis of marital status

Marital status	Count	Percentage
Married	431	73.3
Unmarried	151	24.68
Divorced	5	0.85
Widow/widowers	01	0.17
Total	588	100%

Table 4.3 shows the marital status wise distribution of total sample population. As seen from the table maximum of respondents who undergone training from RSETI were married with 73.30% in all the nine districts. 24.68% of the total were unmarried. With regard to divorced and widow / widowers a small percentage of them were found with 0.85 % and 0.17 % respectively.



Graph 4.2 : Distribution of respondents on basis of marital status

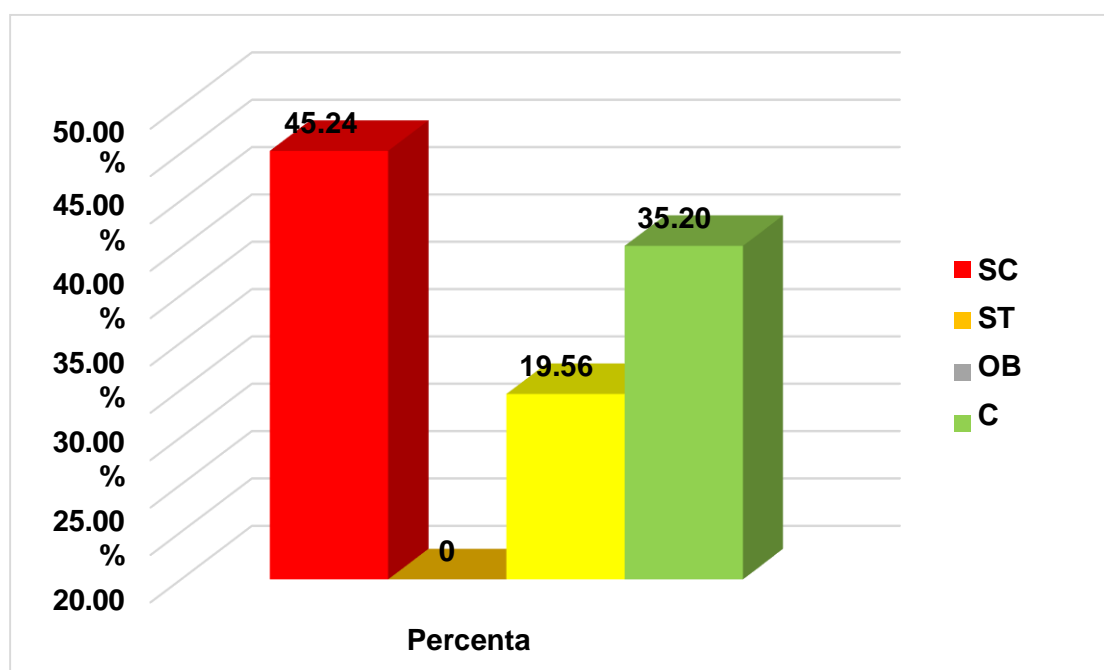
Table 4.4: Marital Status wise distribution of total respondents in sample districts

Marital Status	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Married	37	38	59	37	56	59	57	51	37	431
Unmarried	34	8	13	27	18	11	7	9	24	151
Divorced	0	1	1	0	0	1	1	1	0	5
Widow/Widower	0	0	0	0	0	0	1	0	0	1
Total	71	47	73	64	74	71	66	61	61	588

4.3. CASTE

Table 4.5: Distribution of respondents on basis of caste

Caste	Count	Percentage
SC	266	45.24%
ST	-	-
OBC	115	19.56%
General	207	35.20%
Total	588	100%



Graph 4.3: Distribution of respondents on basis of caste

Majority of respondents belonged to Schedule caste (45.24%) followed by general caste respondents (35.20%). Rest 19.56% belonged to other backward castes and no candidate belonged to Schedule tribe as such tribes are not found in Punjab state.

Table 4.6: Caste wise distribution of total respondents in sample districts

Caste	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
SC	38	17	35	19	25	27	39	30	36	266
ST	0	0	0	0	0	0	0	0	0	-
OBC	11	6	5	11	26	23	21	4	8	115
General	22	24	33	34	23	21	6	27	17	207
Total	71	47	73	64	74	71	66	61	61	588

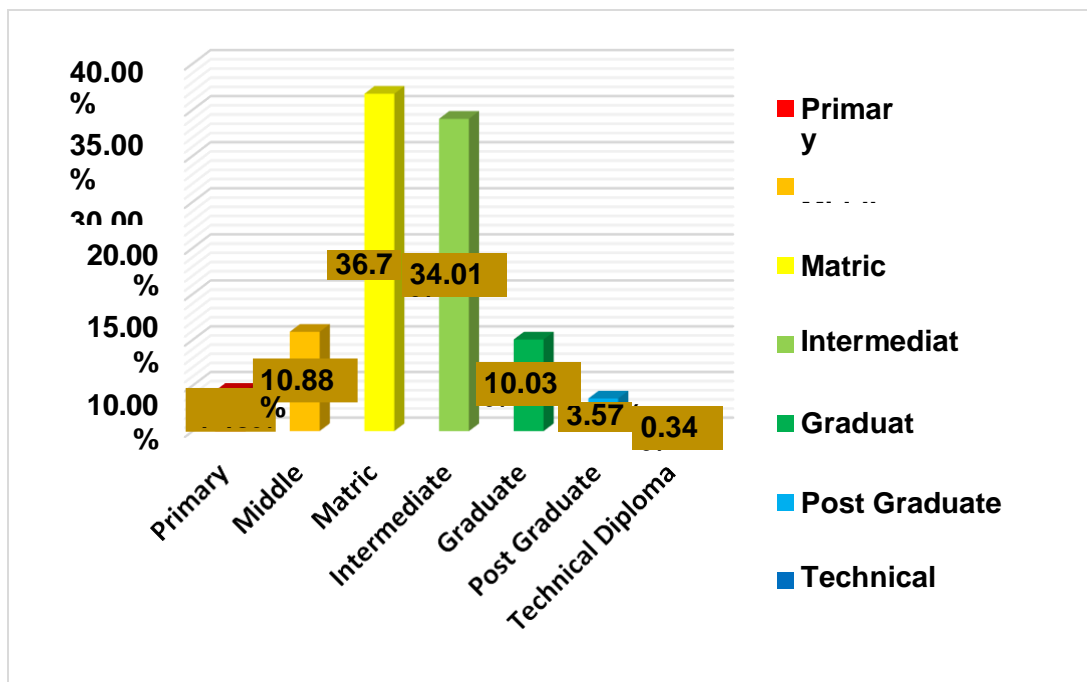
District wise comparison states that except the Bathinda and Firozpur districts in all other districts RSETI had given training to SC people followed by General and OBC candidates.

4.4. EDUCATION

Table 4.7: Distribution of respondents on basis of education

Education	Count	Percentage
Primary	26	4.42%
Middle	64	10.88%
Matric	216	36.73%
Intermediate	200	34.01%
Graduate	59	10.03%
Post Graduate	21	3.57%
Technical Diploma	2	0.34%
Total	588	100%

Table 4.7 shows the majority of respondents (36.73%) had studied up to secondary and senior secondary level (34.01%). Those who were having graduation and post-graduation degree just constitute 10.03% and 3.57 % respectively. Those who had technical education constituted 0.34 % of the sample.



Graph 4.4: Distribution of respondents on basis of education

Table 4.8: Education wise distribution of respondents in sample districts

Education	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Primary	1	3	0	0	2	7	5	8	0	26
Middle	9	7	4	5	4	8	15	9	3	64
Matric	21	12	28	24	40	19	21	21	30	216
Intermediate	26	17	29	21	18	28	18	19	24	200
Graduate	11	5	8	14	5	6	7	1	2	59
Post Graduate	1	3	4	0	5	3	0	3	2	21
Technical Education	2	0	0	0	0	0	0	0	0	2
Total	71	47	73	64	74	71	66	61	61	588

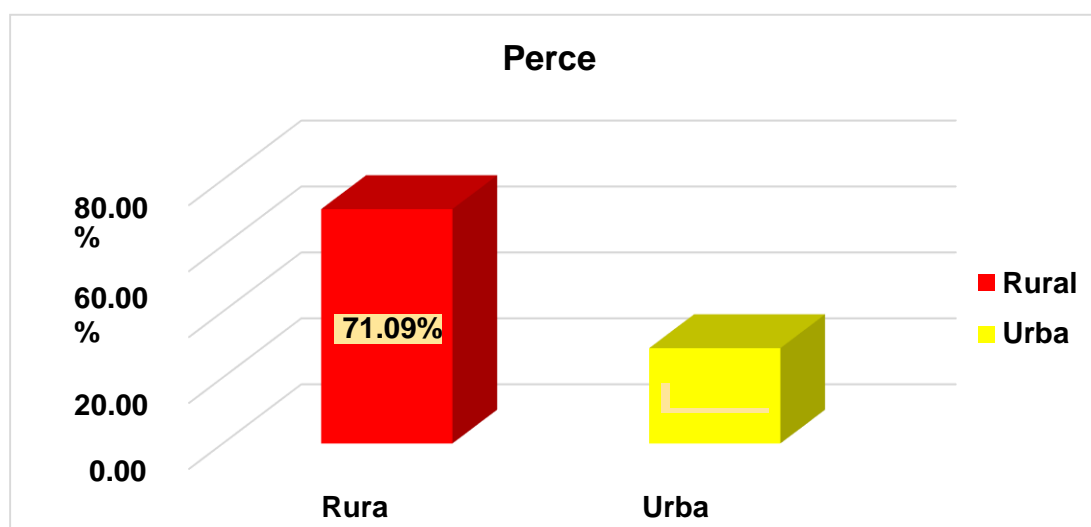
The table 4.8 shows that maximum respondents who were graduates belonged to Mohali district followed by Hoshiarpur district. Further majority of respondents who had done formal education just up to middle level belonged to Rupnagar district. Just Hoshiarpur district had two respondents with technical education.

4.5. LOCATION

Table 4.9: Distribution of respondents on the basis of location

Location	Frequency	Percent
Rural	418	71.09%
Urban	170	28.91%
Total	588	100%

Table 4.5 shows that lion's share of the respondents (71.09%) were from rural areas. Those from urban areas constituted (28.91%) of the sample.



Graph 4.5: Distribution of respondents on the basis of location

District wise comparison also states that in all districts majority of respondents belonged to rural areas. Maximum difference was seen in Rupnagar district in which 87.8% belonged to rural areas just 12.1% belonged to urban areas followed by Mohali district with 78.12% belonged to rural areas and 21.18% belonged to urban areas.

Table 4.10: District Wise distribution of respondents on the basis of locality

Location	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Rural	45	36	46	50	48	50	58	47	38	418
Urban	26	11	27	14	26	21	8	14	23	170
Total	71	47	73	64	74	71	66	61	61	588

4.6. AGE

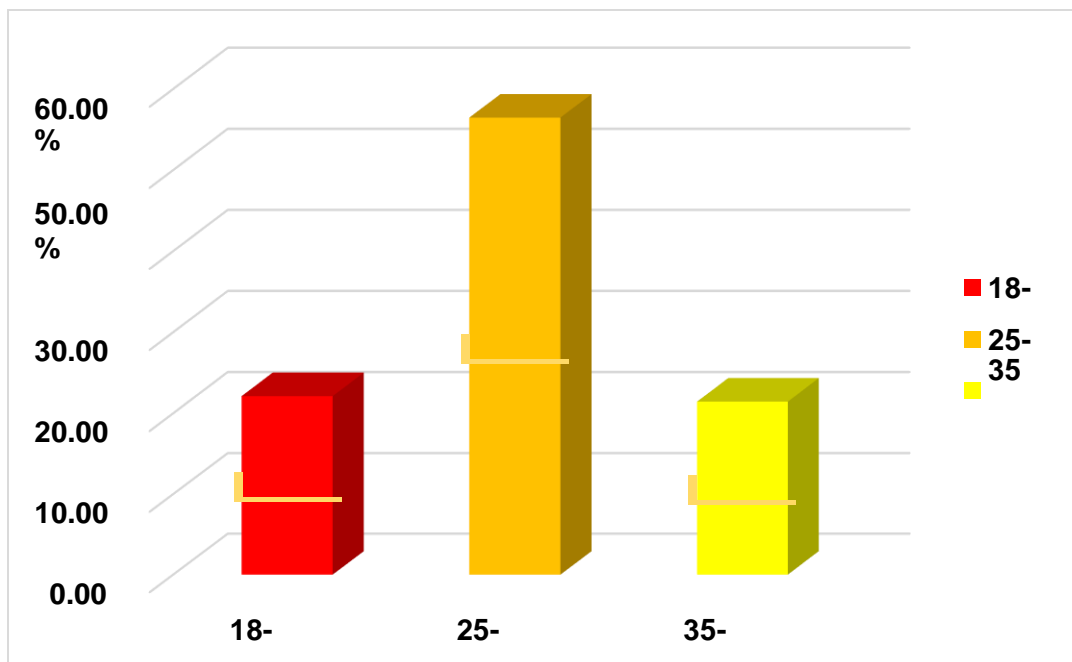
Age wise distribution of total sample population is shown in table 4.11. The table shows that maximum respondents in sample accorded to the age group of 25-35 years of age with (56.46 percent). Rest 18-25 constitutes 22.11% and 35-45 years of age constitutes 21.43% respectively. Seen district wise sample population maximum of respondents in all districts also belonged to same age group 25-35 years.

Table 4.11: Age wise distribution of respondents

Age	Count	Percentage
18-25	130	22.11%
25-35	332	56.46%
35-45	126	21.43%
Total	588	100%

Table 4.12: Age wise distribution of respondents on the basis of different districts

Age	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
18-25	26	8	12	15	20	9	5	10	25	130
25-35	42	28	39	36	34	47	43	42	21	332
35-45	3	11	22	13	20	15	18	9	15	126
Total	71	47	73	64	74	71	66	61	61	588



Graph 4.6: Age wise distribution of respondents

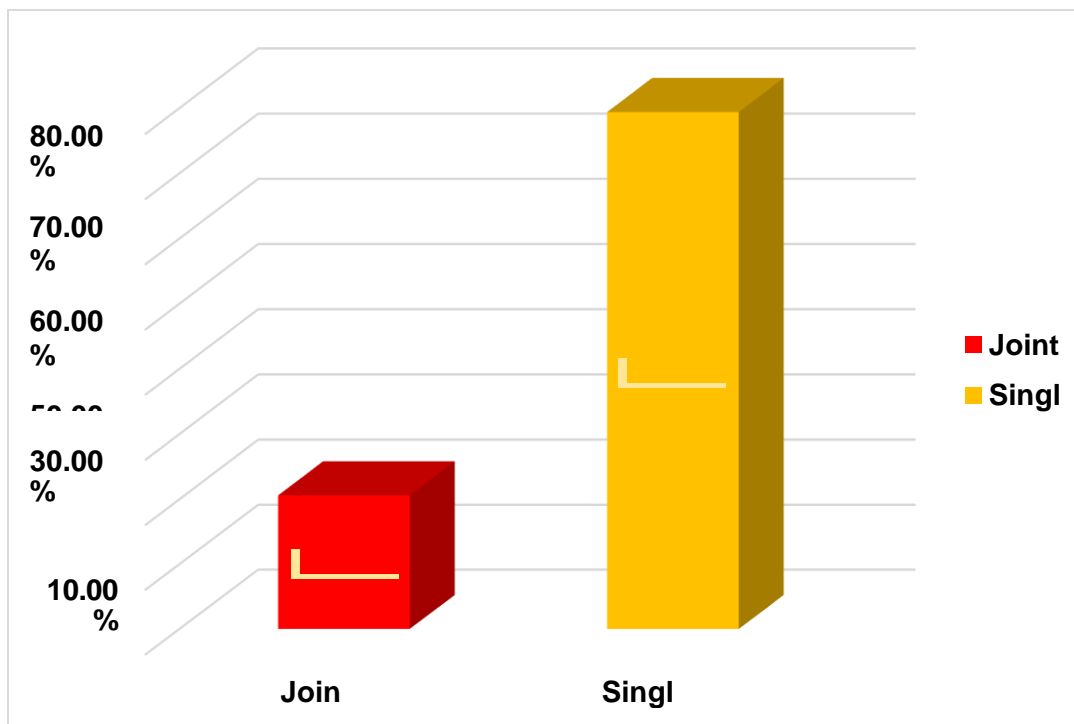
From the table 4.12 this was also clear that majority of respondents were in Amritsar district who had taken training from RSETI in age of 35-45 years of age. Rest in Hoshiarpur district majority of respondents had taken training in age group of 25-35 years of age when compared to other districts.

4.7. FAMILY TYPE

Table 4.13: Distribution of respondents on the basis family type

Family Type	Frequency	Percentage
Joint	122	20.6%
Single	466	79.4%
Total	588	100%

The majority of respondents were having single families with 79.4% and just 20.7% were having joint families as shown in table 4.13 and table 4.14 shows that all the districts followed the same pattern except that of Hoshiarpur district where maximum respondents belonged to joint family rather than single families.



Graph 4.7: Distribution of respondents on the basis family type

Table 4.14: Distribution of respondents on basis of family type in sample districts

Family Type	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Joint	43	4	8	10	3	26	5	12	11	122
Single	28	43	65	54	71	45	61	49	50	466
Total	71	47	73	64	74	71	66	61	61	588

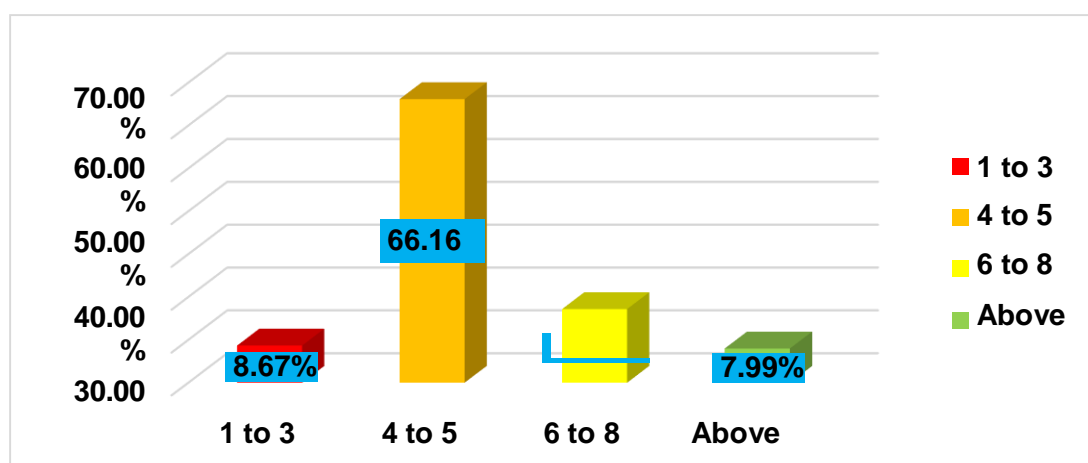
4.8. SIZE OF THE FAMILY

Table 4.15 shows that majority of respondents had family size between 4-5 members with 66.16%. Just 17.18%, 8.67%, 7.99% of respondents had 6-8, 1-3 and above 8 members respectively.

Table 4.15: Distribution of respondents on basis of family size

Members of family	Count	Percentage
1-3	51	8.67%
4-5	389	66.16%
6-8	101	17.18%
Above 8	47	7.99%
Total	588	100%

Table 4.16 shows distribution of respondents district wise regarding size of the family which shows that in all the districts maximum respondents have family size 4-6 members and mostly they have small families.



Graph 4.8: Distribution of respondents on basis of family members

Table 4.16: Distribution of sample districts with respect to their family size

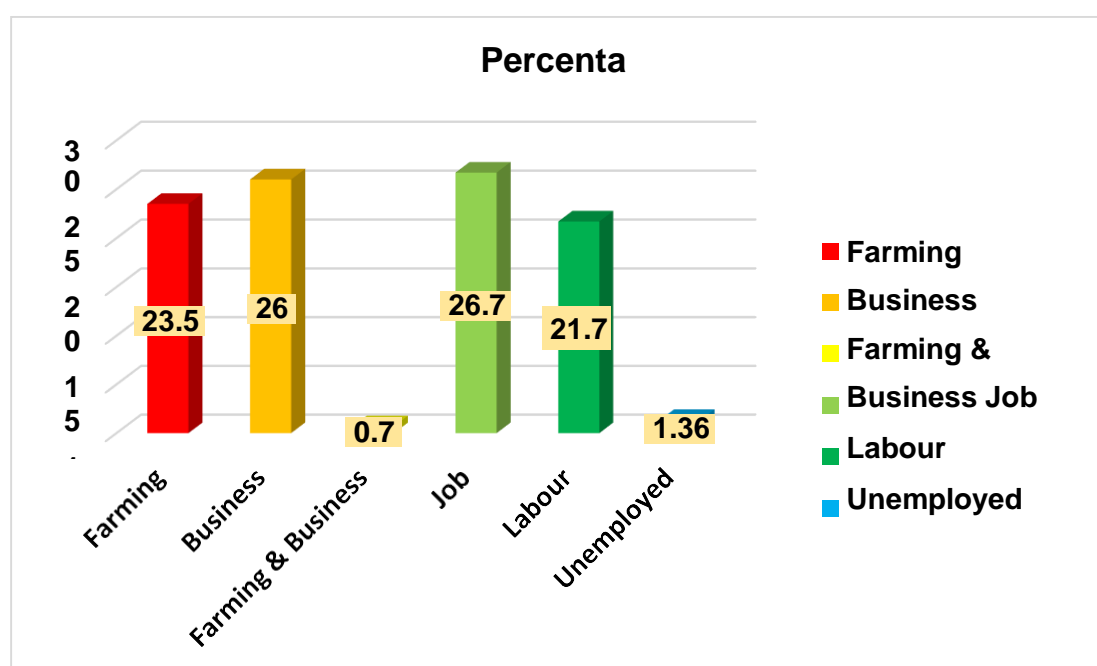
Family size	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
1 to 3	6	12	6	1	0	7	9	3	7	51
4 to 5	21	26	48	53	72	39	46	45	39	389
6 to 8	18	8	15	7	1	17	9	11	15	101
Above 8	26	1	4	3	1	8	2	2	0	47
Total	71	47	73	64	74	71	66	61	61	588

4.9. OCCUPATION OF FAMILY

The table 4.18 shows that majority of respondents belonged to business family with 29.51% and those who belonged to agricultural background constitutes 22.95% and those whose family members were engaged in certain jobs constituted 27.87% and few respondents belonged to labour class families. A few respondent's family members were unemployed in Hoshiarpur district.

Table 4.17: Distribution of respondents on basis of family occupation

Occupation of Family	Frequency	Percentage
Farming	129	23.5
Business	155	26
Farming & Business	3	0.7
Job	158	26.7
Labour	135	21.7
Unemployed	8	1.36
Total	588	100



Graph 4.9: Distribution of respondents on basis of family occupation

Table 4.18: Distribution of respondents on basis of occupation of family in sample districts

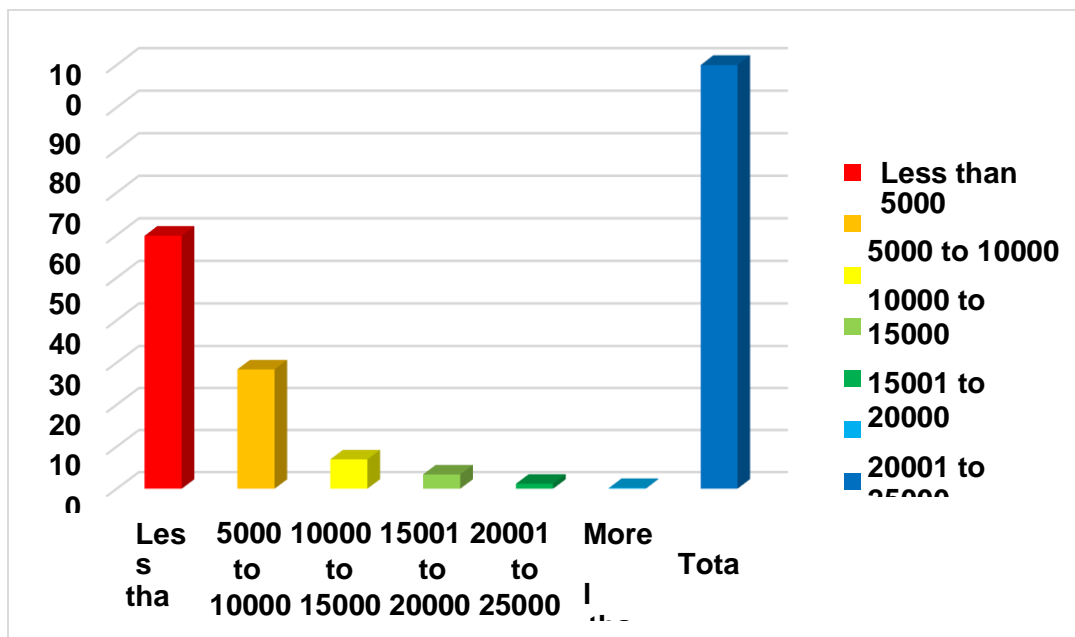
Occupation of Family	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Farming	9	18	3	18	25	19	13	10	14	129
Business	12	10	30	19	23	15	17	11	18	155
Farming & Business	3	0	0	0	0	0	0	0	0	3
Job	26	13	17	17	16	24	16	12	17	158
Labour	13	6	23	10	10	13	20	28	12	135
Unemployed	8	0	0	0	0	0	0	0	0	8
Total	71	47	73	64	74	71	66	61	61	588

4.10. MONTHLY INCOME PRIOR TO TRAINING

The greater part of respondents had income less than 5K rupees with 59.86% followed by income group of respondents 5-10 K with 28.40%. Just small number of respondents belonged to higher income group of up to 25K.

Table 4.19: Distribution of respondents on basis of monthly family income prior to training

Monthly income prior to training	Frequency	Percentage
Less than 5000	352	59.86
5000 to 10000	167	28.4
10000 to 15000	41	6.97
15001 to 20000	20	3.4
20001 to 25000	7	1.19
More than 25K	1	0.17
Total	588	100



Graph 4.10 : Distribution of respondents on basis of family income

Table 4.20: District wise comparison on the basis of income

Income	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Below 5000	31	26	32	44	51	47	51	39	31	352
5000-10000	29	12	34	2	20	11	15	20	24	167
10000-15000	2	6	6	15	1	5	0	2	4	41
15000-20000	5	3	1	3	2	4	0	0	2	20
20000-25000	4	0	0	0	0	3	0	0	0	7
Above 25000	0	0	0	0	0	1	0	0	0	1
Total	71	47	73	64	74	71	66	61	61	588

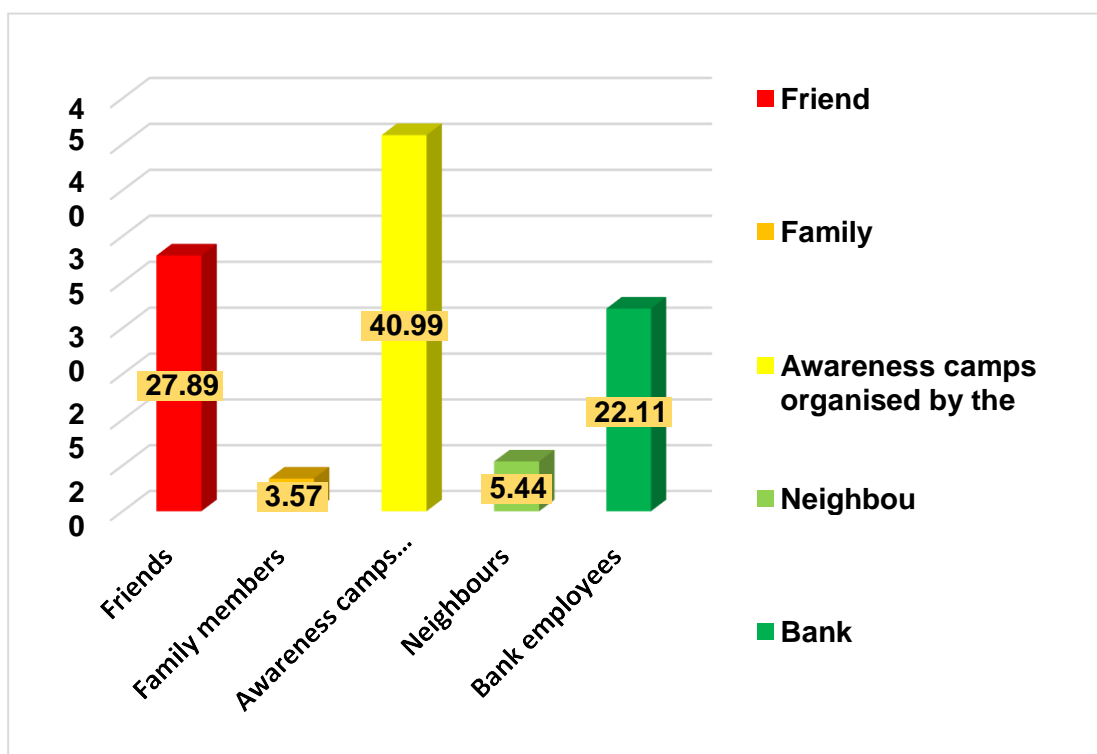
4.11. INFORMATION REGARDING RSETI TRAINING PROGRAMS

Maximum of Respondents got information regarding RSETI training programs from the awareness camps (40.99%) organised by RSETI faculty in different rural and

urban areas from time to time. Nearly 27.89% of sample respondents got information regarding these training programs from friends followed by bank employees of certain banks with 22.11%.

Table 4.21: Distribution of respondents on basis of information of RSETIs

Information about RSETI	Frequency	Percentage
Friends	164	27.89
Family members	21	3.57
Awareness camps organised by the RSETIs	241	40.99
Neighbours	32	5.44
Bank employees	130	22.11
Total	588	100%



Graph 4.11: Distribution of respondents on basis of information of RSETIs

Table 4.22: District Wise distribution of total respondents on basis of information about RSETI

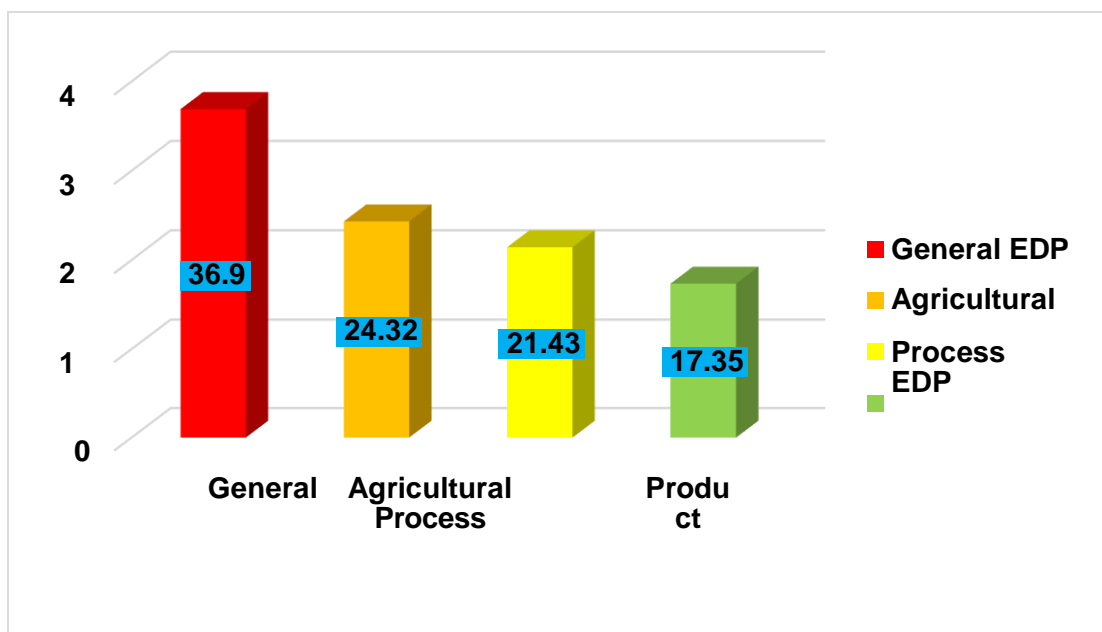
Information about RSETI	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Friends	27	10	27	4	32	14	18	17	15	164
Family members	1	0	4	0	4	4	3	4	1	21
Awareness camps organised by the RSETIs	27	26	6	47	23	28	29	26	29	241
Neighbours	7	1	8	1	1	8	6	0	0	32
Bank employees	9	10	28	12	14	17	10	14	16	130
Total	71	47	73	64	74	71	66	61	61	588

4.12. TYPE OF TRAINING

The above table and the graph depicts that majority (36.9%) of the total respondents had taken general EDP training from the RSETI followed by agricultural EDP training (24.32%), process EDP training (21.43%) and just 17.35% respondents had taken product EDP training from RSETI.

Table 4.23: Distribution of respondents on basis of type of program

Type of training	Frequency	Percentage
General EDP	217	36.9
Agricultural EDP	143	24.32
Process EDP	126	21.43
Product EDP	102	17.35
Total	588	100%



Graph 4.12: Distribution of respondents on basis of type of program

Table 4.24: Distribution of Respondents district wise on basis Type of Training

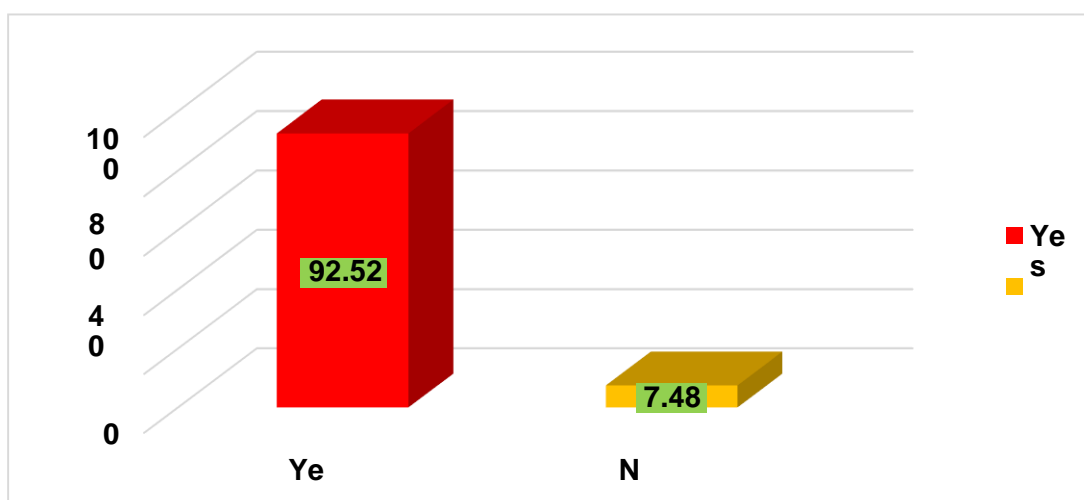
Type of training	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
General EDP	21	13	55	20	23	25	21	20	19	217
Agricultural EDP	20	10	2	18	21	20	21	18	13	143
Process EDP	13	11	9	13	17	23	10	10	20	126
Product EDP	17	13	7	13	13	3	14	13	9	102
Total	71	47	73	64	74	71	66	61	61	588

District wise comparison Table 4.24 shows that of the maximum respondents of Amritsar district approximately 75% had taken training in General EDPs programs. In Rupnagar district majority of the respondents had taken training in Agricultural EDPs programs. In Ludhiana and Patiala districts of the maximum respondents approximately 32% had taken training in process EDPs. As far as product EDP training programs are concerned maximum respondents in Bathinda district had taken training in this module.

4.13. HOUSE POSSESSION

Table 4.25: Distribution of respondents on basis of house possession

House possession	Frequency	Percentage
Yes	544	92.52
No	44	7.48
Total	588	100%



Graph 4.13 : Distribution of respondents on basis of house possession

Table 4.25 shows that maximum of respondents possessed their own house with 92.52% and just 7.48% respondents were there in sample those who had no houses of their own.

Table 4.26: Distribution of total respondents' district wise according to house possession

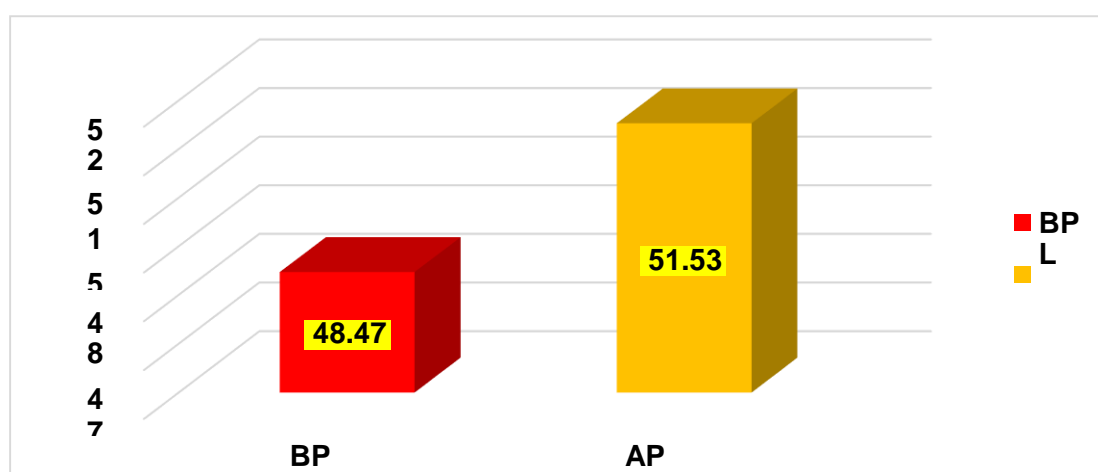
House possession	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Yes	55	47	73	54	73	62	66	56	58	544
No	16	0	0	10	1	9	0	5	3	44
Total	71	47	73	64	74	71	66	61	61	588

4.14. ECONOMIC CONDITIONS (POVERTY LINE)

Table 4.27: Distribution of respondents on basis of economic condition

Poverty Line	Frequency	Percentage
BPL	285	48.47
APL	303	51.53
Total	588	100%

Table 4.27 depicts that maximum of respondents who had taken training from RSETI institutes were the people who were living above poverty line with 51.53% and 48.47% of respondents were living below poverty line.



Graph 4.14: Distribution of respondents on basis of economic condition

Table 4.28: Distribution of total respondents' district wise on basis of Poverty Line

Poverty Line	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
BPL	43	20	42	40	4	44	54	12	26	285
APL	28	27	31	24	70	27	12	49	35	303
Total	71	47	73	64	74	71	66	61	61	588

Table 4.29: Percentage Distribution of Sample respondents on basis of all the General Profile Variables District wise

Particulars		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Age of Resp. (years)	18 to 25	36.62	17.02	16.44	23.44	27.03	12.68	7.58	16.39	40.98	22.11
	25 to 35	59.15	59.57	53.42	56.25	45.95	66.20	65.15	68.85	34.43	56.46
	35 to 45	4.23	23.40	30.14	20.31	27.03	21.13	27.27	14.75	24.59	21.43
Location	Rural-1	63.38	76.60	63.01	78.13	64.86	70.42	87.88	77.05	62.30	71.09
	Urban-2	36.62	23.40	36.99	21.88	35.14	29.58	12.12	22.95	37.70	28.91
Marital Status	Married	52.11	80.85	80.82	57.81	75.68	83.10	86.36	83.61	60.66	73.30
	Unmarried	47.89	17.02	17.81	42.19	24.32	15.49	10.61	14.75	39.34	25.68
	Divorce	0.00	2.13	1.37	0.00	0.00	1.41	1.52	1.64	0.00	0.85
	Widow	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.52	0.00	0.00
General education	Primary	1.41	6.38	0.00	0.00	2.70	9.86	7.58	13.11	0.00	4.42
	Middle	12.68	14.89	5.48	7.81	5.41	11.27	22.73	14.75	4.92	10.88
	Matric	29.58	25.53	38.36	37.50	54.05	26.76	31.82	34.43	49.18	36.73
	Intermediate	36.62	36.17	39.73	32.81	24.32	39.44	27.27	31.15	39.34	34.01
	Graduate	15.49	10.64	10.96	21.88	6.76	8.45	10.61	1.64	3.28	10.03
	Post graduate	1.41	6.38	5.48	0.00	6.76	4.23	0.00	4.92	3.28	3.57
	Diploma holder	2.82	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.34

Particulars		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Occupation of family	Farming	12.68	38.30	4.11	28.13	33.78	26.76	19.70	16.39	22.95	21.94
	Business	16.90	21.28	41.10	29.69	31.08	21.13	25.76	18.03	29.51	26.36
	Farming and business	4.23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.51
	Job	36.62	27.66	23.29	26.56	21.62	33.80	24.24	19.67	27.87	26.87
	Labour	18.31	12.77	31.51	15.63	13.51	18.31	30.30	45.90	19.67	22.96
	Unemployed	11.27	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.36
Social group	SC	53.52	36.17	47.95	29.69	33.78	38.03	59.09	49.18	59.02	45.24
	ST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	OBC	15.49	12.77	6.85	17.19	35.14	32.39	31.82	6.56	13.11	19.56
	General	30.99	51.06	45.21	53.13	31.08	29.58	9.09	44.26	27.87	35.20
Monthly income prior to training	<5000	43.66	55.32	43.84	68.75	68.92	66.20	77.27	63.93	50.82	59.86
	5000 to 10000	40.85	25.53	46.58	3.13	27.03	15.49	22.73	32.79	39.34	28.40
	10000 to 15000	2.82	12.77	8.22	23.44	1.35	7.04	0.00	3.28	6.56	6.97
	15001-20000	7.04	6.38	1.37	4.69	2.70	5.63	0.00	0.00	3.28	3.40
	20001 to 25000	5.63	0.00	0.00	0.00	0.00	4.23	0.00	0.00	0.00	1.19
	Above 25000	0.00	0.00	0.00	0.00	0.00	1.41	0.00	0.00	0.00	0.17

Particulars		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Family type	Joint	60.56	8.51	10.96	15.63	4.05	36.62	7.58	19.67	18.03	20.75
	Single	39.44	91.49	89.04	84.38	95.95	63.38	92.42	80.33	81.97	79.25
Family size	1 to 3	8.45	25.53	8.22	1.56	0.00	9.86	13.64	4.92	11.48	8.67
	4 to 5	29.58	55.32	65.75	82.81	97.30	54.93	69.70	73.77	63.93	66.16
	6 to 8	25.35	17.02	20.55	10.94	1.35	23.94	13.64	18.03	24.59	17.18
	Above 8	36.62	2.13	5.48	4.69	1.35	11.27	3.03	3.28	0.00	7.99
House possession	Yes	77.46	100.0	100.00	84.38	98.65	87.32	100.00	91.80	95.08	92.52
	No	22.54	0.00	0.00	15.63	1.35	12.68	0.00	8.20	4.92	7.48
Information about RSETI	Friends	38.03	21.28	36.99	6.25	43.24	19.72	27.27	27.87	24.59	27.89
	Family members	1.41	0.00	5.48	0.00	5.41	5.63	4.55	6.56	1.64	3.57
	Awareness camp or advertisement	38.03	55.32	8.22	73.44	31.08	39.44	43.94	42.62	47.54	40.99
	Neighbours	9.86	2.13	10.96	1.56	1.35	11.27	9.09	0.00	0.00	5.44
	Bank employees	12.68	21.28	38.36	18.75	18.92	23.94	15.15	22.95	26.23	22.11

Particulars		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Type of training	General EDP	29.58	27.66	75.34	31.25	31.08	35.21	31.82	32.79	31.15	36.90
	Agricultural EDP	28.17	21.28	2.74	28.13	28.38	28.17	31.82	29.51	21.31	24.32
	Process EDP	18.31	23.40	12.33	20.31	22.97	32.39	15.15	16.39	32.79	21.43
	Product EDP	23.94	27.66	9.59	20.31	17.57	4.23	21.21	21.31	14.75	17.35
BPL / APL	BPL	60.56	42.55	57.53	62.50	5.41	61.97	81.82	19.67	42.62	48.47
	APL	39.44	57.45	42.47	37.50	94.59	38.03	18.18	80.33	57.38	51.53
Gender	Male	35.21	38.30	54.79	35.94	52.70	32.39	34.85	44.26	42.62	41.50
	Female	64.79	61.70	45.21	64.06	47.30	67.61	65.15	55.74	57.38	58.50

4.15. ECONOMIC FACTORS

Table 4.30: Distribution of respondents according to economic factors

Economic factors		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Production / business	Not started any enterprise	0	0	0	0	1	0	0	0	5	6
	Production	10	3	5	0	3	11	1	1	2	36
	Business	61	44	68	64	70	60	65	60	54	546
Total investment in rupees	Not started any enterprise	0	0	0	0	1	0	0	0	5	6
	10000 to 100000	36	25	17	42	41	41	40	39	29	310
	100001to 200000	18	7	17	2	10	7	8	14	6	89
	200001 to 300000	3	3	11	0	0	2	5	5	3	32
	300001 to 400000	1	0	8	7	7	1	10	0	0	34
	400001 to 500000	1	3	4	7	6	3	2	0	5	31
	Above 5 lakhs	12	9	16	6	9	17	1	3	13	86

Economic factors		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Turnover in rupees	Not started any enterprise-	0	0	0	0	1	0	0	0	5	6
	10000 to 100000	26	27	6	42	42	24	40	34	28	269
	100001to 200000	19	7	17	2	11	15	13	16	6	106
	200001 to 300000	11	7	27	8	0	9	10	6	1	79
	300001 to 400000	2	5	7	7	10	3	2	2	4	42
	400001 to 500000	13	1	14	5	6	15	1	3	4	62
	Above 5 lakhs	0	0	2	0	4	5	0	0	13	24
Expenditure in rupees	Not started any enterprise-	0	0	0	0	1	0	0	0	5	6
	Below 50,000	35	32	21	42	47	34	53	38	30	332
	50,000- 1 lakhs	14	9	34	3	5	13	11	18	5	112
	100000-2 lakhs	8	6	18	15	7	4	1	4	7	70
	200001-300000	1	0	0	4	9	9	1	1	10	35
	300001-4 Lakhs	13	0	0	0	2	10	0	0	4	29
	400001-5Lakhs	0	0	0	0	3	1	0	0	0	4
	Not started any enterprise-	0	0	0	0	1	0	0	0	5	6

Economic factors		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Number of workers employed	NIL	54	29	41	45	46	41	53	53	32	394
	1 to 3	5	15	22	14	13	15	13	6	15	118
	4 to 6	1	0	8	3	6	4	0	2	3	27
	7 to 10	11	0	1	2	4	6	0	0	5	29
	Above 10	0	3	1	0	4	5	0	0	1	14
	Not started any enterprise-	0	0	0	0	1	0	0	0	5	6
Income of trainees after the training /starting enterprise	5000 to 10000	38	20	7	23	46	34	49	35	28	280
	10001 to 15000	12	11	13	21	2	8	12	13	5	97
	15001 to 20000	3	5	35	2	9	8	4	8	6	80
	20001 to 25000	5	8	8	5	8	11	0	2	1	48
	25001 to 30000	7	3	8	8	5	8	1	3	4	47
	Above 30000	6	0	2	5	3	2	0	0	12	30

Table 4.31: Percentage distribution of respondents according to economic factors

Economic factors		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Overall
Production/ business	Not started any enterprise	0	0	0	0	1.35	0	0	0	8.2	1.02
	Production	14.08	6.38	6.85	0	4.05	15.49	1.52	1.64	3.28	6.12
	Business	85.92	93.62	93.15	100	94.59	84.51	98.48	98.36	88.52	92.86
Total investment in rupees	Not started any enterprise	0	0	0	0	1.35	0	0	0	8.2	1.02
	10000 to 100000	50.7	53.19	23.29	65.63	55.41	57.75	60.61	63.93	47.54	52.72
	100001to 200000	25.35	14.89	23.29	3.13	13.51	9.86	12.12	22.95	9.84	15.14
	200001 to 300000	4.23	6.38	15.07	0	0	2.82	7.58	8.2	4.92	5.44
	300001 to 400000	1.41	0	10.96	10.94	9.46	1.41	15.15	0	0	5.78
	400001 to 500000	1.41	6.38	5.48	10.94	8.11	4.23	3.03	0	8.2	5.27
	Above 5 lakhs	16.9	19.15	21.92	9.38	12.16	23.94	1.52	4.92	21.31	14.63

Economic factors		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Overall
Turnover in rupees	Not started any enterprise-	0	0	0	0	1.35	0	0	0	8.2	1.02
	10000 to 100000	36.62	57.45	8.22	65.63	56.76	33.8	60.61	55.74	45.9	45.75
	100001 to 200000	26.76	14.89	23.29	3.13	14.86	21.13	19.7	26.23	9.84	18.03
	200001 to 300000	15.49	14.89	36.99	12.5	0	12.68	15.15	9.84	1.64	13.44
	300001 to 400000	2.82	10.64	9.59	10.94	13.51	4.23	3.03	3.28	6.56	7.14
	400001 to 500000	18.31	2.13	19.18	7.81	8.11	21.13	1.52	4.92	6.56	10.54
	Above 5 lakhs	0	0	2.74	0	5.41	7.04	0	0	21.31	4.08
Expenditure in rupees	Not started any enterprise-	0	0	0	0	1.35	0	0	0	8.2	1.02
	Below 50,000	49.3	68.09	28.77	65.63	63.51	47.89	80.3	62.3	49.18	56.46
	50,000- 1 lakh	19.72	19.15	46.58	4.69	6.76	18.31	16.67	29.51	8.2	19.05
	100000-2 lakhs	11.27	12.77	24.66	23.44	9.46	5.63	1.52	6.56	11.48	11.9
	200001-300000	1.41	0	0	6.25	12.16	12.68	1.52	1.64	16.39	5.95
	300001-4 lakhs	18.31	0	0	0	2.7	14.08	0	0	6.56	4.93
	400001-5lakhs	0	0	0	0	4.05	1.41	0	0	0	0.68
	Not started any enterprise-	0	0	0	0	1.35	0	0	0	8.2	1.02

Economic factors		Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Overall
Number of workers employed	Nil	76.06	61.7	56.16	70.31	62.16	57.75	80.3	86.89	52.46	67.01
	1 to 3	7.04	31.91	30.14	21.88	17.57	21.13	19.7	9.84	24.59	20.07
	4 to 6	1.41	0	10.96	4.69	8.11	5.63	0	3.28	4.92	4.59
	7 to 10	15.49	0	1.37	3.13	5.41	8.45	0	0	8.2	4.93
	Above 10	0	6.38	1.37	0	5.41	7.04	0	0	1.64	2.38
	Not started any enterprise-	0	0	0	0	1.35	0	0	0	8.2	1.02
Income of trainees after the training /starting enterprise	5000 to 10000	53.52	42.55	9.59	35.94	62.16	47.89	74.24	57.38	45.9	47.62
	10001 to 15000	16.9	23.4	17.81	32.81	2.7	11.27	18.18	21.31	8.2	16.5
	15001 to 20000	4.23	10.64	47.95	3.13	12.16	11.27	6.06	13.11	9.84	13.61
	20001 to 25000	7.04	17.02	10.96	7.81	10.81	15.49	0	3.28	1.64	8.16
	25001 to 30000	9.86	6.38	10.96	12.5	6.76	11.27	1.52	4.92	6.56	7.99
	Above 30000	8.45	0	2.74	7.81	4.05	2.82	0	0	19.67	5.1

Table 4.30 & 4.31 presents the economic factors of respondents in all the sample districts by number and percentage respectively. From the tables it was clear that total 36 respondents (6.12%) had started their production units after the training and 546 (92.86%) had either expanded or started their new businesses after the training. Just 6 (1.02%) respondents were there in all the sample districts who had not yet started their enterprises.

As far as total investment of respondents was concerned maximum respondents that is 310 (52.72%) had invested from 10 thousand to 1 lakh followed by the investment of 1 lakh to 2 lakhs with 89 (15.14%) respondents. Just 86 (14.63%) respondents were there in all sample districts who had invested in their production units or businesses more than 5 lakhs (Refer table 4.30 & 4.31).

Majority of respondents 269 (45.75%) had turnover from 10 thousand to 1 lakh followed by 106 (18.03%) respondents who had turnover up to 1-2 lakhs. Just 24 (4.08%) respondents in all the sample districts were in sample who had turnover above 5 lakhs (Refer table 4.30 & 4.31).

With regard to expenditure, majority of respondents 332 (56.46%) overall had expenditure below 50,000 followed by 112 (8.20%) respondents with expenditure 50K to lakh. Just 4 (0.68%) respondents who had expenditure between 4 lakhs to 5 lakhs (Refer table 4.30 & 4.31).

With regard to employment it was observed that maximum of respondents 394 (67.01%) had not employed any worker followed by 118 (20.07%) respondents who had employed 1-3 workers in their enterprises. Only 14 (2.38%) of respondents were there who had employed above 10 workers. (Refer table 4.30 & 4.31).

Approximately monthly income of the sample trainees is presented in table (Refer table 4.30 & 4.31). It was clear from the table that the monthly income ranges from 5K-30K. As seen from the table 47.62% of total respondents found their income range of 5K-10K followed by 16.50% with monthly income 10K-15K. Next 13.61% of respondents have income 15K to 20K. Just 5.10% of total respondents had income above 30 K.

When comparison was done between different districts on basis of economic variables (Refer table 4.30 & 4.31), it was examined that maximum production units were started in Patiala after the training followed by Hoshiarpur district. Maximum investment in enterprises was also higher in Patiala district only followed by Ludhiana and Hoshiarpur districts.

With regard to total turnover of the respondents majority of respondents had expenditure above 5 lakhs in Patiala district followed by Firozpur district. With respect to employability, maximum respondents in Patiala district only had employed majority of workers above 10 workers followed by Firozpur district.

Comparing the income level of respondents' majority of respondents had higher income level after the training in Ludhiana district followed by the Hoshiarpur district that is the level of income above 30K.

CHAPTER – 5

EFFECT OF ENTREPRENEURIAL TRAINING ON YOUTH EMPOWERMENT

The effect of entrepreneurial training on youth empowerment was studied in three outcomes. Direct outcome in which immediate effect of training with reference to social valuation, entrepreneurial capacity, intention and entrepreneurial attributes were taken into consideration. In intermediate outcome, settlement rate of trainees was considered and in final outcome empowerment was measured on the basis of seven factors of youth empowerment that is improved economic conditions, better health facilities, involvement in family decision making, improvement in quality of life and social status, more access to modern technology and access to more business information.

5.1. DIRECT OUTCOME

Table 5.1: Distribution of trainees according to level of social valuation in relation to youth empowerment

Social valuation	Youth empowerment		
	Low (<30)	High (>=30)	Total
Hoshiarpur (N=71)			
Low (< 26)	20	22	42
High (> 26)	13	16	29
Total	33	38	71
Bathinda (N=47)			
Low (< 26)	12	16	28
High (> 26)	6	13	19
Total	18	29	47
Amritsar (N=73)			
Low (< 26)	11	28	39
High (> 26)	6	28	34
Total	17	56	73

Social valuation	Youth empowerment		
	Low (<30)	High (>=30)	Total
Mohali (N=64)			
Low (< 26)	12	25	37
High (> 26)	5	22	27
Total	17	47	64
Firozpur (N=74)			
Low (< 26)	11	27	38
High (> 26)	20	16	36
Total	31	43	74
Patiala (N=71)			
Low (< 26)	15	12	27
High (> 26)	12	32	44
Total	27	44	71
Rupnagar (N=66)			
Low (< 26)	21	20	41
High (> 26)	11	14	25
Total	32	34	66
Moga (N=61)			
Low (< 26)	15	18	33
High (> 26)	12	16	28
Total	27	34	61
Ludhiana (N=61)			
Low (< 26)	13	16	29
High (> 26)	12	20	32
Total	25	36	61
Overall (N=588)			
Low (< 26)	130	184	314
High (> 26)	97	177	274
Total	227	361	588

In table 5.1 effect of social valuation and youth empowerment was shown. On basis of mean averages low and high range in each district was calculated. In overall analysis it was noticeable from table that as the social valuation of respondents increases overall empowerment rate of respondents also increases. With reference to table no.5.1 it was clear that 314 (53.4%) respondents had low level social valuation from their families, society and friends and 274 (46.5%) had social valuation of high level. On examining the relationship between both the variables it was clear as social valuation arises more of the respondents got empowered. When social valuation of respondents was higher >26 just 97 (35.4%) of respondents were empowered but when social valuation increases 177 (64.5%) of the respondents got empowered. Moreover with acceptance of society and family decision of respondent to an entrepreneur number of respondents that were empowered had increased from 227 to 361.

Table 5.2: Relationship of youth empowerment with social valuation

District	Social valuation		Mean difference	t-stat	sig (2-tailed)
	Low	High			
Hoshiarpur (N=71)	25.3	26.05	0.75	1.101	0.275
Bathinda (N=47)	24.78	26.14	1.36	1.977	0.054
Amritsar (N=73)	25.24	26.59	1.354	1.916	0.059
Mohali (N=64)	25.59	26.74	1.156	2.432	0.018
Firozpur (N=74)	26.71	26.05	0.663	1.74	0.086
Patiala (N=71)	25.33	27.05	1.712	3.393	0.001
Rupnagar (N=66)	25.38	26.06	0.684	1.213	0.23
Moga (N=61)	25.96	26.15	0.184	0.424	0.673
Ludhiana (N=61)	25.24	26.64	1.399	1.975	0.053
Overall (N=588)	25.56	26.42	0.866	4.54	0

In connection to the aside, the analysis further proceeds to test the significant difference between changes in youth empowerment in relation to social valuation. Table 5.2 also shows the same relationship between social valuation and youth empowerment on the basis of mean difference. According to the t-test statistics there was overall a significant difference across all the sample districts RSETIs regarding social valuation low and high level respectively.

Table 5.3: Relationship of social valuation with youth empowerment

District	Youth empowerment		Mean difference	t-stat	sig (2-tailed)
	Low	High			
Hoshiarpur (N=71)	30.29	30.79	0.507	0.791	0.432
Bathinda (N=47)	29.14	30.26	1.12	1.394	0.17
Amritsar (N=73)	30.18	30.88	0.703	1.66	0.101
Mohali (N=64)	30.05	30.7	0.65	1.476	0.145
Firozpur (N=74)	30.11	29.31	0.8	1.613	0.111
Patiala (N=71)	28.96	30.41	1.446	2.123	0.037
Rupnagar (N=66)	28.27	29.64	1.372	1.295	0.2
Moga (N=61)	29.76	30	0.242	0.482	0.632
Ludhiana (N=61)	29	29.81	0.813	1.33	0.189
Overall (N=588)	29.57	30.2	0.631	2.919	0.004

Table 5.3 shows the low and high levels of youth empowerment with their mean differences. According to t- test in the table there was a significant difference overall among trainees of all districts regarding youth empowerment.

Table 5.4: Distribution of trainees according to level of entrepreneurial intention in relation to youth empowerment

Entrepreneurial intention	Youth empowerment		
	Low (<30)	High (>=30)	Total
Hoshiarpur (N=71)			
Low (<=13)	16	9	25
High (> 13)	17	29	46
Total	33	38	71
Bathinda (N=47)			
Low (<=13)	12	19	31
High (> 13)	6	10	16
Total	18	29	47

Entrepreneurial intention	Youth empowerment		
	Low (<30)	High (>=30)	Total
Amritsar (N=73)			
Low (<=13)	11	24	35
High (> 13)	6	32	38
Total	17	56	73
Mohali (N=64)			
Low (up to 47)	9	24	33
High (> 49)	8	23	31
Total	17	47	64
Firozpur (N=74)			
Low (<=13)	10	17	27
High (> 13)	21	26	47
Total	31	43	74
Patiala (N=71)			
Low (<=13)	19	23	42
High (> 13)	8	21	29
Total	27	44	71
Rupnagar (N=66)			
Low (<=13)	20	22	42
High (> 13)	12	12	24
Total	32	34	66
Moga (N=61)			
Low (<=13)	16	25	41
High (> 13)	11	9	20
Total	27	34	61
Ludhiana (N=61)			
Low (<=13)	14	13	27
High (> 13)	11	23	34
Total	25	36	61
Overall (N=588)			
Low (<=13)	127	176	303
High (> 13)	100	185	285
Total	227	361	588

From the table 5.4 it can be revealed that enterprising intentions of more than half of the respondents 361 (61.39%) come under high level and that of the 227 (38.6%) come under low level of entrepreneurial intentions. It was clear from the table 5.4 in all the sample districts of Punjab as the entrepreneurial intentions among the respondents' increases the youth empowerment also increases. Overall analysis shows that as entrepreneurial intentions among the respondents' increases from low to high level number of respondents who were empowered also increases.

Table 5.5: Relationship of youth empowerment with entrepreneurial intention

District	Entrepreneurial intention		Mean difference	t-stat	sig (2-tailed)
	Low	High			
Hoshiarpur (N=71)	13.55	14.26	0.718	2.59	0.012
Bathinda (N=47)	13.06	13.21	0.151	0.453	0.652
Amritsar (N=73)	13.12	13.86	0.739	2.139	0.036
Mohali (N=64)	13.41	13.51	0.099	0.406	0.686
Firozpur (N=74)	13.65	13.74	0.099	0.319	0.751
Patiala (N=71)	12.74	13.45	0.714	2.377	0.02
Rupnagar (N=66)	13.09	13.26	0.171	0.616	0.54
Moga (N=61)	13.33	13.18	0.157	0.749	0.457
Ludhiana (N=61)	13.24	13.92	0.677	1.729	0.089
Overall (N=588)	13.26	13.63	0.366	3.597	0

Table 5.5 stated that almost in all sample districts except Patiala and Moga districts maximum respondents in relation to entrepreneurial intentions were in high level. According to the results of t- test overall there was significant difference across all the RSETIs regarding entrepreneurial intentions in relation to youth empowerment.

Table 5.6: Relationship of entrepreneurial intention with youth empowerment

District	Youth empowerment		Mean difference	t-stat	sig (2-tailed)
	Low	High			
Hoshiarpur (N=71)	29.4	31.09	1.687	2.671	0.009
Bathinda (N=47)	29.48	29.81	0.329	0.387	0.7
Amritsar (N=73)	29.97	31	1.029	2.489	0.015
Mohali (N=64)	30.3	30.35	0.052	0.117	0.907
Firozpur (N=74)	29.85	29.64	0.214	0.408	0.684
Patiala (N=71)	29.33	30.62	1.287	1.902	0.061
Rupnagar (N=66)	28.81	28.75	0.06	0.055	0.956
Moga (N=61)	30.02	29.55	0.474	0.893	0.376
Ludhiana (N=61)	28.81	29.91	1.097	1.808	0.076
Overall (N=588)	29.55	30.19	0.639	2.961	0.003

Table 5.6 shows the low and high levels of youth empowerment in relation to entrepreneurial intentions. It can be analysed from the table on the basis of t- test that that there was significant difference among trainees overall regarding youth empowerment in relation to entrepreneurial intentions.

Table 5.7: Distribution of trainees according to level of entrepreneurial capacity in relation to youth empowerment.

Entrepreneurial capacity	Youth empowerment		
	Low (<30)	High (>=30)	Total
Hoshiarpur (N=71)			
Low (< 22)	16	11	27
High (> 22)	17	27	44
Total	33	38	71
Bathinda (N=47)			
Low (< 22)	7	8	15
High (> 22)	11	21	32
Total	18	29	47

Entrepreneurial capacity	Youth empowerment		
	Low (<30)	High (>=30)	Total
Amritsar (N=73)			
Low (< 22)	10	23	33
High (> 22)	7	33	40
Total	17	56	73
Mohali (N=64)			
Low (< 22)	7	11	18
High (> 22)	10	36	46
Total	17	47	64
Firozpur (N=74)			
Low (< 22)	13	12	25
High (> 22)	18	31	49
Total	31	43	74
Patiala (N=71)			
Low (< 22)	14	8	22
High (> 22)	13	36	49
Total	27	44	71
Rupnagar (N=66)			
Low (< 22)	10	17	27
High (> 22)	22	17	39
Total	32	34	66
Moga (N=61)			
Low (< 22)	14	12	26
High (> 22)	13	22	35
Total	27	34	61
Ludhiana (N=61)			
Low (< 22)	12	9	21
High (> 22)	13	27	40
Total	25	36	61
Overall (N=588)			
Low (up to 47)	103	111	214
High (> 49)	124	250	374
Total	227	361	588

Table 5.7 shows that total 36.3% of respondents were at low level of entrepreneurial capacity after the training and 63.6% were at high level of entrepreneurial capacity stated that overall when entrepreneurial capacity of the respondents increases to higher level number of respondents that were empowered increase from 214 (36.3%) to 374 (63.6%).

Table 5.8: Relationship of youth empowerment with entrepreneurial capacity

District	Entrepreneurial capacity		Mean difference	t-stat	sig (2-tailed)
	Low	High			
Hoshiarpur (N=71)	21.42	22.97	-1.549	-3.273	0.002
Bathinda (N=47)	21.33	22.41	-1.08	-2.006	0.051
Amritsar (N=73)	20.76	22.48	-1.717	-3.022	0.003
Mohali (N=64)	21.29	22.28	-0.982	-2.353	0.022
Firozpur (N=74)	21.74	22.14	-0.398	-0.934	0.353
Patiala (N=71)	20.7	22.59	-1.887	-4.172	0
Rupnagar (N=66)	22.19	21.53	0.658	1.545	0.127
Moga (N=61)	21.67	21.94	-0.275	-0.939	0.352
Ludhiana (N=61)	20.8	22.19	-1.394	-2.764	0.008
Overall (N=588)	21.38	22.3	-0.921	-6.016	0

Table 5.8 states the low and high levels of entrepreneurial capacity in relation to youth empowerment. According to the t-test there was significant difference overall among trainees of all districts on basis of entrepreneurial capacity. Although the test shows overall significant difference between districts but Hoshiarpur district shows the high level of entrepreneurial capacity as compared to other districts and Ludhiana shows the least level of entrepreneurial capacity in comparison to other districts.

Table 5.9: Relationship of entrepreneurial capacity with youth empowerment

District	Youth empowerment		Mean difference	t-stat	sig (2-tailed)
	Low	High			
Hoshiarpur (N=71)	29.44	31.14	1.692	2.751	0.008
Bathinda (N=47)	28.13	30.28	2.148	2.675	0.01
Amritsar (N=73)	30.18	30.78	0.593	1.39	0.169
Mohali (N=64)	29.72	30.57	0.843	1.756	0.084
Firozpur (N=74)	28.92	30.12	1.202	2.339	0.022
Patiala (N=71)	28.27	30.57	2.299	3.36	0.001
Rupnagar (N=66)	29.78	28.1	1.675	1.614	0.111
Moga (N=61)	29.77	29.94	0.174	0.342	0.733
Ludhiana (N=61)	28.38	29.98	1.594	2.581	0.012
Overall (N=588)	29.29	30.2	0.91	4.091	0

Table 5.9 depicts the low and high level of youth empowerment in relation to entrepreneurial capacity. The table shows that there was significant difference overall regarding youth empowerment in relation to entrepreneurial capacity. Hoshiarpur district had shown high level of effect on youth empowerment in relation to entrepreneurial capacity than other districts.

Table 5.10: Distribution of trainees in accordance to level of entrepreneurial attributes in relation to youth empowerment.

Entrepreneurial Attributes	Youth Empowerment		
	Low (<30)	High (>=30)	Total
Hoshiarpur (N=71)			
Low (<=35)	20	18	38
High (> 35)	13	20	33
Total	33	38	71
Bathinda (N=47)			
Low (<=35)	9	11	20
High (> 35)	9	18	27
Total	18	29	47

Entrepreneurial Attributes	Youth Empowerment		
	Low (<30)	High (>=30)	Total
Amritsar (N=73)			
Low (<=35)	13	24	37
High (> 35)	4	32	36
Total	17	56	73
Mohali (N=64)			
Low (<=35)	9	22	31
High (> 35)	8	25	33
Total	17	47	64
Firozpur (N=74)			
Low (<=35)	16	30	46
High (> 35)	15	13	28
Total	31	43	74
Patiala (N=71)			
Low (<=35)	16	19	35
High (> 35)	11	25	36
Total	27	44	71
Rupnagar (N=66)			
Low (<=35)	23	20	43
High (> 35)	9	14	23
Total	32	34	66
Moga (N=61)			
Low (<=35)	18	23	41
High (> 35)	9	11	20
Total	27	34	61
Ludhiana (N=61)			
Low (<=35)	15	17	32
High (> 35)	10	19	29
Total	25	36	61
Overall (N=588)			
Low (<=35)	139	184	323
High (> 35)	88	177	265
Total	227	361	588

Table 5.10 shows the relationship between entrepreneurial attributes with youth empowerment. It can be concluded from the table that at low level of entrepreneurial attributes 139 of respondents were empowered at low level of empowerment and as the training enhances the entrepreneurial attributes among the respondents the number of respondents increased to 184 at high level of empowerment. In totality overall the table depicts that at number of youth who were empowered increases from 227 to 361 after the training when their entrepreneurial attributes were enhanced.

Table 5.11: Relationship of youth empowerment with entrepreneurial attributes

District	Entrepreneurial attributes		Mean difference	t-stat	sig (2-tailed)
	Low	High			
Hoshiarpur (N=71)	34.36	36.16	1.794	2.404	0.019
Bathinda (N=47)	34.39	35.48	1.094	1.252	0.217
Amritsar (N=73)	33.24	35.96	2.729	3.316	0.002
Mohali (N=64)	35.29	35.49	0.195	0.298	0.766
Firozpur (N=74)	35.03	34.63	0.404	0.738	0.463
Patiala (N=71)	34.81	35.5	0.685	1.253	0.214
Rupnagar (N=66)	34.41	35.26	0.858	1.98	0.052
Moga (N=61)	34.93	34.56	0.367	0.819	0.416
Ludhiana (N=61)	33.48	36.11	2.631	2.993	0.004
Overall (N=588)	34.47	35.48	1.013	4.538	0

Table 5.11 depicts the high and low level of entrepreneurial attributes on the basis of mean differences. According to t- test, there was overall significant difference between sample districts regarding entrepreneurial attributes. Hoshiarpur district followed by Ludhiana district shows the high level of entrepreneurial attributes as compared to other districts.

5.2. INTERMEDIATE OUTCOME

As stated above intermediate impact of entrepreneurial training on youth empowerment was measured in this study on basis of settlement rate. There are many organizations which are providing EDP trainings but their settlement rate is not as high as RSETI institutes. On Average the settlement rate in all the sample districts was above 65% between the investigation periods of this study (2017-2019). In this part of study secondary data from RSETI activity reports of sample districts was taken and their settlement rate was discussed.

Table 5.12: Performance of sample districts on settlement basis for the years (2017-2019)

Settlement	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Total
Self employed	783	840	1128	603	907	1020	1095	767	730	7163
Wage employed	186	14	4	0	121	120	2	261	363	1071
Total no. of trainees settled	969	854	1132	603	1028	1000	1097	778	773	8234
Total number of individuals trained	1430	934	1462	1278	1469	1421	1313	1221	1218	11746
Settlement percentage	67.70%	91.40%	77.40%	47.10%	70%	71.80%	83.30%	65%	60%	70.41%

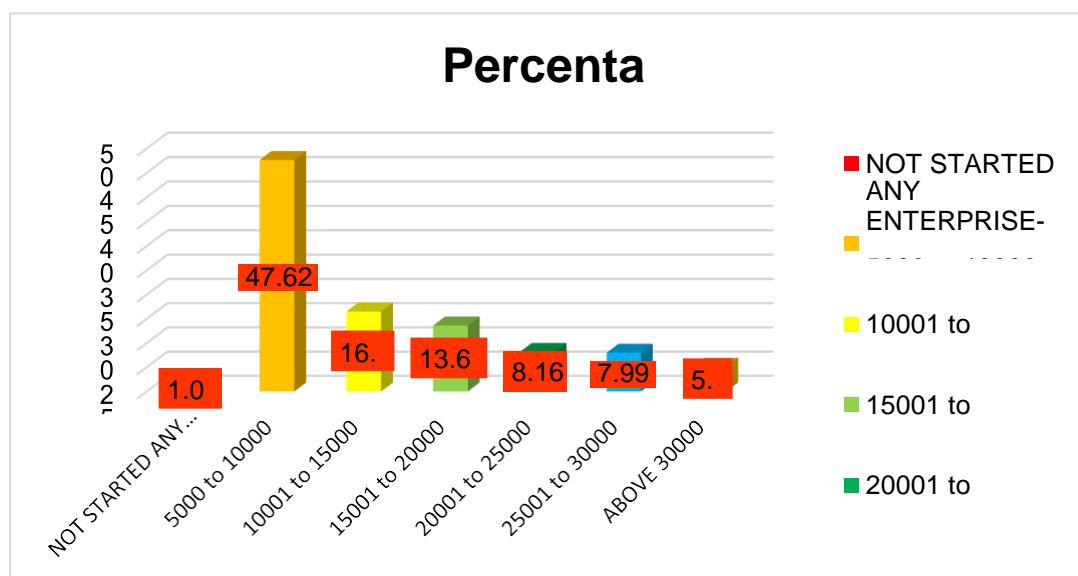
(Source: Annual Activity 2018-19 report of all sample districts)

Table 5.12 shows the settlement rate of each sample district. Average settlement rate of all the districts was approximately 71 %. The above table also depicts that majority of the trainees selected self-employment (86.99%) rather than wage employment (13.1%). District wise comparison states that maximum settlement rate was of Bathinda district with 91.4% followed by Rupnagar district with 83.3% & Amritsar district with 77.4%. Least settlement rate is of Mohali district with 47.10%.

As far as present study is concerned in primary data collected by the researcher shows out of 588 respondents just 6 respondents are yet to settle. According the RSETI model the person who is earning above 5000 per month after the training by setting an enterprise is considered as settled candidate. In present study out of 588 respondents, 583 respondents earn more than 5000 INR per month as shown in table 5.13.

Table 5.13: Performance of total sample population on basis of settlement rate

Income(INR)	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	Overall
Not started any enterprise-	0	0	0	0	1	0	0	0	5	6
5000 to 10000	38	20	7	23	46	34	49	35	28	280
10001 to 15000	12	11	13	21	2	8	12	13	5	97
15001 to 20000	3	5	35	2	9	8	4	8	6	80
20001 to 25000	5	8	8	5	8	11	0	2	1	48
25001 to 30000	7	3	8	8	5	8	1	3	4	47
Above 30,000	6	0	2	5	3	2	0	0	12	30
Total	71	47	73	64	74	71	66	61	61	588



Graph 5.1: Reasons for establishing an enterprise

Table No. 5.13 and graph 5.1 shows that nearly 99% of the respondents were settled in total sample. Just 1.02% in total sample were yet to be settled.

5.3. FINAL OUTCOME

In final outcome, empowerment was measured on the basis of seven factors of youth empowerment that is improved economic conditions, better health facilities, participation in family decision making, improvement in quality of life and social status, more access to modern technology and access to more business information in relation to total turnover, number of workers employed and total income.

Table 5.14: Distribution of trainees according to youth empowerment in relation to turnover

Turnover (INR)	Youth empowerment	
	Low (<30)	High (>=30)
Hoshiarpur (N=71)		
Not started any enterprise		
10000 to 100000	11	15
100001 to 200000	9	10
200001 to 300000	7	4
300001 to 400000	2	0
400001 to 500000	4	9
Above 5 lakhs	0	0
Total	33	38
Bathinda (N=47)		
Not started any enterprise		
10000 to 100000	13	14
100001 to 200000	2	5
200001 to 300000	1	6
300001 to 400000	2	3
400001 to 500000	0	1
Above 5 lakhs	0	0
Total	18	29

Turnover (INR)	Youth empowerment	
	Low (<30)	High (>=30)
Amritsar (N=73)		
Not started any enterprise	0	0
10000 to 100000	3	3
100001to 200000	3	14
200001 to 300000	6	21
300001 to 400000	3	4
400001 to 500000	1	13
Above 5 lakhs	1	1
Total	17	56
Mohali (N=64)		
Not started any enterprise	0	0
10000 to 100000	10	32
100001to 200000	1	1
200001 to 300000	2	6
300001 to 400000	2	5
400001 to 500000	2	3
Above 5 lakhs	0	0
Total	17	47
Firozpur (N=74)		
Not started any enterprise	1	0
10000 to 100000	22	20
100001to 200000	4	7
200001 to 300000	0	0
300001 to 400000	2	8
400001 to 500000	1	5
Above 5 lakhs	1	3
Total	31	43

Turnover (INR)	Youth empowerment	
	Low (<30)	High (>=30)
Patiala (N=71)		
Not started any enterprise	0	0
10000 to 100000	13	11
100001to 200000	4	11
200001 to 300000	7	2
300001 to 400000		3
400001 to 500000	3	12
Above 5 lakhs	0	5
Total	27	44
Rupnagar (N=66)		
Not started any enterprise	0	0
10000 to 100000	30	10
100001to 200000	2	11
200001 to 300000	0	10
300001 to 400000	0	2
400001 to 500000	0	1
Above 5 lakhs	0	0
Total	32	34
Moga (N=61)		
Not started any enterprise	0	0
10000 to 100000	15	19
100001to 200000	6	10
200001 to 300000	4	2
300001 to 400000	2	0
400001 to 500000	0	3
Above 5 lakhs	0	0
Total	27	34

Turnover (INR)	Youth empowerment	
	Low (<30)	High (>=30)
Ludhiana (N=61)		
Not started any enterprise	2	3
10000 to 100000	11	17
100001to 200000	2	4
200001 to 300000	1	0
300001 to 400000	3	1
400001 to 500000	2	2
Above 5 lakhs	4	9
Total	25	36
Overall (N=588)		
Not started any enterprise	3	3
10000 to 100000	128	141
100001to 200000	33	73
200001 to 300000	28	51
300001 to 400000	16	26
400001 to 500000	13	49
Above 5 lakhs	6	18
Total	227	361

Table 5.14 shows the relationship between youth empowerment and total turnover of the enterprises run or expanded by the respondents after the training. From the table it was clear that in overall analysis of all districts as the total turnover increases youth is more empowered. In other words if respondents become financially strong they become empowered economically and socially. In category of total turnover 10 thousand to 1 lakh, 128 (47.5%) of respondents had low level of youth empowerment but 141 (52.4%) of respondents had high level of youth empowerment. District wise comparison states that majority of respondents had high level of youth empowerment nearly 76% in Amritsar district followed by Mohali district with 73.4%. In Rupnagar district least number of respondents (51.5%) had high level of youth empowerment.

Table 5.15: Distribution of trainees according to youth empowerment in relation to total income of trainees after the training

Income of trainees after the training	Youth empowerment	
	Low (<30)	High (>=30)
Hoshiarpur (N=71)		
Not started any enterprise	0	0
5000 to 10000	19	19
10001 to 15000	6	6
15001 to 20000	1	2
20001 to 25000	1	4
25001 to 30000	2	5
Above 30000	4	2
Total	33	38
Bathinda (N=47)		
Not started any enterprise	0	0
5000 to 10000	11	9
10001 to 15000	3	8
15001 to 20000	1	4
20001 to 25000	2	6
25001 to 30000	1	2
Above 30000	0	0
Total	18	29
Amritsar (N=73)		
Not started any enterprise	0	0
5000 to 10000	2	5
10001 to 15000	3	10
15001 to 20000	8	27
20001 to 25000	2	6
25001 to 30000	1	7
Above 30000	1	1
Total	17	56

Income of trainees after the training	Youth empowerment	
	Low (<30)	High (>=30)
Mohali (N=64)		
Not started any enterprise	0	0
5000 to 10000	5	18
10001 to 15000	5	16
15001 to 20000	1	1
20001 to 25000	2	3
25001 to 30000	2	6
Above 30000	2	3
Total	17	47
Firozpur (N=74)		
Not started any enterprise	1	0
5000 to 10000	23	23
10001 to 15000	0	2
15001 to 20000	4	5
20001 to 25000	2	6
25001 to 30000	1	4
Above 30000	0	3
Total	31	43
Patiala (N=71)		
Not started any enterprise	0	0
5000 to 10000	16	18
10001 to 15000	3	5
15001 to 20000	5	3
20001 to 25000	2	9
25001 to 30000	1	7
Above 30000	0	2
Total	27	44

Income of trainees after the training	Youth empowerment	
	Low (<30)	High (>=30)
Rupnagar (N=66)		
Not started any enterprise	0	0
5000 to 10000	32	17
10001 to 15000	0	12
15001 to 20000	0	4
20001 to 25000	0	0
25001 to 30000	0	1
Above 30000	0	0
Total	32	34
Moga (N=61)		
Not started any enterprise	0	0
5000 to 10000	16	19
10001 to 15000	4	9
15001 to 20000	4	4
20001 to 25000	1	1
25001 to 30000	2	1
Above 30000	0	0
Total	27	34
Ludhiana (N=61)		
Not started any enterprise	2	3
5000 to 10000	11	17
10001 to 15000	0	5
15001 to 20000	6	0
20001 to 25000	1	0
25001 to 30000	1	3
Above 30000	4	8
Total	25	36

Income of trainees after the training	Youth empowerment	
	Low (<30)	High (>=30)
Overall (N=588)		
Not started any enterprise	3	3
5000 to 10000	135	145
10001 to 15000	24	73
15001 to 20000	30	50
20001 to 25000	13	35
25001 to 30000	11	36
Above 30000	11	19
Total	227	361

Table 5.15 shows the relationship between youth empowerment and income level of the respondents after the training. From the table it was clear that in overall analysis of all districts as the income of trainees increases youth is more empowered. In other words if respondents become financially strong they become empowered economically and socially. In category of total turnover, 10 thousand to 1 lakh, 135 (48.2 %) of respondents had low level of youth empowerment but 145 (51.7%) of respondents had high level of youth empowerment. District wise comparison states that majority of respondents had high level of youth empowerment nearly 76.7% in Amritsar district followed by Mohali district with 73.4%. In Rupnagar district least number of respondents (51.5%) had high level of youth empowerment.

Table 5.16 shows the relationship between total turnover and youth empowerment. As already stated above shows that increase in total turnover more trainees were empowered. According to F-test results overall (shown in table 5.16) there is a significant difference between mean values of all districts in relation to different levels of total turnover as its calculated value is less than 0.05. On the basis of district wise comparison the value was significant in Firozpur, Patiala and Rupnagar districts. In all other districts there was no significant difference.

Table 5.16: Relationship of youth empowerment with total turnover

District	Youth empowerment						F-ratio	Sig
	10000-100000	100001-200000	200001-300000	300001-400000	400001-500000	Above 5lakhs		
Hoshiarpur	30.50	30.79	29.82	27.00	31.15	0	1.333	0.267
Bathinda	28.74	30.57	31.14	30.40	31.00	0	1.722	0.163
Amritsar	29.00	30.71	30.44	30.29	31.07	31.00	1.196	0.320
Mohali	30.52	30.50	30.13	29.86	29.60	0	0.487	0.745
Firozpur	29.45	29.55		30.80	31.00	30.50	5.960	0.000
Patiala	28.38	30.47	28.67	32.67	31.40	31.00	4.106	0.003
Rupnagar	26.95	31.23	32.20	31.00	32.00	0	6.692	0.000
Moga	29.65	30.38	29.17	29.00	31.67	0	1.348	0.264
Ludhiana	29.75	28.83	27.00	28.75	30.25	30.00	0.983	0.453
Overall	29.23	30.46	30.27	30.19	31.03	30.41	7.343	0.000

Table 5.17: Relationship of youth empowerment with income after training

District	Youth empowerment						F-ratio	Sig
	5000-10000	10001-15000	15001-20000	20001-25000	25001-30000	Above 30000		
Hoshiarpur	30.29	31.17	30	31.4	31.57	28.67	1.152	0.343
Bathinda	28.6	29.45	31	31.25	30	0.000	1.887	0.131
Amritsar	29.57	30.62	30.46	30.38	31.5	30.5	0.54	0.517
Mohali	30.35	31.05	30	29.4	29.38	29.8	1.642	0.163
Firozpur	29.46	31	30	30.63	30.6	31	4.576	0.001
Patiala	29.24	29.75	29.88	30.73	30.75	32.5	1.031	0.407
Rupnagar	27.55	32.42	32.25	0.000	32	0.000	7.05	0
Moga	29.6	30.46	30	30	30	0.000	0.467	0.76
Ludhiana	29.57	30.8	27.83	28	29.75	30.17	1.7	0.139
Overall	29.25	30.79	30.2	30.58	30.6	30.07	8.374	0

Table 5.17 depicts the relationship between income level of trainees after the training and the youth empowerment. According to F-test results shows overall value is highly significant as calculated value was less than 0.05 (at 5% level). On the basis of district wise comparison the value was significant in Firozpur, Patiala and Rupnagar districts. In all other districts there was no significant difference between mean values in relation to income levels.

5.4. CORRELATION COEFFICIENT BETWEEN ENTREPRENEURIAL TRAINING AND YOUTH EMPOWERMENT

Table 5.18: Correlation Coefficient between entrepreneurial training and youth empowerment

District	Entrepreneurial training effectiveness		Youth empowerment		Correlation coefficient	Sig (2-tailed)
	Mean	CV	Mean	CV		
Hoshiarpur	30.49	8.69	49.14	7.48	0.255*	0.032
Bathinda	29.60	9.23	47.96	7.59	0.442**	0.002
Amritsar	30.51	5.99	49.55	5.72	0.085	0.474
Mohali	30.33	5.79	48.88	5.29	0.167	0.188
Firozpur	29.72	7.25	48.11	4.62	0.101	0.393
Patiala	29.86	9.56	47.56	5.10	0.201	0.092
Rupnagar	28.79	14.58	48.70	4.29	0.019	0.880
Moga	29.87	6.51	48.43	3.66	0.170	0.894
Ludhiana	29.43	8.15	46.38	9.54	0.331*	0.009
Overall	29.86	8.81	48.34	6.30	0.112**	0.006

Table 5.18 shows correlation between entrepreneurial training and youth empowerment. It was seen from the correlation value (R) is 0.112 which exhibits a fair amount of positive correlation exists between independent (Entrepreneurial training) and dependent variable (youth Empowerment). With t-test significance level being less than 0.05 the mean difference existing for this parameter was significant.

5.5. CONCLUSION

Thus, from the above discussion it was clear that youth empowerment buttoned up by entrepreneurial training is the door to provide the country's young population with the required skills to withstand in today's uncertain environment. In this present study independent variable is entrepreneurial training and youth empowerment is dependent variable. The study has taken broad dimensions of youth empowerment. A narrow scope of empowerment can lead to misleading conclusions (Tuuli & Rowlinson, 2007). If we say that with increase in the income of the youth, youth is empowered would be wrong. This is the reason the present study incorporated multiple aspects of empowerment. The results of the study shows that there is positive correlation between entrepreneurial training and youth empowerment. After the training from RSET institutes youth become socially, economically and psychologically empowered. So, research hypothesis was accepted which shows that positive effect of entrepreneurial training on youth empowerment.

5.6. ECONOMIC IMPLICATIONS

Many of the youth are energetic and productive but they remain underemployed and unemployed they continue to suffer from drug abuse, poor health and lead a life of extreme poverty. As a result they struck in low productivity, low income and low wealth, finally struck in vicious circle of poverty (Gilead et al. 2008). With entrepreneurial training the energy and talent of youth could be created to higher level of prosperity to avoid risks of unemployment. The study made it clear that RSETI offers entrepreneurial training to the youth which leads to capacity building of the youth. Capacity building of rural unemployed youth through training is a vital component of achieving social and economic development in any nation (Sinha, P. 2016). In addition, it is made clear from the study that by taking training from these institutes 99% of the candidates started their enterprises (Refer table 5.13.). As the result, investment increases in economy. After starting enterprises their total turnover and income increases (Refer table 5.14 & 5.15) and because of support provided by the RSETIs and enhancement of soft and hard skills has increased their productivity as well. Creation of employment and more job opportunities are created

in nation. Though in this study results depicts that more than 60% of respondents had not employed any worker (Refer table 4.30 & 4.31 in chapter 4) but still 30% of the respondents had created further employment in the state of Punjab.

Moreover, as per report of ILO unemployment rate in India was 3.5% in year 2018 and initial months of 2019. But unemployment increases to 7.2% in December 2019. The jobless rate in urban areas was recorded as 5.97% and in rural areas 9.7% which shows that unemployment is increasing day by day. As per this present study 70% of the RSETI trainees were settled. The results were in consensus with report of NIRD up-to November 2019 RSETI had trained 31.90 lakh unemployment youth. Out of which 69% were settled by starting their own enterprises. In nutshell, it could be concluded that youth has been empowered by entrepreneurial training provided by RSETI on basis of factors of youth empowerment that is improved economic conditions, involvement in family decision making, improvement in quality of life and social status which helps to exterminate the problem of unemployment and poverty from the state of Punjab in particular and from India in General. In addition, the result of the study depicts that maximum women (58.5%) beneficiaries had participated in the EDP trainings which shows that more women were empowered through entrepreneurial development programs of RSETIs and these institutes had enhanced the potential of women to maximum to start and run the small enterprises successfully. Thus empowering women economically contributes in alleviate poverty and economic development of the nation.

CHAPTER – 6

TRAINING EFFECTIVENESS

Training will be effective whenever it produces a desired result. In order to find the effectiveness of training and development program the evaluation of the training program has to be done. In present study it was very essential to measure the effectiveness of the training provided by RSETIs for two main reasons, firstly to improve the overall process of RSETI training. Secondly, as a generalisation for the government whether it should continue such entrepreneurial training or not.

6.1. IDENTIFICATION OF MODEL FOR EVALUATING TRAINING EFFECTIVENESS

There are many models and theories available to explain various methods for measuring training effectiveness, among those models the Kirkpatrick's (1959) model was seem to be the most preferred model used by researchers and practitioners in HRD (Giangreco, et al. 2010; Griffin, 2010). Kirkpatrick in his research work (1976) stated 4 levels of measuring training effectiveness. Level 1 relates to immediate reactions and measures trainees' attitudinal & affective reactions to that particular program of training. Level 2 measures the extent to which trainees have acquired knowledge during training program or this level is related to learning criteria. Level 3 evaluates to what extent trainee applied his training in form of change in his behaviour and use that changed attitude in his entrepreneurial or job performance. Level 4 measures the final outcomes in form of profits, income or sales which have increased after the training. Other researchers used this model to measure different levels of training effectiveness because this model was easier to understand and simple as well (Neo, 2010; Giangreco, et al. 2010). Noe (1986) also given the model for measuring the effectiveness of training based on summary of Kirkpatrick model only. According to this model, motivation will lead to high performance in training which will further lead to desired outcome. Cervero's (1988) and Quinones's (1997) models of training effectiveness demonstrated that the four levels of training evaluation as proposed by Kirkpatrick (1959) can be considered together to determine the status of training effectiveness. McMullan et al.

(2001) also suggests measurement of effectiveness of training institute on four different levels based on Kirkpatrick model. Level 1 includes reaction used to find satisfaction level of the trainees' from the training program. There are various negative and positive factors affecting training effectiveness (B. K. Punia and Saurabh Kant, 2013). This study also described the Kirkpatrick as well as some other models of measuring training effectiveness and their inferences in training program based on literature review. However, various researchers criticize Kirkpatrick model and had given their own models of evaluating training effectiveness such as Swanson and Sleezer (1987), Alliger and Janak (1989), Cannon-Bowers, Salas, Tannenbaum and Mathieu (1995), Holton (1996), Bersin (2008) and Pineda (2010). According to the criticism of various researchers the basic weaknesses of the Kirkpatrick model include the following points: (1) each level of training evaluation does not relate to the achievement of the training's objectives; (2) the model seems is too simple and easy which excludes other operational measures; (3) the levels should not be posited as a hierarchy; 4) there is low correlation between four different levels as proposed by Kirkpatrick. As a result many researchers have suggested alternative models to explain training effectiveness. For instance, Swanson and Sleezer (1987) explained in their study three steps of measuring training effectiveness. The first is related to effectiveness evaluation plan, second relates to tools and techniques for measuring effectiveness and lastly the report after evaluation. Cannon-Bowers et al. (1995) and Holton (2005) proposed alternative model of training effectiveness which emphasized on the importance of training motivation and that was more complex. But, ironically these two models were also based on Kirkpatrick model like Holton (2005) and Cannon-Bowers et al. (1995) omitted the first level of training effectiveness in Kirkpatrick's (1959) model, Bersin (2008) considered level 1 which was measured by the satisfaction of the trainees and considered as most important and powerful tool to measure training effectiveness. However, various other scholars support Bersin's view like Mukherjee and Ranjan, Joshi, Satyawadi, Ghosh (2011) in which, they did research on level 1 of Kirkpatrick model that is reaction and evaluated whole training process on the same level solely which was capable enough to effect training performance and was useful to determine the training program improvements. Therefore, it is clear from above discussion that all models given by

various scholars had used Kirkpatrick model as a base for measuring training effectiveness by ignoring the weaknesses of the model.

6.2. IDENTIFICATION OF VARIABLES AFFECTING TRAINING EFFECTIVENESS

There are many practitioners and HRD researchers who used only one selected level and one variable of Kirkpatrick model to measure training effectiveness and made a conclusion that training was effective. For example, to determine training effectiveness, Hand, Richards and Slocum-Jr. (1973) focused only on *job performance*. Baldwin, Magjuka, and Loher (1991) focused only on *learning performance*. McMullan et al. (2001) took satisfaction, benefits and business or entrepreneurial performance of trainees' into consideration after the training as most significant factors for measuring effectiveness of training institutes. Santos (2003) identified variable of *Benefits* derived from training as important variable for measuring effectiveness. Botha et al. (2007) measured the effectiveness of Women Entrepreneurship Program (WEP). This paper by introducing new models and identified *Motivation* as important variable of training effectiveness was identified by this study. Nagesh (2008) identified the *Contemporary business* as vital factor to make the training more effective. Eikebrokh and Olsen (2009) reported in their research paper that positive relationship exists between training effectiveness, competence and performance among SMEs and based on their empirical analysis the authors claim that effectiveness of training explains the variances in e-business *Competitiveness and Performance* in terms of efficiency, complementarities and novelty. Ghosh et al. (2011) focused only on *reaction to training* (satisfaction). Meanwhile, the Six Sigma approach focused only on *customer satisfaction* (Bersin, 2008) as important variable in defining training effectiveness. This study also studied workgroup impact on account of training which states that *Organizational performance* is used to determine the loss or benefits from the training program on organizational effectiveness. B. K. Punia and Saurabh Kant, (2013) depicts many factors like *emotional intelligence, job related factors, attitude, training style and environment, basic ability, open mindedness of trainees, support from management and other stakeholders, motivations and self-efficacy* etc. effects the training effectiveness. Boniface Gatimu Munene (2013) in his study concluded that general

benefit the beneficiaries got from the training was enhancement of the entrepreneurial skills and there is a correlation between *entrepreneurial training* and *business performance* of entrepreneurs. Syukurrian Idrus et al. (2014) in their empirical study highlighted the *benefits derived* by WEP for newly established entrepreneurs. The study also emphasised the training course content of Women entrepreneurship development Program which has an impact on women *business performance*. Maaly, Mohammad et al. (2015) in their study concluded that there exists the positive relationship between effective training and *employee's job performance*. Michael M.Gielnik et al. (2016) in their study shows that there is positive correlation exists between entrepreneurial training and entrepreneurial behaviour of the trainees in terms of *entrepreneurial actions and business opportunity identification* before and after the training. The study further depicts that effective training had positive impact on *business opportunity and business performance*.

6.3. IDENTIFYING MODEL AND VARIABLES

Therefore, it is clear from above discussion, that most of the studies concluded that Kirkpatrick Model is best to measure training effectiveness. According to Kirkpatrick (1959), training effectiveness can be measured using the four levels of measurement namely reaction, learning, behavioural changes and results. Kirkpatrick's (1959) model of training evaluation is among the earliest models to evaluate training effectiveness. Ironically, research findings of various scholars, such as by Giangreco, Sebastiano and Peccei (2009) indicated that only big or large firms tend to use level three and four, however, most of small firms never gone beyond level one and two because of the complexity in evaluation process. According to Kirkpatrick, the greater the level of training effectiveness the greater complexities, problems and costly to measure it; this explains the reason why it is very difficult to measure the complete levels of training effectiveness. In addition, it is also clear from the discussion that maximum studies had taken business or job performance, satisfaction Level and benefits trainees derived from the training, motivation, self-efficacy, training environment, trainer's teaching methodology, business opportunity and business performance, attitude as key factors in measuring the training effectiveness and out of these factors, three factors of *benefits*,

satisfaction and business performance were taken in this study for confirmatory factor analysis to confirm that these three factors do effect the effectiveness of training process.

The best known evaluation methodology for judging training programs was given by Donald Kirkpatrick's four level evaluation model. This model was first published in series of article in 1959. However the best known work of Kirkpatrick was 1994 edition, in which he had considered four levels of evaluation of training programs:

- 1) Reactions :- How the learner reacts to the learning process, in the present study it was measured in the term of satisfaction level of the respondents. Kirkpatrick writes that reactions could be measured by considering how well the trainees liked a particular training program.
- 2) Learning :- This level measures the extent to which the learner gains knowledge and skills. This level also focuses on the question that what knowledge was acquired, what skills were enhanced and what attitudes were changed. In the present study it was measured in terms of benefits derived from the training.
- 3) Behaviour :- This level measures the capability to perform the learned skill while on the job. Third level focuses on the question "Do the trainees used their newly acquired learning on the job"? In the study it was measured in the terms of start-ups by the trainees. The basic reason for starting an enterprise was also measured at this level using Garret Ranking Technique.
- 4) Results :- This level includes such items as monetary and efficiency gains. In fact the fourth level answers the question "what impact the training achieved". In the present study it was measured in form of business performance. To achieve level 4 relationship between training effectiveness and business performance confirmatory factor analysis was applied.

6.4. REACTIONS (LEVEL 1)

The following table 6.1 shows satisfaction level of respondents from this training program organised by RSETIs in different districts of Punjab. The table reveals

majority of respondents were in high score category in all districts with overall 53.5%. The table also depicts there is a significant difference based on independent t- test in high and low mean scores regarding satisfaction level of respondents. District wise comparison also states that maximum trainees were in high score category in Hoshiarpur, Amritsar, Mohali, Rupnagar and Ludhiana.

Table 6.1: Distribution of sample respondents according to satisfaction level

District	Low (<22)		High (>=22)		Mean score		Independent t-test	Sig. (2-tailed)
	f	%	F	%	Low (<22)	High (>=22)		
Hoshiarpur	29	10.62	42	13.33	19.59	23.69	13.34	0
Bathinda	19	6.96	28	8.89	19.74	22.61	7.84	0
Amritsar	31	11.36	42	13.33	20.13	23.48	12.56	0
Mohali	27	9.89	37	11.75	20.15	22.65	12.99	0
Firozpur	46	16.85	28	8.89	20.35	22.46	10.66	0
Patiala	40	14.65	31	9.84	20.15	22.42	10.12	0
Rupnagar	26	9.52	40	12.7	20.31	22.8	10.98	0
Moga	32	11.72	29	9.21	20.06	22.86	12.19	0
Ludhiana	23	8.42	38	12.06	20.35	22.71	10.24	0
Overall	273	100	315	100	20.11	22.9	32.38	0

6.5. LEARNING (LEVEL 2)

This level was measured in terms of benefits derived from the training.

Table 6.2 depicts the distribution of sample respondents' district wise on the basis of benefits respondents had derived from the training. According to the table 6.2 the majority of respondents (nearly 68%) were in high category. The table revealed that more respondents were benefitted from training in Hoshiarpur, Amritsar, Patiala, Rupnagar and Ludhiana districts as compared to other districts. According to t –test results the high and low mean scores were highly significant in all the sample districts in Punjab.

Table 6.2: Distribution of sample respondents according to level of benefits derived from training-t- test

District	Low (<25)		High (>=25)		Mean score		Independent t-test	Sig. (2-tailed)
	F	%	F	%	Low (<25)	High (>=25)		
Hoshiarpur	13	18.31	58	81.69	23.15	27.47	8.56	0
Bathinda	18	38.3	29	61.7	22.89	26.62	8.16	0
Amritsar	15	20.55	58	79.45	23.4	26.21	8.96	0
Mohali	31	48.44	33	51.56	23.45	25.79	11.75	0
Firozpur	29	39.19	45	60.81	22.9	26.09	13.97	0
Patiala	19	26.76	52	73.24	23.26	26.63	9.63	0
Rupnagar	19	28.79	47	71.21	23.63	25.98	9.45	0
Moga	27	44.26	34	55.74	23.26	25.74	12.33	0
Ludhiana	18	29.51	43	70.49	23.33	26.58	9.45	0
Overall	189	32.14	399	67.86	23.25	26.4	28.82	0

6.6. BEHAVIOUR (LEVEL 3)

This level explains the reasons for establishment of enterprise by the respondents and their settlement rate. The above table 6.3 and graph 6.1 shows main reasons for establishing an enterprise by respondents. Garret ranking technique was used to find the results. Overall analysis based on all districts shows that the major reason for establishing the enterprise which was assigned Rank 1 was the strong desire of trainees to become an entrepreneur followed by encouragement given by RSETI officials with average score 51.19. Third rank was assigned by respondents to imitate other entrepreneurs with average score 49.40. Rank 4 was assigned to last resort of income by respondents for which they had started their enterprises. Lastly as per the Garret ranking scores respondents had started their enterprises with average score 40.40 to receive government incentives. Moreover to measure this level settlement rate of respondents was also counted. It is evident from the study that out of 588 respondents except 6 respondents all others were earning 5K or more than 5K INR (as per criteria of settled candidates by RSETI Model) by starting their

own enterprises and were considered settled. This shows that after the training candidates had used their acquired knowledge in their enterprises and got settled.

Table 6.3: Reasons for establishing an enterprise

Rank	1	2	3	4	5
Percentage position	10	30	50	70	90
Garret's table value	75	60	50	40	25

Hoshiarpur (N=71)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	51	15	1		4	71	4875	68.66	1
Encouragement from RSETIs officials	7	25	13	21	5	71	3640	51.27	2
Last resort of income	8	17	16	20	10	71	3470	48.87	3
Imitating other entrepreneurs	2	8	32	18	11	71	3225	45.42	4
To receive Govt. Incentives	3	6	9	12	41	71	2540	35.77	5

Bathinda (N=47)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	31	11	4	1		47	3225	68.62	1
Encouragement from RSETIs officials	9	14	12	6	6	47	2505	53.3	2
Imitating other entrepreneurs	4	11	14	15	3	47	2335	49.68	3
Last resort of income	3	6	9	18	11	47	2030	43.19	4
To receive Govt. Incentives		7	6	7	27	47	1675	35.64	5

Amritsar (N=73)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	45	17	1		10	73	4695	64.32	1
Last resort of income	9	22	16	19	7	73	3730	51.1	2
Encouragement from RSETIs officials	8	20	14	23	8	73	3620	49.59	3
Imitating other entrepreneurs	3	6	31	19	14	73	3245	44.45	4
To receive Govt. Incentives	8	9	10	12	34	73	2970	40.68	5

Mohali (N=64)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Imitating other entrepreneurs	38	11	12	3		64	4230	66.09	1
Desire to be self employed	8	18	19	16	3	64	3345	52.27	2
Encouragement from ROSETIs officials	7	22	15	13	7	64	3290	51.41	3
Last resort of income	5	6	13	16	24	64	2625	41.02	4
To receive Govt. Incentives	5	6	5	17	31	64	2440	38.13	5

Firozpur (N=74)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	51	8	3	4	8	74	4815	65.07	1
Encouragement from RSETIs officials	9	20	25	11	9	74	3790	51.22	2
Imitating other entrepreneurs	7	16	18	13	20	74	3405	46.01	3
To receive Govt. Incentives	4	19	13	16	22	74	3280	44.32	4
Last resort of income	7	9	12	28	18	74	3235	43.72	5

Patiala (N=71)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	46	7	5	6	7	71	4535	63.87	1
Encouragement from RSETIs officials	9	22	20	12	8	71	3675	51.76	2
Last resort of income	7	10	15	24	15	71	3210	45.21	3
Imitating other entrepreneurs	5	13	17	16	20	71	3145	44.3	4
To receive Govt. Incentives	3	18	14	15	21	71	3130	44.08	5

Rupnagar (N=66)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	42	13	9	2		66	4460	67.58	1
Encouragement from RSETIs officials	12	19	16	11	8	66	3480	52.73	2
Imitating other entrepreneurs	2	19	20	19	6	66	3200	48.48	3
Last resort of income	4	6	13	30	13	66	2835	42.95	4
To receive Govt. Incentives	8	7	8	4	39	66	2555	38.71	5

Moga (N=61)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	37	12	9	2	1	61	4050	66.39	1
Encouragement from RSETIs officials	13	17	14	9	8	61	3255	53.36	2
Imitating other entrepreneurs	1	16	19	19	6	61	2895	47.46	3
Last resort of income	4	7	10	27	13	61	2625	43.03	4
To receive Govt. Incentives	8	7	9	4	33	61	2455	40.25	5

Ludhiana (N=61)

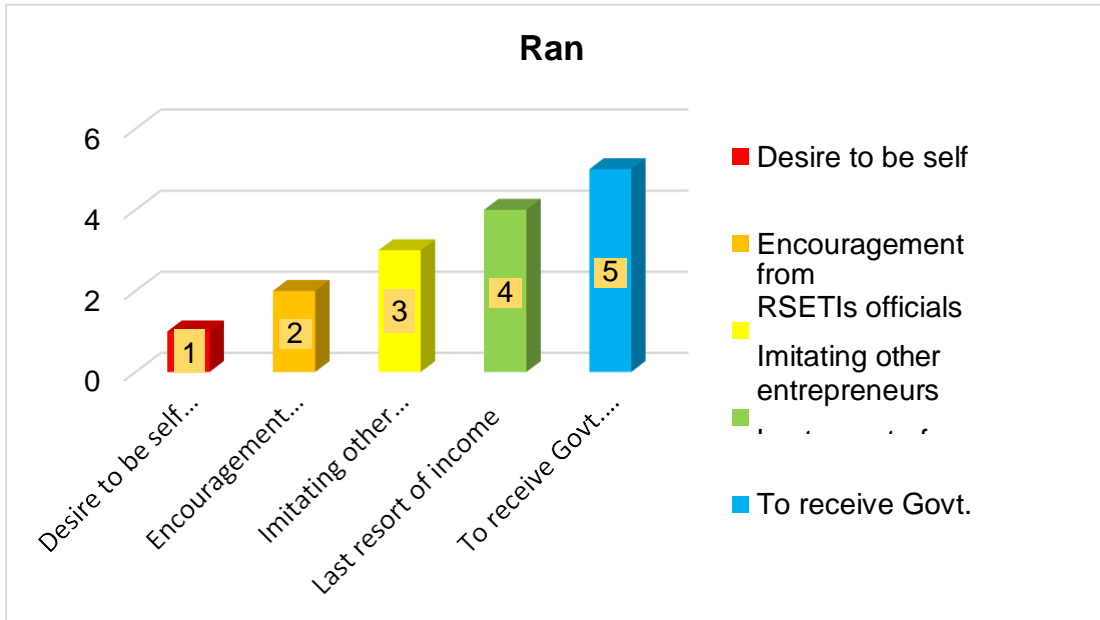
Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	36	12	9	3	1	61	4015	65.82	1
Imitating other entrepreneurs	24	10	4	13	10	61	3370	55.25	2
Last resort of income	7	12	17	16	9	61	2960	48.52	3
Encouragement from RSETIs officials	5	14	16	12	14	61	2845	46.64	4
To receive Govt. Incentives	3	9	12	14	23	61	2500	40.98	5

Overall (N=588)

Reasons	1	2	3	4	5	Total	Total score	Avg. score	Rank
Desire to be self employed	347	113	60	34	34	588	38015	64.65	1
Encouragement from RSETIs officials	79	173	145	118	73	588	30100	51.19	2
Imitating other entrepreneurs	86	110	167	135	90	588	29050	49.4	3
Last resort of income	54	95	121	198	120	588	26720	45.44	4
To receive Govt. Incentives	42	88	86	101	271	588	23545	40.04	5

The above tables are related to main reasons for establishing an enterprise by respondents. Garret ranking technique was used to find the results. Overall analysis based on all districts shows that the major reason for establishing the enterprise which was assigned Rank 1 was the strong desire of trainees to become an entrepreneur followed by encouragement given by RSETIs officials with average score 51.19. Third rank was assigned by respondents to imitate other entrepreneurs with average score 49.40. Rank 4 was assigned to last resort of income by

respondents for which they had started their enterprises. Lastly as per the Garret ranking scores respondents had started their enterprises with average score 40.40 to receive government incentives.



Graph 6.1: Settlement Rate of Respondents

6.7. LEVEL 4 (OUTCOME)

6.7.1. Relationship between training effectiveness and business performance, Benefits derived from training and Satisfaction level of trainees- confirmatory factor analysis

To measure the relationship between the training effectiveness and other factors is difficult to measure because various subjective factors also influence and no such parameter is there to measure exactly training effectiveness. Training effectiveness was measured by showing the relationship between training effectiveness and business performance of respondents, benefits derived from training and satisfaction level of trainees after the training. To show this relationship confirmatory factor analysis was applied. Basically factor analysis is the basis of Structural Equation Modelling. There are two different types of factor analysis namely Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). EFA is used when indicators or latent variables of the construct are not theoretically defined or the

relationship between indicators and latent variables are not defined. In comparison to it, CFA is used when the relationship between indicators and latent variables are defined by the previous studies. Since the researcher is having the knowledge of latent variables and its indicators based on literature review CFA was used. AMOS 20 was used to calculate the CFA. As all the standardized factor loading must be positive and more than 0.5 are included in the model. According to Awang (2014) the indicators which were having factor load 0.6 or more than 0.6 were only considered for further analysis. Further, the reliability of the data was measured by KMO measure of Sampling Adequacy and Bartlett's test of Sphericity as shown in table 6.4. Here the degrees of freedom were calculated by t rule which can be written as $p(p-1)/2$ where p stands for number of total objective variables.

Table 6.4: Reliability test

Reliability measures	KMO and Bartlett's test	
Kaiser-Meyer-Olkin measure of sampling adequacy.		0.835
Bartlett's test of sphericity	Approx. Chi-square	4364
	Df	378
	Sig.	0

Table 6.5: Factors used in model

Factors	Items	Extracted variance
Training effectiveness (TE)	TE1	0.278
	TE2	0.487
	TE3	0.435
	TE4	0.527
	TE5	0.499
	TE6	0.444
	TE7	0.486
	TE8	0.304
	TE9	0.423
	TR1	0.535
	TR2	0.51

Factors	Items	Extracted variance
Business performance (BP)	SE1	0.483
	SE2	0.841
	SE3	0.862
	SE4	0.835
	SE5	0.712
	SE6	0.79
Benefit derived (BD)	B1	0.495
	B2	0.666
	B3	0.509
	B4	0.564
	B5	0.653
	B6	0.478
Satisfaction level (SL)	SL1	0.442
	SL2	0.527
	SL3	0.43
	SL4	0.529
	SL5	0.439

(Extraction method: principal component analysis)

6.8. CONFIRMATORY FACTOR ANALYSIS

Table 6.5 shows the extracted variance. In this study CFA model was undertaken to depict the relationship between the construct items. As CFA was first step in data preparation in SEM (Hair et al.2010; Hayes 2013; Byrne 2010). Measurement model –first order confirmatory factor analysis. The above table 6.5 shows the factors and the extracted variance used in the model. The factors as stated above were training effectiveness, Business performance, Benefits derived from training and Satisfaction derived from training. In this study inferential analysis was utilised using Structural Equation Modelling (SEM) to derive the relationship between various factors.

Structural equation model is basically used to confirm model rather to discover a new model at three levels. Level 1 deals with confirmatory factor analysis, level 2 deals with measurement model and level 3 deal with structural model. First two levels are for data preparation while the level 3 deals with implementation of Structural Equation Modelling.

Table 6.6: Goodness of model fit of confirmatory factor analysis for structural model

S. No	Goodness of fit index	Critical level	Value
1	CMIN (Chi-Square X^2)	≥ 0.9	615.127 (P VALUE=0.000)
2	RELATIVE CHI-SQUARE (Chi-Square X^2/DF)	< 5.0	1.799
3	AGFI	≥ 0.9	0.917
4	GFI	≥ 0.9	0.93
5	CFI	≥ 0.9	0.933
6	IFI	≥ 0.9	0.933
7	TLI	≥ 0.9	0.923
8	RMSEA	≤ 0.08	0.037

Measurement Model:

A measurement model should be developed based on theory and tested with confirmatory factor analysis (Hair et al. 2010). In order to test for model fit Hair et al. 2010 suggested for 3-4 fit indices to establish model fit and recommended fit indices include relative chi square, RMSEA and any one or two from GFI, AGFI, CFI, NFI and TLI. It should indicated by $>.90$. In this study CMIN, Relative chi square, AGFI, GFI, CFI, IFI, TLI were considered. The result of goodness of fit indices are shown in table 6.6. And values of GFI, AGFI, CFI, NFI and TLI are > 0.9 . Hence it was concluded that measurement model were fit and the model was acceptable for structural model analysis.

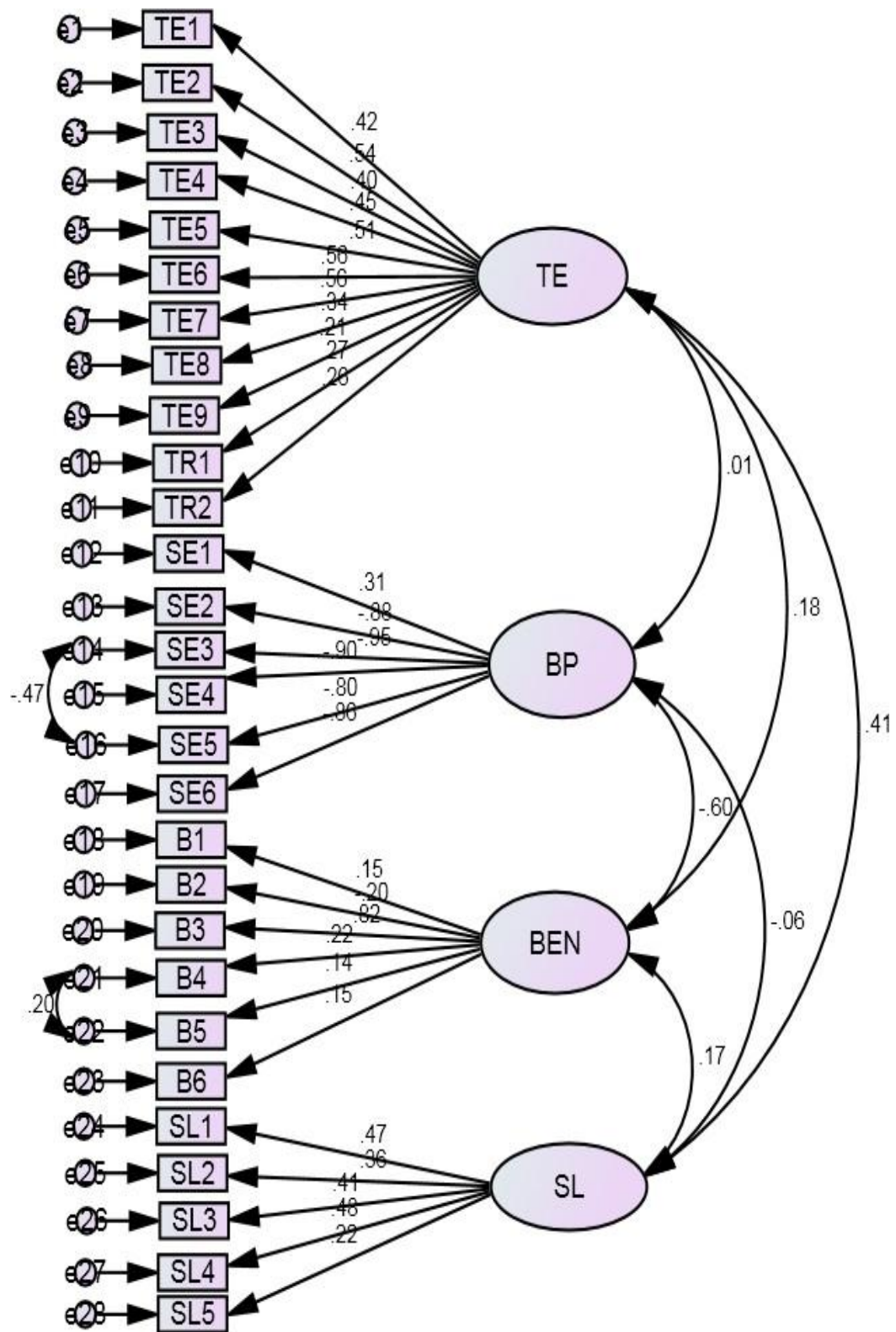


Fig. 6.1: Measurement Model – First Order Confirmatory Factor Analysis

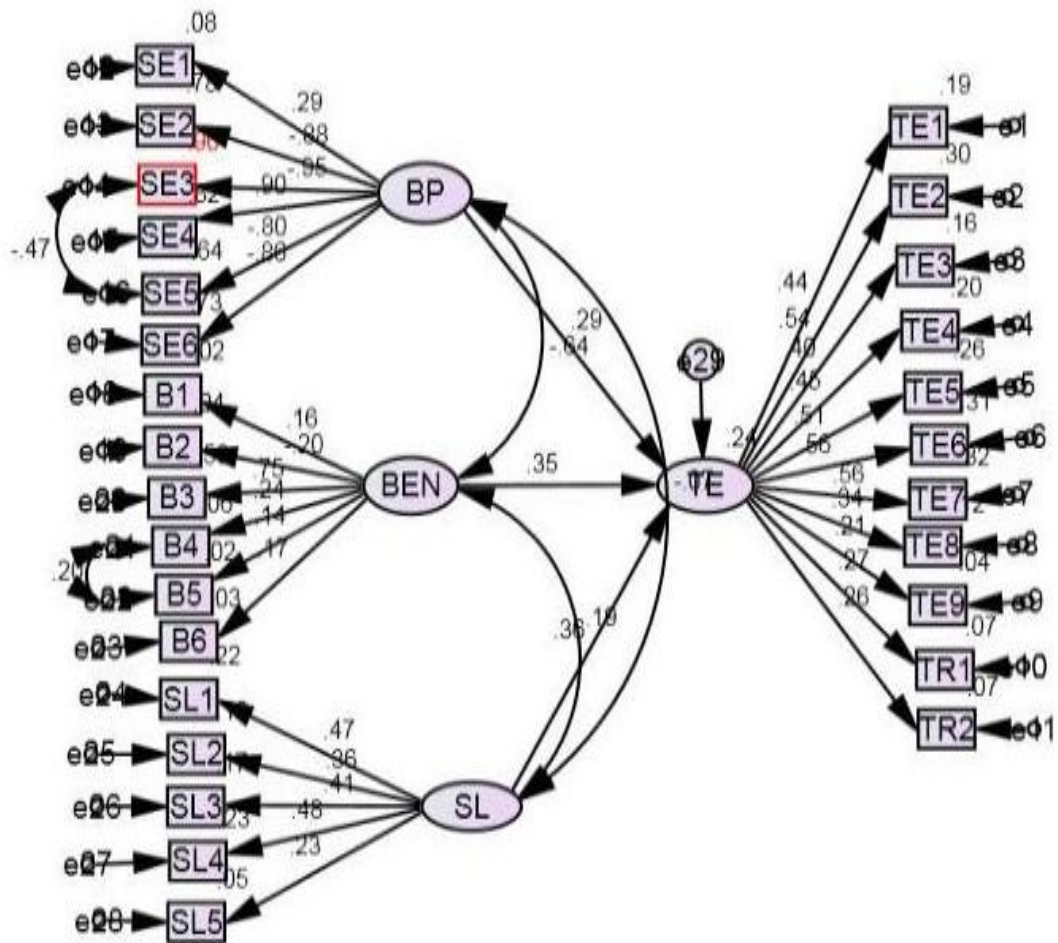


Fig. 6.2: Structural model to explain the relationship between training effectiveness and business performance

From the above structural model as shown in figure 6.1 there were 28 Observed Variables and 4 Latent Variables. Individual path contributions were analysed which were based on relationship between the constructs. For the analysis, CFA path shown in figures 6.1 and 6.2 was drawn by relating each of four by double headed arrows. These double headed arrows shows the covariance relationship between the variables. The values can range -1 to 1. The values closer to 1 indicates that there is high level of correlation or covariance between the constructs. The single headed arrow from latent variable to the indicator shows its contribution to latent variable. The value closer to 1 shows its contribution is more. In the present study, the independent variables were benefits derived from training with 6 indicators, satisfaction from training with 5 indicators and business performance with 6

indicators which hold relationship with dependent variable Training Effectiveness which have 11 indicators. From figure 6.1 it was clear the in case of latent variable Training Effectiveness TE6 is contributing to maximum which states that the resource persons were knowledgeable in their subject matter. Similarly, regarding latent variable Business Performance SE6 is nearer to value 1 is contributing to maximum which is further employment generation by trainees is the most important indicator defining the business performance of trainees. Further results shows that for latent variable Benefits the largest contribution was given by the B3 which depicts that greatest objective factor contributing in latent factor benefit is of obtaining credit from RSETI bank. In addition, in last latent variable satisfaction level contribution of SL4 was maximum which is related to hand holding support provided by RSET institutes.

In the above figure 6.2 single headed straight line arrows shows the relationship between training effectiveness and business performance, satisfaction level and benefits derived from training. The values above these arrows shows the correlation of independent variable with dependent variable training effectiveness. The results depicts that the latent independent variable benefits derived from the training is highly correlated with training effectiveness than other two variables of satisfaction level and business performance.

In the table 6.7 relationship of training effectiveness with business performance, benefit derived and satisfaction level of trainees was measured using unstandardized (B) and standardized regression (β) weight in the hypothesised path model. Standardized coefficients are normally unit less coefficients and in CFA they are measured by P ((Probability Value). Unstandardized coefficients represents the amount of change a dependent variable Y due to 1 unit of independent variable. The outcome of the model shows value of P (Probability Value) is < 0.05 in all the factors. As shown in above table there was significant relationship between training effectiveness and benefits derived from the training with standardized estimate of 0.355, value of P is 0.007 which is less than 0.05.

Table 6.7: Relationship of training effectiveness with business performance, benefit derived and satisfaction level of trainees- Unstandardized (B) and Standardized Regression (β) Weight in the Hypothesized Path Model

Dependent factor		Factors	Standardized estimate	Unstandardized Estimate	S.E.	C.R.	P
TE	←	BP	0.29	1			
TE	←	BEN	0.355	1.108	0.407	2.72	0.007
TE	←	SL	0.361	0.414	0.104	3.984	***
SE1	←	BP	0.286	1			
SE2	←	BP	-0.894	-20.886	2.76	-7.567	***
SE3	←	BP	-0.936	-18.253	2.399	-7.608	***
SE4	←	BP	-0.904	-13.664	1.803	-7.577	***
SE5	←	BP	-0.764	-9.333	1.262	-7.395	***
SE6	←	BP	-0.863	-16.77	2.226	-7.532	***
B1	←	BEN	0.158	1			
B2	←	BEN	-0.202	-2.018	0.793	-2.546	0.011
B3	←	BEN	0.752	7.647	2.465	3.102	0.002
B4	←	BEN	0.247	1.731	0.635	2.724	0.006
B5	←	BEN	0.162	1.066	0.462	2.305	0.021
B6	←	BEN	0.17	1.136	0.481	2.36	0.018
SL1	←	SL	0.472	1			
SL2	←	SL	0.357	0.748	0.152	4.918	***
SL3	←	SL	0.411	0.895	0.169	5.283	***
SL4	←	SL	0.483	1.036	0.186	5.572	***
SL5	←	SL	0.226	0.912	0.255	3.583	***
TE1	←	TE	0.438	1			
TE2	←	TE	0.544	1.192	0.148	8.037	***
TE3	←	TE	0.4	0.808	0.12	6.745	***
TE4	←	TE	0.448	0.828	0.114	7.235	***
TE5	←	TE	0.507	1.095	0.141	7.756	***
TE6	←	TE	0.559	1.149	0.141	8.135	***
TE7	←	TE	0.563	1.129	0.138	8.162	***
TE8	←	TE	0.342	0.651	0.108	6.05	***
TE9	←	TE	0.209	0.392	0.096	4.08	***
TR1	←	TE	0.271	0.502	0.099	5.07	***
TR2	←	TE	0.261	0.491	0.1	4.908	***

Similarly there is significant relationship between training effectiveness and satisfaction level with standardized estimate of 0.361, P value is 0.001. Again the value is less than 0.05. When Unstandardized estimates were compared the results shows that if by 1 unit business performance improves training effectiveness also improved by same unit. Similarly, if benefits derived from the training increases by 1 unit training effectiveness will increase by 1.108 units. The above results also depicts that if satisfaction level of the trainees increased by 1 unit, training will be effective by 0.414 units. Thus, this study concluded with the fact that it is guaranteed that if trainees are totally satisfied, trainees are largely benefitted by entrepreneurial training and their business performance is good then training is effective.

6.9. CONCLUSION

Entrepreneurial Training is very important for economic welfare and development of a country. If for the nation's wellbeing the entrepreneurial training has to be used it is essential that training should be effective and implemented in proper way. Therefore, this study confirmed the factors playing significant role in measuring training effectiveness using Kirkpatrick model. The above results shows that to measure level 1 of Kirkpatrick Model reaction means measuring satisfaction level of respondents and in present study majority of respondents were in high score category of satisfaction in all districts with overall 53.5%. District wise comparison also states that maximum respondents were in high score category in Hoshiarpur, Amritsar, Mohali, Rupnagar and Ludhiana. Level 2 that is learning is measured in terms of benefits derived from training in form of change in knowledge, skills, confidence and motivation. In present study majority of respondents (nearly 68%) were in high category of benefits. The results revealed that more respondents were benefitted from training in Hoshiarpur, Amritsar, Patiala, Rupnagar and Ludhiana districts. Level 3 was measured in terms of behaviour impact that is doing something different after the training. In present study after training from RSET institutes respondents either go for wage employment or for start their enterprises. Therefore, in level 3 reasons for establishing enterprises and settlement rate of respondents were studied which states that the main reason for establishing an enterprise was desire to be an entrepreneur and 99% of respondents were settled after the training. Level 4 measures the changes in business impact variables. In present study it was

achieved by applying CFA for measuring the relationship between Independent Variables of Business Performance, Satisfaction Level, Benefits derived and dependent variable training effectiveness. In real terms the training is effective if it tells the individuals what they are supposed to do, why they are supposed to do and how they are supposed to do it. Thus, this study concluded with the fact that it is guaranteed that if trainees are totally satisfied, trainees are largely benefitted by entrepreneurial training and their business performance is good then training is surely effective. Therefore, training provided by RSET institutes in state of Punjab is effective.

6.10. ECONOMIC IMPLICATIONS

Evaluation of any training program plays a significant role to generate and improve skill development system and policies of that particular country. If any nation tries to develop certain coherent program for formulating policies of human resource development, evaluation of that particular program is must to achieve a desired goals. As stated above the present study reports the measurement of effectiveness of training which will further benefit the stakeholder's to adjust or revise the program and policies and plan creative solutions to respond to and could predict the training needs. Further, it will encourage research on human resource development which is an important factor of economic development. As opined by Adam Smith the prosperity of a country is determined by the efficiency, attitude and skill of the labour used by that country. (Source: economicsworlds.blogspot.com February 21, 2010). In addition, it will benefit the upcoming trainees of RSET institutes by increased clarity of training content. This will help the RSETI trained candidates to become successful entrepreneurs by starting their own enterprises and become the valuable assets of the nation by their contribution to the economic Development. Development does not occur spontaneously as a natural consequence when economic conditions in a sense are 'right', a catalyst or an agent is needed and indicates entrepreneurial activity. (Meir and Baldwin, 1967).

CHAPTER – 7

RELATIONSHIP BETWEEN SOCIO ECONOMIC PROFILES OF TRAINEES WITH THEIR SUCCESS RATE

The perception of Entrepreneurial success can't be defined by measuring the single factor but diverse factors account for the success of an entrepreneur. It is still a debateable issue that which all parameters has to be measured to declare an individual to be a successful entrepreneur. There are various misconceptions on the contemplated failure rate of entrepreneurs. Sometimes, what is referred as the business failure might be changes in business form which was considered as failure but actually it was not a failure. (Kirchhoff cited in Nickels et al. (2010) & Genty (2017). Rosni (1994) had defined Entrepreneurial success in relation to expenses, total sales, number of customers and net profit earned in current year in comparison to previous year while other scholars like Maharati (2010); Raduan Che et al. (2006); considered financial parameters for measuring success in which financial parameters includes profitability rate, growth of employees, return on employees and return on investment. Mahararti (2010); Jo & Lee (1996); measured non-financial parameters for success which was measured in form of changes in the enterprise after 5 years. Various scholars have related demographic profile of entrepreneur's or their socio economic profile with entrepreneurial success.

Age is important demographic profile which facilitate the creation of personal, social and economic well-being. It is that human feature that intensify skills and knowledge of an individual [Wahab (2003); cited by Genty (2017);] the execution of individual's success is lubricated by acquired training and education by it is also propelled by individual age (Aking Bola 2009). Some scholars consider that general education plays a vital role in entrepreneurial success. Dickson et al. (2008) stated that there are positive effects of general education on the performance of entrepreneurs, as the students who are more educated can put theory into practice more effectively and are anticipated to gain more motivation and self-confidence to be successful entrepreneurs. Though some entrepreneurs' are school dropouts yet

they are successful but business environment is very complicated which calls for essential entrepreneurial quality that can be acquired through education. (Zhao, Li; Lee & Chen 2011). “Entrepreneurship education provides better understanding on how learners across culture and educational backgrounds engage and involve in learning process through multidimensional sense of responsibility, independent ways of thinking and ability to connect to one’s own and other people’s needs”(Muller & Anderson, 2014).

In present study demographic as well as socio-economic variables are taken into consideration in relation to entrepreneurial success of respondents. Firstly district wise comparison is done, then overall analysis is done as shown in following tables.

7.1. KEY FACTORS OF SUCCESS

Table 7.1: Key factors of attaining success – Hoshiarpur

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	4.06	0.77	2.69	0.01
Availability of bank finance	4.28	0.83	4.78	0
Favourable market conditions	4.15	0.9	3.21	0
Formal Education	4.63	0.54	12.83	0
Support by government	4.1	0.76	3.2	0
Past experience	4.11	0.78	3.25	0
Family occupation or business of family	3.7	0.93	-0.96	0.34
Family income	3.66	0.97	-1.29	0.2
Social category	3.34	0.92	-4.3	0
Modern technology	3.83	0.89	0.2	0.84
Personal personality traits of business helped me to be successful	4.56	0.5	12.71	0
General EDP training provided by RSETI	4.56	0.5	12.71	0
Skill enhancement by RSETI	4.45	0.53	10.21	0

Test Value = 3.81

Table 7.2: Key factors of attaining success – Bathinda

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	4.38	0.53	7.36	0
Availability of bank finance	3.74	0.87	0.51	0.61
Favourable market conditions	4.15	0.69	3.36	0
Formal Education	4.3	0.59	5.7	0
Support by government	4.19	0.58	4.54	0
Past experience	3.28	0.62	5.95	0
Family occupation or business of family	3.51	0.88	2.33	0.02
Family income	3.23	0.52	7.6	0
Social category	2.96	0.66	8.88	0
Modern technology	3.87	0.58	0.74	0.46
Personal personality traits of business helped me to be successful	4.32	0.52	6.77	0
General EDP training provided by RSETI	4.51	0.55	8.79	0
Skill enhancement by RSETI	4.45	0.5	8.69	0

Test Value = 3.81

Table 7.3: Key factors of attaining success - Amritsar

Key factor	Mean score	SD	T-test	Sig. (2-tailed)
Support of families & friends	4.03	0.78	2.38	0.02
Availability of bank finance	4.03	0.85	2.19	0.03
Favourable market conditions	4.08	0.74	3.14	0
Formal Education	3.86	0.75	0.6	0.55
Support by government	4.19	0.66	4.95	0
Past experience	3.97	0.78	1.78	0.08
Family occupation or business of family	3.03	0.64	10.37	0
Family income	3.58	0.93	2.16	0.03

Key factor	Mean score	SD	T-test	Sig. (2-tailed)
Social category	2.77	0.61	14.54	0
Modern technology	3.38	0.74	4.93	0
Personal personality traits of business helped me to be successful	4.01	0.74	2.37	0.02
General EDP training provided by RSETI	4.49	0.58	10.06	0
Skill enhancement by RSETI	4.49	0.58	10.06	0

Test Value = 3.81

Table 7.4: Key factors of attaining success – Mohali

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	3.09	0.43	-13.45	0
Availability of bank finance	3.89	0.76	0.85	0.4
Favourable market conditions	4.16	0.78	3.55	0
Formal Education	4.33	0.59	7	0
Support by government	4.16	0.67	4.12	0
Past experience	3.89	0.89	0.72	0.47
Family occupation or business of family	3.63	0.86	1.71	0.09
Family income	3.59	0.97	1.78	0.08
Social category	2.97	0.64	10.49	0
Modern technology	3.3	0.71	5.82	0
Personal personality traits of business helped me to be successful	4.41	0.53	9.07	0
General EDP training provided by RSETI	4.42	0.5	9.83	0
Skill enhancement by RSETI	4.42	0.53	9.26	0

Test Value = 3.81

Table 7.5: Key factors of attaining success - Firozpur

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	3.16	0.5	11.21	0
Availability of bank finance	3.84	0.81	0.3	0.77
Favourable market conditions	4.15	0.79	3.7	0
Formal Education	4.26	0.6	6.43	0
Support by government	4.31	0.52	8.26	0
Past experience	3.92	0.81	1.16	0.25
Family occupation or business of family	3.61	0.87	1.99	0.05
Family income	3.23	0.61	8.19	0
Social category	2.7	0.49	19.48	0
Modern technology	2.72	0.51	18.42	0
Personal personality traits of business helped me to be successful	4.32	0.6	7.38	0
General EDP training provided by RSETI	4.43	0.58	9.31	0
Skill enhancement by RSETI	4.47	0.53	10.78	0

Test Value = 3.81

Table 7.6: Key factors of attaining success - Patiala

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	3.18	0.54	9.73	0
Availability of bank finance	3.94	0.77	1.46	0.15
Favourable market conditions	4.15	0.77	3.78	0
Formal Education	4.34	0.58	7.62	0
Support by government	4.35	0.54	8.5	0
Past experience	3.1	0.38	15.62	0
Family occupation or business of family	3.66	0.86	1.45	0.15

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Family income	3.31	0.6	7.03	0
Social category	2.66	0.48	20.31	0
Modern technology	4.03	0.61	3.02	0
Personal personality traits of business helped me to be successful	4.39	0.52	9.46	0
General EDP training provided by RSETI	4.46	0.5	10.98	0
Skill enhancement by RSETI	4.44	0.5	10.57	0

Test Value = 3.81

Table 7.7: Key factors of attaining success – Rupnagar

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	3.11	0.43	13.17	0
Availability of bank finance	3.97	0.78	1.66	0.1
Favourable market conditions	3.88	0.9	0.62	0.54
Formal Education	4.02	0.73	2.27	0.03
Support by government	4.35	0.54	8.1	0
Past experience	3.11	0.4	14.4	0
Family occupation or business of family	3.14	0.46	11.89	0
Family income	3.18	0.55	9.24	0
Social category	2.64	0.48	19.67	0
Modern technology	2.8	0.47	17.36	0
Personal personality traits of business helped me to be successful	3.59	0.58	3.06	0
General EDP Training provided by RSETI	4.48	0.53	10.28	0
Skill enhancement by RSETI	4.47	0.53	10.06	0

Test Value = 3.81

Table 7.8: Key factors of attaining success - Moga

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	3.11	0.45	12.04	0
Availability of bank finance	3.92	0.78	1.08	0.28
Favourable market conditions	4.15	0.77	3.42	0
Formal Education	4.28	0.61	6.01	0
Support by government	4.33	0.54	7.5	0
Past experience	3.93	0.83	1.17	0.25
Family occupation or business of family	3.48	0.83	3.15	0
Family income	3.18	0.56	8.74	0
Social category	2.64	0.48	18.88	0
Modern technology	2.69	0.47	18.76	0
Personal personality traits of business helped me to be successful	3.62	0.61	2.4	0.02
General EDP training provided by RSETI	4.44	0.53	9.27	0
Skill enhancement by RSETI	4.38	0.55	8.01	0

Test Value = 3.81

Table 7.9: Key factors of attaining success – Ludhiana

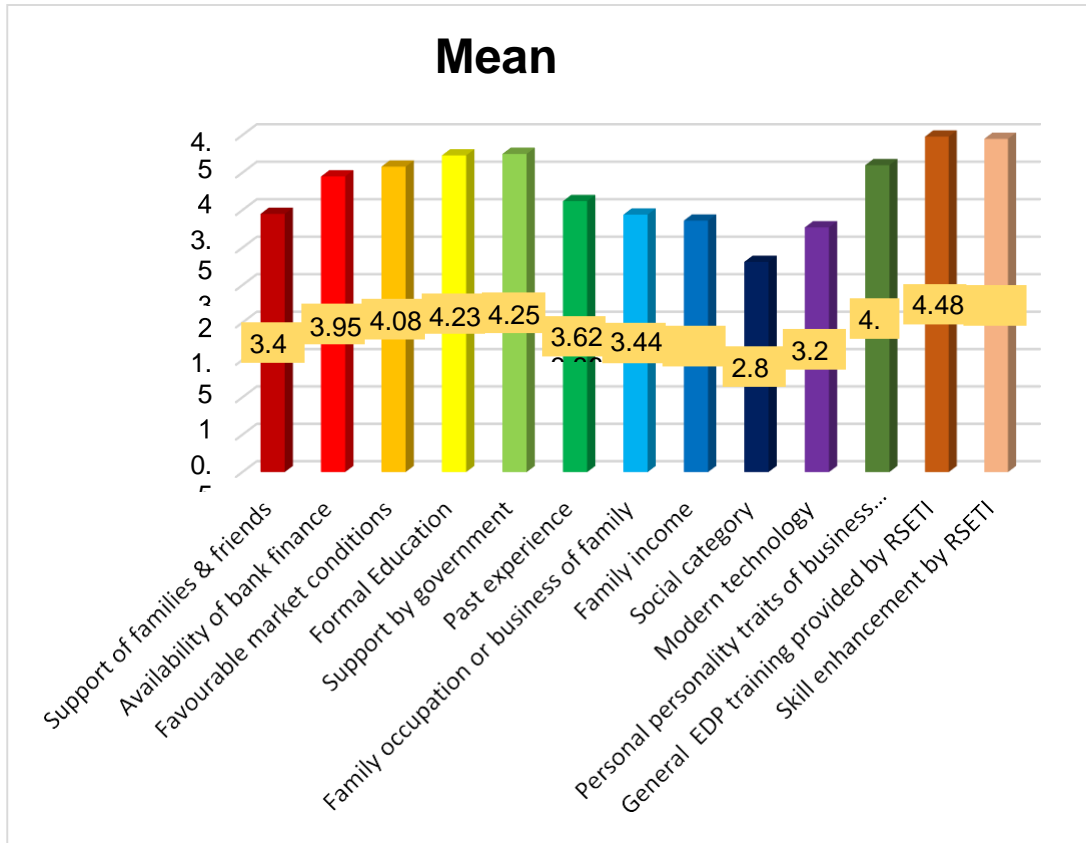
Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	3.05	0.38	15.47	0
Availability of bank finance	3.85	0.75	0.44	0.66
Favourable market conditions	3.82	0.9	0.08	0.93
Formal Education	4.03	0.73	2.39	0.02
Support by government	4.3	0.56	6.79	0
Past experience	3.11	0.41	13.17	0
Family occupation or business of family	3.18	0.47	10.56	0
Family income	3.21	0.58	8.03	0

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Social category	2.66	0.48	18.82	0
Modern technology	2.82	0.47	16.61	0
Personal personality traits of business helped me to be successful	3.61	0.59	2.72	0.01
General EDP training provided by RSETI	4.48	0.57	9.18	0
Skill enhancement by RSETI	4.43	0.56	8.57	0

Test Value = 3.81

Table 7.10: Key factors of attaining success-overall

Key factor	Mean score	SD	t-test	Sig. (2-tailed)
Support of families & friends	3.45	0.74	11.96	0
Availability of bank finance	3.95	0.81	4.22	0
Favourable market conditions	4.08	0.82	7.98	0
Formal Education	4.23	0.67	14.97	0
Support by government	4.25	0.61	17.76	0
Past experience	3.62	0.8	5.68	0
Family occupation or business of family	3.44	0.81	11.17	0
Family income	3.36	0.75	14.44	0
Social category	2.81	0.64	37.86	0
Modern technology	3.27	0.8	16.45	0
Personal personality traits of business helped me to be successful	4.1	0.69	10.33	0
General EDP training provided by RSETI	4.48	0.54	30.14	0
Skill enhancement by RSETI	4.45	0.53	28.87	0



Graph 7.1: Key factors of attaining success-overall

Table 7.10 shows the overall results of important key factors which had played a significant role in the success of respondents. On the basis of mean scores it can be depicted that general EDP training had played an important role in success of the respondents with mean score 4.48 followed by skill enhancement by the RSETI with mean score 4.45. (Supported by Muller & Anderson 2014). Third main factor with mean score 4.25 was support by government provided in form of subsidies. Fourth main factor in attaining success was formal education with mean score 4.23 (Supported by Dickson et al. 2008). Fifth major factor which was considered important by the trainees was personal personality traits of business followed by the favourable market conditions and availability of bank finance with average score of 4.10 and 4.08 respectively. Least position was assigned to social category by the respondents with mean scores of 2.81 in achieving success. This shows whether person belongs to schedule caste, backward class or general category, there is no effect on success of the respondents. All the factors whose value was greater than test value 3.81 played a significant role in trainees' success as compared to other

factors. In almost all the districts, same results were found as highest scores to EDP training of RSETI and least to social category. According to t-test the result for all the key factors was highly significant.

Table 7.11: Key factors of attaining success F- test

Key factor	Hoshiarpur	Bathinda	Amritsar	Mohali	Firozpur	Patiala	Rupnagar	Moga	Ludhiana	F	Sig.
Support of families & friends	4.06	4.38	4.03	3.09	3.16	3.18	3.11	3.11	3.05	53.661	0.000
Availability of bank finance	4.28	3.74	4.03	3.89	3.84	3.94	3.97	3.92	3.85	2.349	0.017
Favourable market conditions	4.15	4.15	4.08	4.16	4.15	4.15	3.88	4.15	3.82	1.674	0.102
Formal Education	4.63	4.30	3.86	4.33	4.26	4.34	4.02	4.28	4.03	8.712	0.000
Support by government	4.10	4.19	4.19	4.16	4.31	4.35	4.35	4.33	4.30	1.630	0.113
Past experience	4.11	3.28	3.97	3.89	3.92	3.10	3.11	3.93	3.11	26.739	0.000
Family occupation or business of family	3.70	3.51	3.03	3.63	3.61	3.66	3.14	3.48	3.18	7.397	0.000
Family income	3.66	3.23	3.58	3.59	3.23	3.31	3.18	3.18	3.21	4.868	0.000
Social category	3.34	2.96	2.77	2.97	2.70	2.66	2.64	2.64	2.66	10.441	0.000
Modern technology	3.83	3.87	3.38	3.30	2.72	4.03	2.80	2.69	2.82	48.154	0.000
Personal personality traits of business helped me to be successful	4.56	4.32	4.01	4.41	4.32	4.39	3.59	3.62	3.61	29.436	0.000
General EDP training provided by RSETIs	4.56	4.51	4.49	4.42	4.43	4.46	4.48	4.44	4.48	0.445	0.894
Skill enhancement by RSETIs	4.45	4.45	4.49	4.42	4.47	4.44	4.47	4.38	4.43	0.266	0.977

From table 7.11 it was clear that overall key factors in attaining success of the respondents F value for support of families and friends found to be 53.661 and significance level is 0.00. Since significance is less than 0.05 mean differences are statistically significant at 5% level of significance. Therefore, business success and support of families and friends, personal personality traits of business, past experience, family income and business, modern technology among all respondents

across all districts is different. Similarly all the factors except availability of bank finance, favourable market conditions, support of government, general EDP training provided and skill enhancement by RSETIs are insignificant as their significance level is greater than 0.05. Hence, the above analysis states that main role in success of the respondents is played by RSETI general training its skill enhancement methods and its credit linkage support.

7.2. RELATIONSHIP BETWEEN SOCIO ECONOMIC PROFILE OF TRAINEES AND THEIR SUCCESS RATE

Table 7.12: Relationship between age of the trainee and key factors of success

Key factor of success	Age			F-ratio	Sig
	18 to 25	25 to 35	35 to 45		
Support of families & friends	3.4	3.48	3.42	0.602	0.548
Availability of bank finance	3.88	3.95	4.02	1.057	0.348
Favourable market conditions	4.08	4.08	4.06	0.062	0.94
Formal Education	4.23	4.22	4.25	0.089	0.915
Support by government	4.22	4.26	4.28	0.372	0.69
Past experience	3.65	3.67	3.48	2.702	0.068
Family occupation or business of family	3.52	3.46	3.3	2.495	0.083
Family income	3.46	3.35	3.29	1.82	0.163
Social category	2.88	2.78	2.83	1.407	0.246
Modern technology	3.27	3.3	3.17	1.285	0.277
Personal personality traits of business helped me to be successful	4.18	4.1	4.02	1.771	0.171
General EDP training provided by RSETIs	4.53	4.45	4.48	1.031	0.357
Skill enhancement by RSETIs	4.42	4.48	4.39	1.569	0.209

Table 7.12. shows that between age group 18-25 years major role in their success was played by General EDP training given by RSETI with mean score of 4.53 followed by skill enhancement by RSETI training. Third main factor that played important role in success of respondents in same age group was Formal education.

In age group 25-35 years first two factors of success were same as 18-25 age group but third major factor which played an important role was support by Government in form of subsidies. The results of third category of age 35-45 was similar to age group 25-35. The results of F ratio states that there is no significant difference on basis of different age groups in relation to key factors of success except two factors namely past experience and family occupation.

Table 7.13: Relationship of area of residence with key factors of success

Key factor of success	Area of residence		Mean Difference	t-test	Sig. (2-tailed)
	Rural	Urban			
Support of families & friends	3.41	3.54	0.12	1.855	0.064
Availability of bank finance	3.93	4.01	0.09	1.169	0.243
Favourable market conditions	4.04	4.16	0.12	1.642	0.101
Formal Education	4.21	4.28	0.07	1.153	0.249
Support by government	4.25	4.25	0	0.012	0.991
Past experience	3.56	3.76	0.2	2.763	0.006
Family occupation or business of family	3.44	3.42	0.03	0.371	0.711
Family income	3.35	3.38	0.03	0.413	0.68
Social category	2.82	2.81	0.01	0.17	0.865
Modern technology	3.22	3.38	0.16	2.147	0.032
Personal personality traits of business helped me to be successful	4.09	4.14	0.05	0.75	0.454
General EDP training provided by RSETIs	4.49	4.44	0.05	1.01	0.313
Skill enhancement by RSETIs	4.45	4.43	0.02	0.468	0.64

Table 7.13 depicts the relationship of key factors of respondents' success with area or location of their residence. The table shows that the trainees who belonged to rural areas or urban areas both had given credit to RSET training for their success. Rural trainees had given credit to skill enhancement by RSETI as first key factor of their success and urban people had assigned General EDP training as first key factor

in their success. According to t-test significant difference was seen between both rural and urban trainees on basis of past experience and modern technology. This shows that in urban areas people have more past experience with mean 3.76 and use more of modern technology with mean score 3.38 as compared to rural people with mean score of 3.56 & 3.22 respectively. In other words past experience and modern technology had played more significant role in success of urban people than rural trainees.

Table 7.14: Relationship of marital status of trainee with key factors of success

Key factor of success	Marital status				F-ratio	Sig
	Married	Un-married	Divorce	Widow		
Support of families & friends	3.43	3.5	3.4	3	0.422	0.737
Availability of bank finance	3.98	3.85	3.8	5	1.58	0.193
Favourable market conditions	4.1	4.01	4.4	5	1.067	0.363
Formal Education	4.25	4.19	3.8	3	2.118	0.097
Support by government	4.26	4.21	4.6	5	1.422	0.235
Past experience	3.58	3.75	3.2	3	2.423	0.065
Family occupation or business of family	3.43	3.47	3	3	0.673	0.569
Family income	3.3		3.6	3	3.729	0.011
Social category	2.8	2.86	2.6	3	0.574	0.632
Modern technology	3.25	3.32	2.8	3	0.917	0.432
Personal personality traits of business helped me to be successful	4.05	4.23	4.6	4	3.272	0.021
General EDP training provided by RSETIs	4.48	4.48	4.2	4	0.715	0.543
Skill enhancement by RSETIs	4.44	4.44	4.8	5	1.107	0.346

Table 7.14 states the relationship between marital status and key factor of success which shows the married and unmarried respondents had given credit to general EDP training as major factor in their success followed by skill enhancement by RSETI institutes. Divorcee had also given credit to skill enhancement by RSETI as major key factor for their success. Followed by personality traits of business and supported by government which played an important role in their success. Widows / widowers had given credit to many factors as key factors in their success namely availability of bank finance, favourable market conditions, support by government and skill enhancement by RSETI. According to F test ratio there is significant difference across marital status on basis of family income and personal personality traits of business to become a successful entrepreneur. The results state that respondents who were married become more successful with their family income than unmarried ones. In addition, the respondents who were divorced had given credit to their own business personality traits that inspire them to become a successful entrepreneur.

Table 7.15 states the relationship between educational levels of respondents' to their key factor of success. The table shows that the respondents who had studied up to primary level, middle level, secondary, senior secondary, graduation, post-graduation level had assigned skill enhancement and general training provided by RSETI as major factors of their success. But diploma holder had assigned importance to many factors simultaneously for their success namely availability of bank finance, their formal education, personal business traits and general EDP training. According to F test results, there was significant difference among trainees with different educational level on basis of family support, past experience, family income and modern technology.

Table 7.15: Relationship of education level and key factors of success

Key factor of success	Education level							F	Sig.
	Primary	Middle	Matric	Intermediate	Graduate	Post graduate	Diploma holder		
Support of families & friends	3.54	3.42	3.32	3.49	3.68	3.71	3.5	2.734	0.013
Availability of bank finance	3.81	3.81	3.91	3.99	4.08	4.14	5	1.671	0.126
Favourable market conditions	3.96	4.08	4.05	4.11	4.27	3.67	4.5	1.739	0.11
Formal Education	4.23	4.31	4.24	4.14	4.31	4.38	5	1.493	0.178
Support by government	4.19	4.38	4.23	4.22	4.24	4.52	4.5	1.388	0.217
Past experience	3.5	3.39	3.56	3.7	3.85	3.76	4.5	2.858	0.009
Family occupation or business of family	3.42	3.34	3.45	3.44	3.54	3.19	4.5	1.227	0.29
Family income	3.27	3.27	3.27	3.46	3.54	3.24	4.5	2.782	0.011
Social category	2.77	2.77	2.8	2.82	2.92	2.81	3.5	0.74	0.618
Modern technology	3.42	3.25	3.14	3.31	3.51	3.14	4.5	2.93	0.008
Personal personality traits of business helped me to be successful	4	4.13	4.08	4.09	4.2	4.1	5	0.932	0.472
General EDP training provided by RSETIs	4.46	4.41	4.46	4.5	4.54	4.43	5	0.742	0.616
Skill enhancement by RSETIs	4.38	4.42	4.44	4.48	4.46	4.43	4	0.431	0.859

Table 7.16: Relationship between family occupation and key factors of success

Key factor of success	Occupation						F	Sig.
	Farming	Business	Farming + business	Job	Labour	Other		
Support of families & friends	3.43	3.43	3.33	3.47	3.39	4.5	3.599	0.003
Availability of bank finance	3.95	3.97	3.67	3.99	3.86	4.38	0.963	0.44
Favourable market conditions	4.07	4.18	4.67	4.06	3.99	3.88	1.268	0.276
Formal Education	4.33	4.17	4.33	4.24	4.16	4.63	1.689	0.135
Support by government	4.19	4.34	4.33	4.19	4.29	4.25	1.274	0.274
Past experience	3.42	3.76	4.33	3.63	3.61	3.88	3.309	0.006
Family occupation or business of family	3.37	3.35	3	3.51	3.51	3.63	1.304	0.26
Family income	3.2	3.41	3.67	3.35	3.47	3.25	2.081	0.066
Social category	2.79	2.74	2.67	2.91	2.76	3.63	4.129	0.001
Modern technology	3.12	3.28	3	3.44	3.16	3.88	3.827	0.002
Personal personality traits of business helped me to be successful	4.18	4.04	4.67	4.15	4.01	4.5	2.235	0.049
General EDP training provided by RSETIs	4.46	4.46	4	4.54	4.44	4.63	1.209	0.303
Skill enhancement by RSETIs	4.46	4.51	4.33	4.39	4.44	4.38	0.913	0.472

Table 7.16 shows the relationship between occupations of family with key factors of success. The table depicts that the respondents' family occupation is either farming or business such respondents consider general EDP training and skill enhancement by RSETI as important factors in their success. But the families whose occupation is of both farming and business considered personal business traits as major factor in their success. The respondents who belonged to service class and labour class also

considered credit to general EDP training and skill enhancement by RSETI as main factors of their success with mean scores 4.54 and 4.44 respectively. Others whose family members were unemployed considered overall training provided by RSETI, general EDP training by RSETI and support of their family and friends as major factor for their success. According to F –test results the there is a significant difference between key factors like support of family, family income, past experience, modern technology and social category across different family occupational backgrounds of respondents as their significant value is less than 0.05 (at 5% level of significance).

Table 7.17: Relationship between caste and key factors of success

Key factor of success	Caste			F	Sig.
	SC	OBC	General		
Support of families & friends	3.4	3.36	3.56	3.652	0.027
Availability of bank finance	3.87	3.96	4.05	3.064	0.047
Favourable market conditions	4.05	4.22	4.04	2.089	0.125
Formal Education	4.17	4.22	4.31	2.673	0.07
Support by government	4.23	4.3	4.26	0.703	0.495
Past experience	3.59	3.59	3.69	1.008	0.366
Family occupation or business of family	3.44	3.46	3.43	0.072	0.93
Family income	3.4	3.42	3.29	1.714	0.181
Social category	2.76	2.9	2.83	1.86	0.157
Modern technology	3.21	3.31	3.31	1.292	0.276
Personal personality traits of business helped me to be successful	4.06	4.09	4.16	1.379	0.253
EDP training provided by RSETIs	4.48	4.54	4.43	1.602	0.202
Skill enhancement by RSETIs	4.43	4.52	4.42	1.487	0.227

Table 7.17 states that the respondents who belonged to scheduled caste and other backward classes had given credit to general EDP training for their success with mean value 4.48 and 4.54 respectively. The respondents who belonged to general

category also considered same factor most significant for their success with mean value 4.43. According to F test results, the support of families and friends and availability of bank finance were significant across all the social castes but for other factors insignificant difference exists between their mean values.

Table 7.18: Relationship between income and key factors of success

Key factor of success	Monthly income (Rupees)					F	Sig.
	Less than 5000	5000 to 10000	10000 to 15000	15001 to 20000	20001 to 25000		
Support of families & friends	3.34	3.59	3.46	3.95	3	7.94	0
Availability of bank finance	3.89	4.11	3.66	4.2	3.67	3.542	0.004
Favourable market conditions	4.05	4.05	4.27	4.3	4.33	1.754	0.12
Formal Education	4.19	4.25	4.27	4.4	4.67	1.511	0.184
Support by government	4.27	4.17	4.29	4.45	4.33	1.543	0.175
Past experience	3.56	3.64	3.98	3.7	3.33	3.781	0.002
Family occupation or business of family	3.43	3.39	3.41	3.7	3.33	2.659	0.022
Family income	3.34	3.32	3.44	3.8	3	3.752	0.002
Social category	2.77	2.81	2.78	3.2	2.67	10.404	0
Modern technology	3.2	3.18	3.68	3.95	3.67	7.888	0
Personal personality traits of business helped me to be successful	4.11	4.03	4.12	4.4	5	2.379	0.038
EDP training provided by RSETIs	4.45	4.49	4.59	4.55	4.67	0.699	0.624
Skill enhancement by RSETIs	4.42	4.5	4.34	4.6	4	1.667	0.141

Table 7.18 depicts that respondents whose family income was less than 5000 and 10K-15K before the training, considered general EDP training provided by RSETI institute as the main factor for their success. The respondents who had family income before training 5K to 10K considered skill enhancement by RSETI as most important factor in their success. The respondents who had family income 20K to 25K had also given credit to overall training by RSETI as most crucial factor of their success. According to F test results there exists highly significant difference between factors like modern technology, support of family and friends and social category with 0.00 level of significance followed by the factors which were also significant at 5% level of significance like family income, personal personality traits of business, availability of bank finance and past experience.

Table 7.19: Relationship between type of family and key factors of success

Key factor of success	Type of family		t	Sig. (2-tailed)
	Joint	Single		
Support of families & friends	3.57	3.41	2.141	0.033
Availability of bank finance	4.07	3.92	1.767	0.078
Favourable market conditions	4.12	4.07	0.68	0.497
Formal Education	4.37	4.19	2.638	0.009
Support by government	4.25	4.26	0.154	0.878
Past experience	3.71	3.6	1.406	0.16
Family occupation or business of family	3.57	3.4	1.974	0.049
Family income	3.48	3.33	2.008	0.045
Social category	3.01	2.76	3.838	0
Modern technology	3.59	3.18	5.126	0
Personal personality traits of business helped me to be successful	4.18	4.08	1.418	0.157
EDP training provided by RSETIs	4.46	4.48	0.397	0.691
Skill enhancement by RSETIs	4.5	4.43	1.266	0.206

Table 7.19 states that the respondents who had single family or joint family had given importance to general training of RSETI and its skill development course as most prominent factors in their success. According to F-ratio test there was significant difference across family type on basis of various key factors like social category, modern technology, formal education, family income and support of families and friends at 5% level of significance as their value is less than 0.05.

Table 7.20: Relationship between family size and key factors of success

Key factor of success	Family size				F	Sig.
	1 to 3	4 to 5	6 to 8	Above 8		
Support of families & friends	3.61	3.37	3.44	3.96	10.356	0
Availability of bank finance	3.8	3.95	3.88	4.3	3.756	0.011
Favourable market conditions	4.1	4.07	4.16	3.94	0.818	0.484
Formal Education	4.18	4.2	4.2	4.55	4.087	0.007
Support by government	4.18	4.29	4.26	4.06	2.185	0.089
Past experience	3.51	3.63	3.59	3.7	0.565	0.639
Family occupation or business of family	3.35	3.42	3.4	3.74	2.601	0.051
Family income	3.37	3.32	3.43	3.6	2.255	0.081
Social category	2.82	2.73	2.91	3.26	10.887	0
Modern technology	3.33	3.15	3.36	3.91	14.179	0
Personal personality traits of business helped me to be successful	4.14	4.08	4.01	4.43	4.321	0.005
EDP training provided by RSETIs	4.41	4.47	4.5	4.53	0.46	0.71
Skill enhancement by RSETIs	4.43	4.45	4.41	4.53	0.608	0.61

Table 7.20 depicts that the respondents who had small family of 1-3 members considered skill enhancement by RSETI as most prominent factor of their success followed by general EDP training of RSETI. The respondents who had family size

of 4-5 and 6-8 members considered general EDP training as most important. The respondents who had family of above 8 members considered overall training of RSETI most important factor followed by its skill enhancement program. According to F test there was highly significant difference among factors especially the support by families and friends, social category and adoption modern technology.

Table 7.21: Relationship between house possession and key factors of success

Key factor of success	House possession		t-test	Sig. (2-tailed)
	Yes	No		
Support of families & friends	3.47	3.2	2.285	0.023
Availability of bank finance	3.97	3.7	2.106	0.036
Favourable market conditions	4.07	4.16	0.683	0.495
Formal Education	4.22	4.32	0.941	0.347
Support by government	4.26	4.14	1.334	0.183
Past experience	3.6	3.84	1.886	0.06
Family occupation or business of family	3.42	3.68	2.091	0.037
Family income	3.35	3.45	0.846	0.398
Social category	2.81	2.8	0.188	0.851
Modern technology	3.25	3.43	1.431	0.153
Personal personality traits of business helped me to be successful	4.1	4.14	0.345	0.73
General EDP training provided by RSETIs	4.48	4.43	0.571	0.569
Skill enhancement by RSETIs	4.44	4.45	0.116	0.908

Table 7.21 shows relationship between house possession and key factors of success. The respondents who possessed their own house or did not possess their own house had given credit to RSETI for their success with mean value 4.48 and 4.43 respectively. According to t-test, there was significant difference among the success factors across the number of family members, past experience, family occupation, support of families and availability of bank finance.

Table 7.22: Relationship between information about RSETI and key factors of success

Key factor of success	Information about RSETI					F	Sig.
	Friends	Family members	Awareness camp or advertisement	Neighbours	Bank employees		
Support of families & friends	3.54	3.29	3.35	3.66	3.48	2.614	0.034
Availability of bank finance	3.83	4.14	3.99	3.75	4.05	2.392	0.05
Favourable market conditions	4.15	4	4.03	4.06	4.1	0.578	0.679
Formal Education	4.23	4.33	4.24	4.22	4.18	0.283	0.889
Support by government	4.23	4.24	4.27	4.09	4.31	0.931	0.445
Past experience	3.77	3.57	3.48	3.47	3.75	4.426	0.002
Family occupation or business of family	3.48	3.57	3.43	3.31	3.41	0.471	0.757
Family income	3.37	3.48	3.32	3.28	3.43	0.683	0.604
Social category	2.87	2.71	2.81	2.75	2.78	0.586	0.673
Modern technology	3.17	3.1	3.3	3.41	3.31	1.275	0.278
Personal personality traits of business helped me to be successful	4.12	3.95	4.13	3.97	4.08	0.751	0.558
General EDP training provided by RSETIs	4.48	4.24	4.49	4.59	4.46	1.488	0.204
Skill enhancement by RSETIs	4.43	4.48	4.44	4.59	4.44	0.682	0.605

Table 7.22 depicts that the respondents who got information regarding RSETI from any source whether from their friends or family members, from awareness camps organized by RSETIs, by bank employees or any other source, all considered general training and skill enhancement program of RSETI as key factor in their success. According to results of F-test there is significant difference between few key factors of success in relation to information regarding RSETI as their value is less than 0.05 at 5% level of significance. These factors were support of family and

friends with test value 0.034, availability of bank finance with test value 0.050, past experience with test value 0.002.

Table 7.23: Relationship between type of training and key factors of success

Key factor of success	Type of training				F	Sig.
	General EDP	Agri EDP	Process EDP	Product EDP		
Support of families & friends	3.54	3.42	3.29	3.49	3.382	0.018
Availability of bank finance	4.06	4.01	3.84	3.78	3.703	0.012
Favourable market conditions	4.18	4.02	4.02	4.01	1.954	0.12
Formal Education	4.2	4.36	4.11	4.25	3.194	0.023
Support by government	4.32	4.22	4.25	4.17	1.646	0.178
Past experience	3.79	3.43	3.57	3.6	6.503	0
Family occupation or business of family	3.4	3.36	3.54	3.51	1.608	0.186
Family income	3.45	3.22	3.35	3.39	2.9	0.034
Social category	2.8	2.84	2.83	2.77	0.267	0.849
Modern technology	3.35	3.2	3.26	3.19	1.5	0.214
Personal personality traits of business helped me to be successful	4.06	4.09	4.14	4.15	0.524	0.666
General EDP training provided by RSETIs	4.46	4.46	4.53	4.46	0.573	0.633
Skill enhancement by RSETIs	4.5	4.43	4.44	4.35	1.886	0.131

Table 7.23 exhibits relationship between type of training and key factors of success. The respondents whether had taken training under General EDP, Agricultural EDP, Product EDP and Process EDP training all had given credit to RSETI training only as a key factor to their success followed by the skill enhancement by the RSETI. Third main factor according to General EDP and process EDP trainees was support

provided by the government as a major factor with mean scores 4.32 & 4.25 respectively. For Agricultural EDP and product EDP trainees' third main factor which played significant role in success of respondents' was overall training of RSETI. General EDP trainees had given fifth position to favourable market conditions as important key factor of success but other product, process and agricultural EDPs trainees had assigned this factor the sixth position. Least key factors of success in all cases were the past experience, social recognition, adoption of new technology, family income and support by families and friends. According to the F – test there was significant difference between success factors across the different types of training like past experience, family income, formal education, family support and availability of bank finance at 5% level of significance.

Table 7.24: Relationship between economic conditions and key factors of success

Key factor of success	Economic condition		t-test	Sig. (2-tailed)
	BPL	APL		
Support of families & friends	3.42	3.47	0.839	0.402
Availability of bank finance	3.97	3.93	0.516	0.606
Favourable market conditions	4.01	4.15	2.059	0.04
Formal Education	4.21	4.24	0.668	0.504
Support by government	4.24	4.26	0.438	0.661
Past experience	3.54	3.7	2.526	0.012
Family occupation or business of family	3.45	3.42	0.452	0.652
Family income	3.4	3.33	1.071	0.284
Social category	2.86	2.77	1.593	0.112
Modern technology	3.38	3.16	3.357	0.001
Personal personality traits of business helped me to be successful	4.13	4.08	0.953	0.341
General EDP training provided by RSETIs	4.46	4.49	0.725	0.468
Skill enhancement by RSETIs	4.45	4.44	0.311	0.756

Table 7.24 depicts that the respondents who were below or above poverty line and taken training from RSETI had considered general EDP training as most important factor for their success. According to t-test results past experience and modern technology values were significant as compared to other factors.

Table 7.25: Relationship between gender and key factors of success

Key factor of success	Gender		t	Sig. (2-tailed)
	Male	Female		
Support of families & friends	3.42	3.47	0.698	0.485
Availability of bank finance	3.95	3.95	0.1	0.92
Favourable market conditions	4.1	4.06	0.504	0.615
Overall Training given by RSETI institutes	4.18	4.26	1.39	0.165
Support by government	4.23	4.27	0.944	0.346
Past experience	3.72	3.56	2.428	0.016
Family occupation or business of family	3.37	3.48	1.62	0.106
Family income	3.38	3.35	0.402	0.688
Social category	2.81	2.82	0.177	0.859
Modern technology	3.2	3.31	1.642	0.101
Personal personality traits of business helped me to be successful	4.03	4.15	2.192	0.029
General EDP training provided by RSETIs	4.45	4.49	0.81	0.418
Skill enhancement by RSETIs	4.42	4.47	1.054	0.292

Table 7.25 depicts that both male and female respondents had given credit to RSETI General EDP training most significant factor which contributed in their success. According to t-test past experience and personal personality traits of business were significant in mean differences on gender basis as their value was less than 0.05. This shows that personal personality traits between male and females were different.

To realise the objective 3 Confirmatory Factor Analysis was also applied in this present study to get some fruitful results based on 3 latent variables based on literature review which is explained as follows:

7.3. RELATIONSHIP BETWEEN SOCIO-ECONOMIC PROFILE OF TRAINEES AND THEIR SUCCESS RATE-CONFIRMATORY FACTOR ANALYSIS

There is always the question that why some of the entrepreneurs survive while others fail. Scholars all over the globe are curious to know the main reasons for the success of entrepreneurs. Success rate of the entrepreneur is very controversial because of objectivity and subjectivity involved in the topic. There is no confirmed parameter to measure the success of an entrepreneur. Some scholars consider personality traits, entrepreneurial training, past experience, financial support to be important factors in the success of entrepreneur. Others consider psychological, environmental or social networks as key factors of entrepreneurial success. Second view is supported by Kara et al. (2010) & Tang and Hull (2012). In this study various key factors including social factors like support of families, family income, family occupation or business, social category, past experience, environmental factors like availability of bank finance, favourable market conditions, availability of modern technology, support of government and entrepreneurial traits enhanced by entrepreneurial training including formal education of the respondents responsible for the success of respondents. Generally speaking, success attended to those entrepreneurs who were involved in a founding team, who have relevant experiences, who had own previous businesses, who started business similar to those who had more initial capital (Cooper et. al. 1998). The present study uses the instrument of 13 items in all for the entrepreneurial success based on literature review with some statements which are responsible for the entrepreneurial success of the respondents with 5 point likert scale in which 1 states strongly disagree and 5 represents strongly agree. The dependent variable is entrepreneurial success and demographic factors including age /experience, locality, marital status, educational level, occupation of family, social category, income of family, family type, gender

and economic status as GP1, GP2, GP3, GP4, GP5, GP6, GP7, GP8, GP9 & GP10 respectively. The economic variables include type of enterprise as SE1, amount of investment as SE2, total turnover as SE3, total expenditure as SE4 & persons employed as SE5.

To realise this objective also CFA model was used to depict the relationship between demographic variables, key factors of success and economic variables of success. All standardised factor loadings must be greater than 0.5 for 1st order CFA and table 7.27 revealed factor loadings of all the factors along with its construct reliability. From the reliability test it is assumed that variables are valid for testing of model.

Table 7.26: Reliability test

Reliability Measures	KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.817
Bartlett's Test of Sphericity	Approx. Chi-Square	5140
	Df	406
	Sig.	0

Table 7.27: Factors used in model

FACTORS	ITEMS	EXTRACTED VARIANCE
GENERAL PROFILE (GP)	GP1	0.661
	GP2	0.431
	GP3	0.683
	GP4	0.434
	GP5	0.538
	GP6	0.602
	GP7	0.595
	GP8	0.852
	GP9	0.819
	GP10	0.525

FACTORS	ITEMS	EXTRACTED VARIANCE
KEY FACTORS FOR ATTAINING SUCCESS (KE)	K1	0.537
	K2	0.603
	K3	0.538
	K4	0.654
	K5	0.666
	K6	0.455
	K7	0.548
	K8	0.639
	K9	0.528
	K10	0.513
	K11	0.456
	K12	0.707
	K13	0.675
ECONOMIC SUCCESS FACTORS (SE)	SE1	0.499
	SE2	0.824
	SE3	0.852
	SE4	0.842
	SE5	0.681
	SE6	0.790

(Extraction Method: Principal Component Analysis)

After the reliability test as shown in table 7.26 measurement model was developed based on confirmatory factor analysis. In order to test for model fit Hair et al. (2010) suggested 3-4 fit indices which includes Relative Chi – Square, RMSEA, and any 1 or 2 from TLI, NFI, CFI,AGFI,GFI as shown in table 7.27.

Table 7.28: Goodness of model fit of confirmatory factor analysis for structural model

S. No	Goodness of Fit Index	Critical Level	Value
1	CMIN (Chi-Square X^2)	≥ 0.9	1360.950 (P VALUE=0.000)
2	RELATIVE CHI-SQUARE (Chi-Square X^2/DF)	< 5.0	3.678
3	AGFI	≥ 0.9	0.833
4	GFI	≥ 0.9	0.858
5	CFI	≥ 0.9	0.795
6	IFI	≥ 0.9	0.796
7	TLI	≥ 0.9	0.775
8	RMSEA	≤ 0.08	0.068

The above table shows that value of CMIN is $>$ than 0.9, value of Relative Chi – Square is $<$ than 0.5 and RMSEA value is 0.068 which is $<$ than 0.08 which is acceptable fit. All other values of indices including AGFI, GFI, CFI, IFI, TLI are not acceptable fit as their value is $<$ than 0.9. As stated above Hair et al. (2010) suggested that if one or two out of the 6 indices is acceptable then measurement model is fit. Therefore, researcher concludes that measurement model is fit and acceptable for structural model analysis.

The analysis of structural equation modelling using AMOS in quantitative studies portrayed in the structural model fit the Goodness of fit indices as shown in Figure 7.1. Before model testing level of significance was set at $p < 0.05$ and fit statics of particular path is depicted with standard regression estimate that is (β) to examine the effect of one construct over the other. Figure 7.2 depicts below the acceptability of hypothecate relationship of the structural model depicts Goodness-of-fit indices with the values as* stated above and shown in table 7.28. The figure 7.1 depicts that there were three latent variables namely general profile, key factors of success and economic success of the respondents. Each of the latent variable had their observed variables. There were total 29 observed variables which are referred as predictors as they predict the construct or latent variables. Each observed variables have error

terms denoted by e. So, there were 29 error terms. The double headed arrows between 3 latent variables shows the covariance or correlation among the variables values between -1 to 1.

Relationship between Demographic factors, key factors of success and economic success factors in sample districts

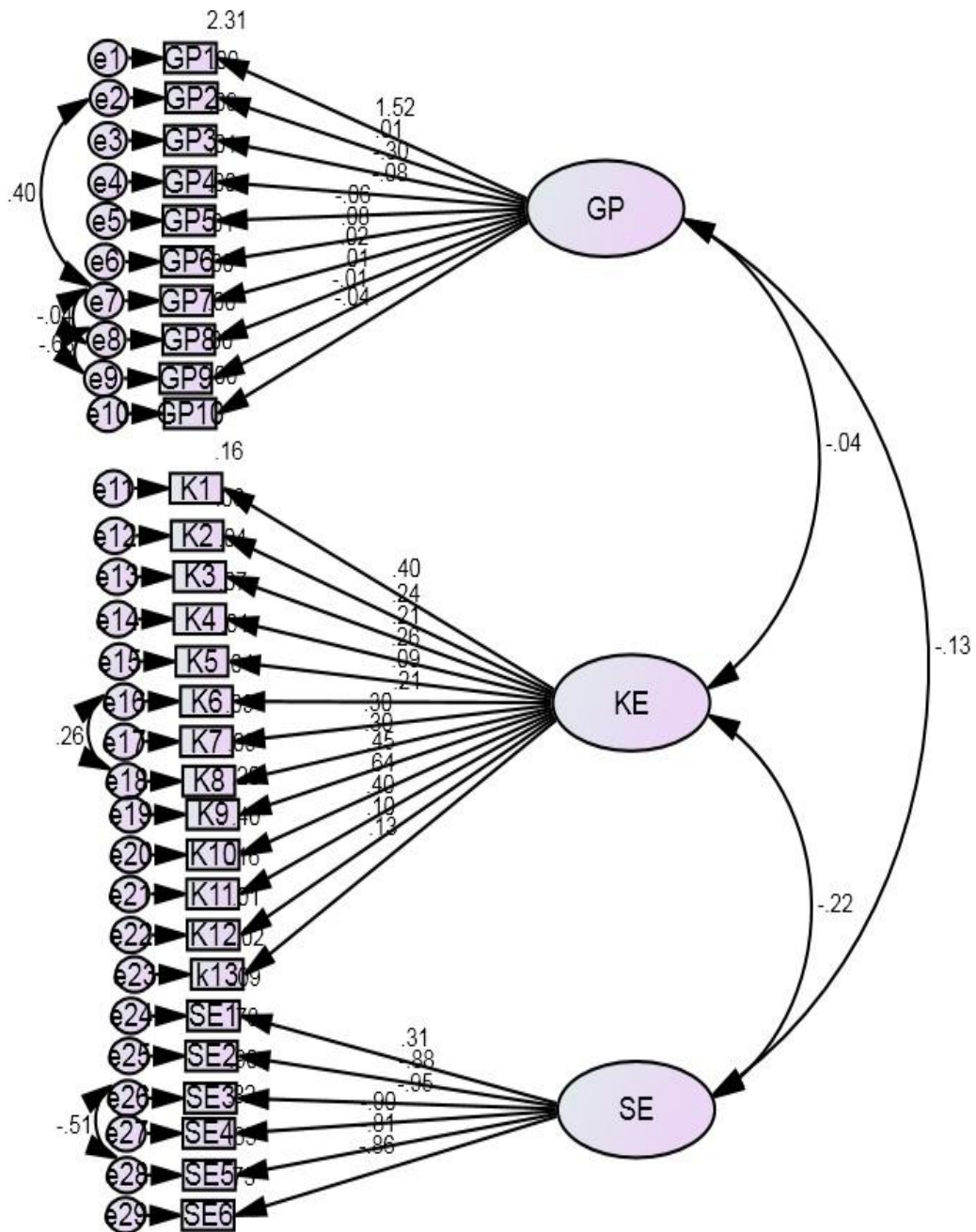


Fig. 7.1 : Measurement Model –First Order Confirmatory Factor Analysis

Figure 7.1 made it clear that negative correlation with values $-.04$, $-.13$ & $-.22$ exists between latent variables. The values with single headed arrows from observed variables to latent variables shows the contribution of each objective variable to latent variable. The values closer to 1 are contributing more than other observed factors to latent factors. In present study as shown in figure 7.2 the contribution of GP3 which was education affect more latent variable general profile. In KE the role of objective variable KE10 that is modern technology adoption was more than other objective variables as their values were closer to 1. Similarly in latent variable SE the major role was played by SE5 that is income of respondents played important role in latent variable economic success.

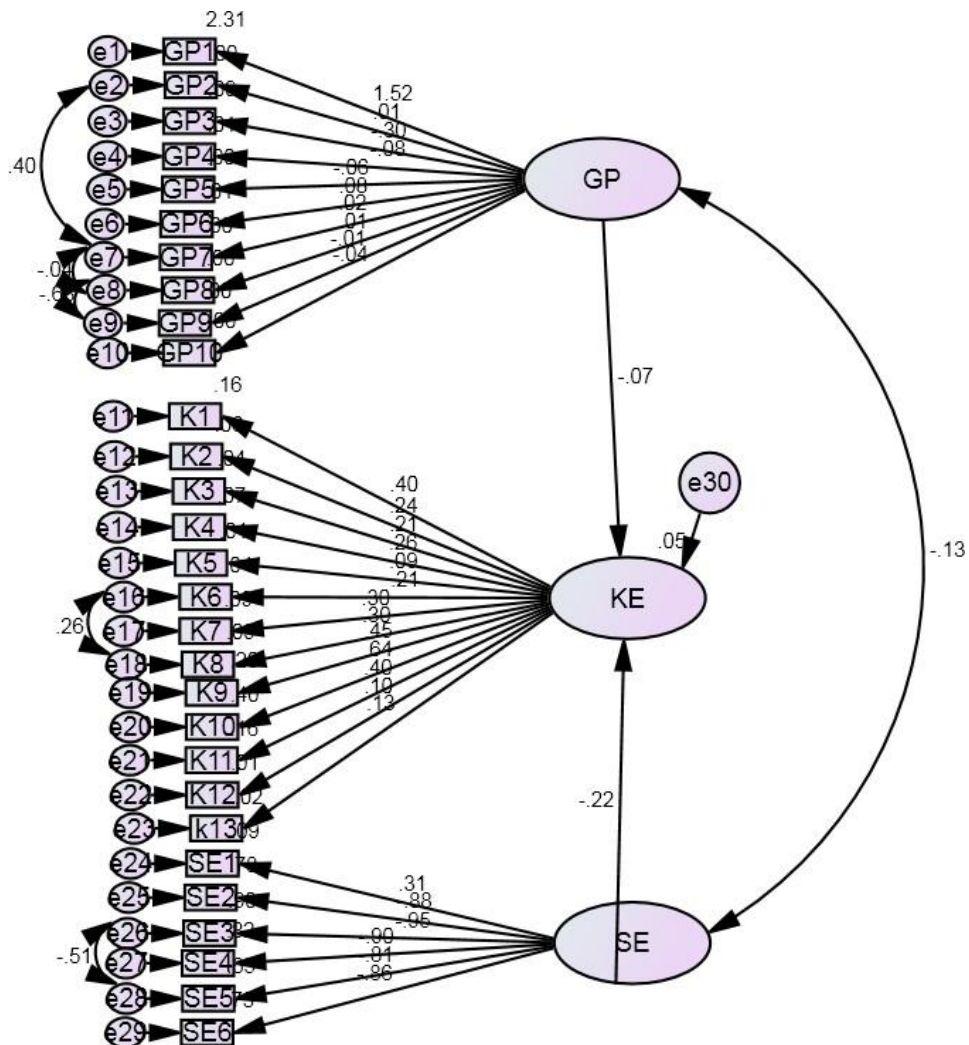


Figure 7.2: Structural model to explain the relationship between key factor of success with general profile and economic factors

The above figure 7.2 shows the relationship between demographic or general profile of the respondent with entrepreneurial success and economic factors with entrepreneurial success. The structural path depicts this relationship among different variables at $p < 0.05$ level.

Table 7.29: Relationship of key factor of success with general profile and economic factors-unstandardized (B) and Standardized Regression (β) Weight in the Hypothesized Path Model

Regression Weights:

Dependent factor		Factors	Standardized estimate	Un-standardized Estimate	S.E.	CR
KE	←	GP	-.021	.010	-2.141	.032
KE	←	SE	-.758	.220	-3.447	***
GP2	←	GP	.007	.012	.562	.574
GP3	←	GP	-.143	.014	-10.129	***
GP4	←	GP	-.092	.028	-3.267	.001
GP5	←	GP	-.090	.040	-2.224	.026
GP6	←	GP	.103	.035	2.927	.003
GP7	←	GP	.020	.023	.851	.395
GP8	←	GP	.002	.010	.227	.821
GP9	←	GP	-.007	.018	-.373	.709
K1	←	KE	1.000			
K2	←	KE	.668	.161	4.141	***
K3	←	KE	.573	.157	3.640	***
K4	←	KE	.584	.136	4.291	***
K5	←	KE	.187	.108	1.735	.083
K6	←	KE	.567	.156	3.639	***
K7	←	KE	.811	.170	4.763	***

Dependent factor		Factors	Standardized estimate	Un-standardized Estimate	S.E.	CR
K8	←	KE	.772	.160	4.833	***
K9	←	KE	.966	.160	6.051	***
K10	←	KE	1.732	.258	6.723	***
K11	←	KE	.931	.162	5.734	***
K12	←	KE	.185	.096	1.928	.054
SE1	←	SE	1.000			
SE2	←	SE	-19.008	2.501	-7.599	***
SE3	←	SE	-17.110	2.233	-7.662	***
SE4	←	SE	12.627	1.656	-7.625	***
SE5	←	SE	-9.090	1.214	-7.487	***
GP10	←	GP	-.011	.007	-1.572	.116
SE6	←	SE	-15.352	2.028	-7.570	***
K13	←	KE	.237	.097	2.441	.015
GP1	←	GP	1.000			

The AMOS output displays the unstandardized and standardized regression coefficients. Standardized estimates allow you to evaluate the relative contribution of each predictor variable to each outcome variable [University of Texas at Austin report (2012)]. The unstandardized coefficients represents the amount of change in the dependent or mediating variable for each other unit change in the variable predicting it. Therefore, from above analysis it was clear the case of second loading standardized estimate is -.758 which does not shows significant relationship but for unstandardized estimate it shows some significant relationship between dependent and independent variable as the value of unstandardized estimate is 0.220 which means that if the independent variable of economic success (SE) increases by 1 unit then dependent variable of entrepreneurial success (KE) will increase by 0.220 times. Similarly other loadings depicts the same relationship between independent and dependent variables based on unstandardized estimates. When the critical ratio

is greater than 1.96 for the regression weight, the path is significant at 0.05 level. In the present study as shown in table 7.29 the 4 loadings are there whose value is greater than 1.96 means they are significant. The three asterisks (***) indicate significance smaller than 0.001. Therefore, the model is fit to show relationship between general profile of trainees, their economic success and the key factors of entrepreneurial success.

7.4. CONCLUSION

There is a great controversy among scholars in fixing specific determinants for entrepreneurs' success. Therefore, various parameters were explored from time to time by various researchers on empirical grounds. The study of demographic factors on entrepreneurial success is still inconclusive. In order to explore these controversies, the present study based on some previous studies identified key factors of success based on entrepreneurial training and socio economic profile of respondent's. The overall results shows that important key factors which had played a significant role in the success of respondents on the basis of grand mean scores was general EDP training of RSET institutes that had played an important role in success of the respondents with mean score 4.48 followed by skill enhancement by the RSETI with mean score 4.45. Third main factor which played important role in success of the respondents was support by government provided in form of subsidies with mean score 4.25. Fourth main factor in attaining success followed by formal education with mean score 4.23. Fifth major factor which was considered important by the trainees was personal personality traits of business followed by the favourable market conditions and availability of bank finance with average score of 4.10 and 4.08 respectively. Least position was assigned to social category by the respondents with mean scores of 2.81 in achieving success. For finding the significant relationship between variables the parametric tests of independent –t test for two variables and F- ratio (ANOVA) for more than two variables were applied. The result shows that there was significant difference between success factors across the different types of training like past experience, family income, formal education, family support and availability of bank finance at 5% level of significance. Hence, research hypothesis was accepted. To find this relationship researcher tried to confirm the factors based on CFA model by taking three latent variables of general

or demographic profile, key factors of success and economic variables of success. The results depicts that contribution of GP3 which was education affect more the latent variable of general profile. In relation to key factors of success, the role of objective variable KE10 that is modern technology adoption was more than other objective variables as their values were closer to 1. Similarly in latent variable economic success, the major role was played by SE5 that is income of respondents played important role in latent variable economic success. The results of analysis made it clear the all the standardized estimate does not shows significant relationship but for unstandardized estimate shows some significant relationship between dependent and independent variable as in second loading (Refer table 7.28). The value of unstandardized estimate is 0.220 which means that if the independent variable of economic success (SE) increases by 1 unit then dependent variable of entrepreneurial success (KE) will increase by 0.220 times. Therefore, the model is fit to show the relationship between general profile of trainees, their economic success and the key factors of entrepreneurial success.

7.5 ECONOMIC IMPLICATIONS

As the economic development of any nation depends on its entrepreneurial activities. In country like India where there is need to utilize human and natural resources of the country to make it more forward. That is possible only after developing entrepreneurial culture in our country. From the results of present objective the youth of India could get the increased availability of detailed information related to key factors of entrepreneurial success can fill the research gaps between entrepreneurial studies. It is not possible that a person who possess all the key factors of success can be a successful entrepreneur but combination of few factors can make that individual successful. Though, relationship between demographic factors and entrepreneurial training as a predictor of entrepreneurial success in India have many other variables or factors influencing them but few variables used in present study could increase entrepreneurial intention among youth and it can boost up the start-up initiative of government of India. As a result, can boost the economic growth as well by providing new products and services and can provide employment opportunities in short and long term.

CHAPTER – 8

PROBLEMS FACED BY RESPONDENTS

8.1. PROBLEMS FACED BY RESPONDENTS

Governments and Academicians all over the world have recognized the role of entrepreneurial education and training. Though by entrepreneurial training and education, a large number of SME's and class of small entrepreneurs emerged but these entrepreneurs face a lot of problems after the training in starting and establishing their businesses. However, despite the critical role played by the small enterprises and SME's faced with many challenges which make 90% of SME's not see their 3rd birthday. (Caroline, W. Njoroge and James, M. Gathungu 2013). Though a lot of researches have been done on the problems and challenges of entrepreneurs in general, very few have touched in particular the problems of only entrepreneurs who undergo entrepreneurial training not education. Therefore, this study will fill the research gap to study particular problems of those entrepreneurs who have started their enterprises particularly by taking training from rural self-employment training institutes. On the basis of literature review main problems the EDP trainees face to become a successful entrepreneur were: a) Negative attitude of family and society b) Lack of financial resources c) Lack of entrepreneurial culture d) Lack of infrastructure facilities e) Complex rules and regulations of government f) Assessing new technology g) Poor ability to plan and implement h) Marketing problems i) Less entrepreneurial skills and experience of decision making j) Competition k) Variability in prices.

In this study the problems of respondents were analysed by both approaches quantitatively as well qualitatively. Quantitatively Garret ranking technique was applied and qualitatively in depth interviews of some of the respondents were taken in order to identify various problems.

A) Quantitative Approach: The following table shows the average scores with different ranks assigned to problems in various districts.

Table 8.1: Garret Value Table

Rank	1	2	3	4	5	6	7	8	9	10	11
Percentage position	4.55	13.64	22.73	31.82	40.91	50	59.09	68.18	77.27	86.36	95.45
Garett's table value	83	72	65	59	54	50	45	40	35	28	17

Hoshiarpur (N=71)

Results of investigation regarding problems faced by the respondents in Hoshiarpur district were shown in table 8.2 using Garret ranking technique. It was observed that respondents face negative attitude of family and complex rules of government as most crucial problems with Rank 1 & 2 in starting and running their enterprise. Other prominent problems in decreasing order were lack of infrastructural facilities, marketing information, accessing new technologies, limited financial resources, curtailment of entrepreneurial culture, cut throat competition, poor ability to plan, limited entrepreneurial skills and variability in prices respectively.

Table 8.2: Major problems faced by Respondents (Hoshiarpur)

Sr. No	Major Problems	Hoshiarpur		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	4570	64	1
4	Complex rules regulations & procedures of government	4391	62	2
3	Lack of infrastructural facilities	4194	59	3
1	Marketing information	4049	57	4
2	Accessing new technologies	3901	55	5
5	Lack of financial resources	3761	53	6
7	Lack of entrepreneurial culture	3252	46	7
10	Cut throat competition	3214	45	8
8	Poor ability to plan & implement	2940	41	9
9	Feeling of having limited entrepreneurial skills and experience	2835	40	10
11	Variability in prices	1858	26	11

As shown in table 8.3 the most crucial problem in Bathinda was also similar to that of Hoshiarpur district that is negative attitude of family and society followed by financial constraints with average score of 65.60 with Rank 2. Rest other problems were secondary.

Table 8.3: Major problems faced by Respondents in district (Bathinda)

Sr. No	Major Problems	Bathinda (N=47)		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	3446	73.32	1
5	Lack of financial resources	3083	65.6	2
7	Lack of entrepreneurial culture	2930	62.34	3
8	Poor ability to plan & implement	2311	49.17	4
2	Accessing new technologies	2247	47.81	5
1	Marketing information	2100	44.68	6
9	Feeling of having limited entrepreneurial skills and experience	1905	40.53	7
4	Complex rules regulations & procedures of government	2261	35.33	8
10	Cut throat competition	1626	34.6	9
3	Lack of infrastructural facilities	2393	32.78	10
11	Variability in prices	1382	29.4	11

From table 8.4, it is observed that in Amritsar district the most prominent problem was the complex rules and procedures of Government with average score of 64.79. Negative attitude of the family and society with average score of 60.10 was assigned rank 2. Lack of infrastructural facilities with average score of 57.33 was assigned rank 3. Other problems in decreasing order were marketing information, accessing new technologies, lack of financial resources, cut throat competition, poor ability to plan, lack of entrepreneurial culture, and feeling of having limited entrepreneurial skills and experience and variability in prices.

Table 8.4: Major problems faced by Respondents (Amritsar)

Sr. No	Major Problems	Amritsar (N=73)		
		Total score	Avg. score	Rank
4	Complex rules regulations & procedures of government	4730	64.79	1
6	Negative attitude of family and society	4387	60.1	2
3	Lack of infrastructural facilities	4185	57.33	3
1	Marketing information	4046	55.42	4
2	Accessing new technologies	3918	53.67	5
5	Lack of financial resources	3813	52.23	6
10	Cut throat competition	3184	43.62	7
8	Poor ability to plan & implement	3139	43	8
7	Lack of entrepreneurial culture	3138	42.99	9
9	Feeling of having limited entrepreneurial skills and experience	2922	40.03	10
11	Variability in prices	2641	36.18	11

Table 8.5: Major problems faced by Respondents (Mohali)

Sr. No	Major Problems	Mohali (N=64)		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	4740	74.06	1
5	Lack of financial resources	4105	64.14	2
7	Lack of entrepreneurial culture	3974	62.09	3
3	Lack of infrastructural facilities	3291	51.42	4
8	Poor ability to plan & implement	3214	50.22	5
2	Accessing new technologies	3002	46.91	6
4	Complex rules regulations & procedures of government	2974	46.47	7
1	Marketing information	2833	44.27	8
9	Feeling of having limited entrepreneurial skills and experience	2684	41.94	9
10	Cut throat competition	2176	34	10
11	Variability in prices	1850	28.91	11

In Mohali district again as Bathinda and Hoshiarpur district major problem for the respondents was negative attitude of family and society followed by financial constraints with average score of 74.06 & 64.14 respectively. Major obstacle on third position in Mohali district was also the lack of enterprising culture. Same is the case of Patiala district, Firozpur, Mohali and Rupnagar districts as shown in tables 8.5 & 8.8. Table no. 8.6 shows that in Firozpur district third rank was assigned to lack of entrepreneurial culture with average score of 61.16. But fourth rank was assigned to lack of infrastructural facilities in Firozpur and Mohali districts and in Patiala district fourth rank was assigned to poor ability to plan or implement. Variability in prices remain the last problem for the respondents in all the four districts.

Table 8.6: Major problems faced by Respondents (Firozpur)

Sr. No	Major Problems	Firozpur (N=74)		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	5429	73.36	1
5	Lack of financial resources	4857	65.64	2
7	Lack of entrepreneurial culture	4526	61.16	3
3	Lack of infrastructural facilities	3791	51.23	4
8	Poor ability to plan & implement	3691	49.88	5
4	Complex rules regulations & procedures of government	3564	48.16	6
2	Accessing new technologies	3536	47.78	7
1	Marketing information	3260	44.05	8
9	Feeling of having limited entrepreneurial skills and experience	3040	41.08	9
10	Cut throat competition	2592	35.03	10
11	Variability in prices	2138	28.89	11

Table 8.7: Major problems faced by respondents (Patiala)

Sr. No	Major Problems	Patiala (N=71)		
		Total score	Avg, score	Rank
6	Negative attitude of family and society	5313	74.83	1
5	Lack of financial resources	4479	63.08	2
7	Lack of entrepreneurial culture	4439	62.52	3
8	Poor ability to plan & implement	3627	51.08	4
3	Lack of infrastructural facilities	3547	49.96	5
4	Complex rules regulations & procedures of government	3398	47.86	6
2	Accessing new technologies	3382	47.63	7
1	Marketing information	3077	43.34	8
9	Feeling of having limited entrepreneurial skills and experience	2926	41.21	9
10	Cut throat competition	2467	34.75	10
11	Variability in prices	1997	28.13	11

Table 8.7 shows the problems the respondents faced in setting their enterprise and running their business in Patiala district. The major problem in this district was the problem of negative attitude of family and society with average scores 78.43 followed by financial constraints with average score of 68.08. Rank 3 was allotted to lack of enterprising culture with mean score 62.52. Fourth rank was assigned to poor ability to plan and implement with mean score 51.08. Next rank was assigned to lack of infrastructural facilities with mean score 49.96. 11 Rank was given to variability in prices by respondents in Patiala district.

Table 8.8 depicts major problems respondents faced in Rupnagar district which shows that major problem trainees faced in this district was also the problem of negative attitude of family and society followed by financial constraints.

Table 8.8: Major problems faced by Respondents (Rupnagar)

Sr. No	Major Problems	Rupnagar (N=66)		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	4897	74.2	1
5	Lack of financial resources	4295	65.08	2
7	Lack of entrepreneurial culture	4047	61.32	3
3	Lack of infrastructural facilities	3376	51.15	4
8	Poor ability to plan & implement	3272	49.58	5
4	Complex rules regulations & procedures of government	3163	47.92	6
2	Accessing new technologies	3092	46.85	7
1	Marketing information	2856	43.27	8
9	Feeling of having limited entrepreneurial skills and experience	2772	42	9
10	Cut throat competition	2327	35.26	10
11	Variability in prices	1832	27.76	11

Table 8.9: Major problems faced by Respondents (Moga)

Sr. No	Major Problems	Moga (N=61)		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	4519	74.08	1
5	Lack of financial resources	3965	65	2
7	Lack of entrepreneurial culture	3765	61.72	3
8	Poor ability to plan & implement	3123	51.2	4
3	Lack of infrastructural facilities	3119	51.13	5
4	Complex rules regulations & procedures of government	3013	49.39	6
2	Accessing new technologies	2849	46.7	7
1	Marketing information	2634	43.18	8
9	Feeling of having limited entrepreneurial skills and experience	2533	41.52	9
10	Cut throat competition	2107	34.54	10
11	Variability in prices	1575	25.82	11

As far as Moga and Ludhiana districts are concerned major problems on Rank 1, Rank 2, and Rank 3 & Rank 4 are same as other districts as stated above. Fifth problem which the respondents faced in these two districts was the problem of infrastructure ability followed by complex rules and procedures of government in Moga district. As far as Ludhiana district was concerned fifth problem which respondents were facing was problem of assessing new technology followed by the complex rules and procedures of government was assigned the 6th rank. 7th rank was assigned to poor ability to plan and implement followed by marketing problems.

Table 8.10: Major problems faced by respondents in Ludhiana

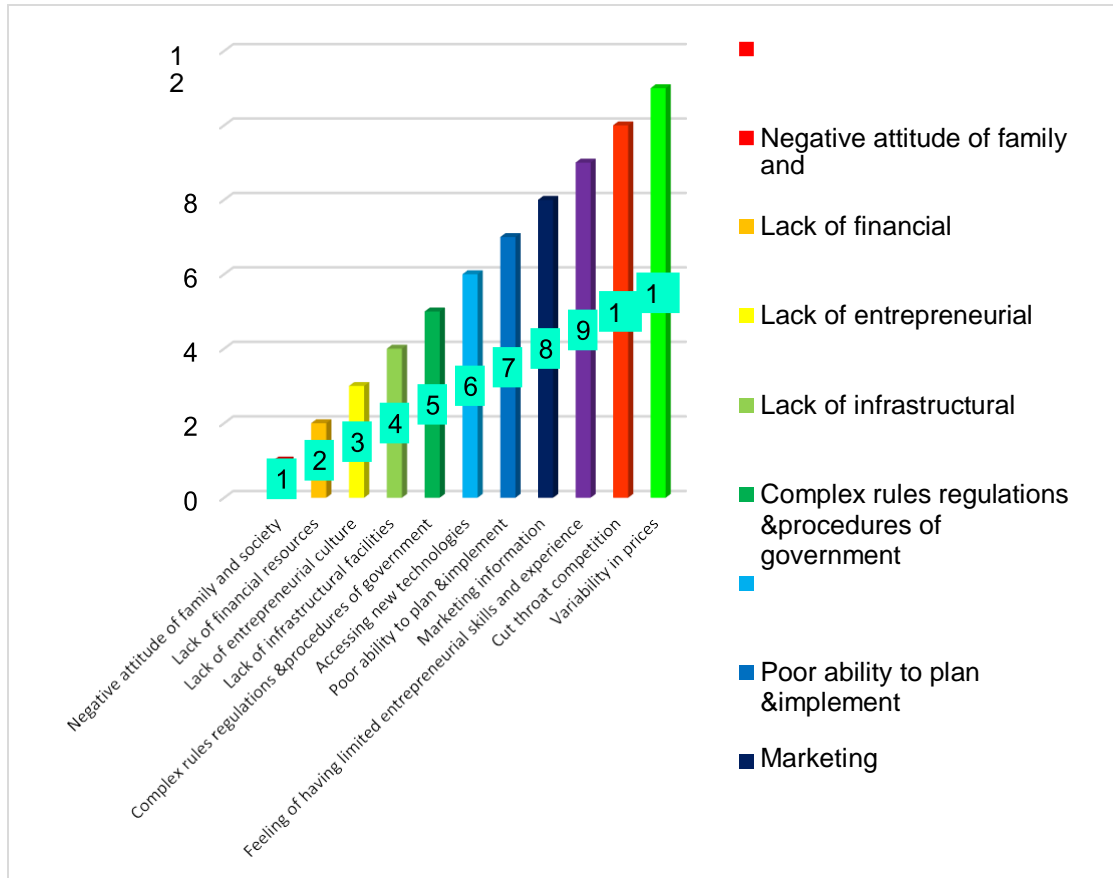
Sr. No	Major Problems	Ludhiana		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	4434	72.69	1
7	Lack of entrepreneurial culture	3867	63.39	2
5	Lack of financial resources	3764	61.7	3
3	Lack of infrastructural facilities	3110	50.98	4
2	Assessing new technologies	2962	48.56	5
4	Complex rules regulations & procedures of government	2955	48.44	6
8	Poor ability to plan & implement	2945	48.28	7
1	Marketing information	2668	43.74	8
9	Feeling of having limited entrepreneurial skills and experience	2564	42.03	9
10	Cut throat competition	2244	36.79	10
11	Variability in prices	1900	31.15	11

Overall major problem which respondents faced in all districts was negative attitude of family and society with average score of 70.98 as shown in table no. 8.11 followed by financial problems which was assigned rank 2 with average score 61.4. Rank 3 was given to limited entrepreneurial culture in overall sample districts with average scores of 57.72.

Table 8.11: Major problems faced by Respondents

Sr. No	Major Problems	Overall (N=588)		
		Total score	Avg. score	Rank
6	Negative attitude of family and society	41735	70.98	1
5	Lack of financial resources	36122	61.43	2
7	Lack of entrepreneurial culture	33938	57.72	3
3	Lack of infrastructural facilities	31006	52.73	4
4	Complex rules regulations & procedures of government	30449	51.78	5
2	Accessing new technologies	28889	49.13	6
8	Poor ability to plan & implement	28262	48.06	7
1	Marketing information	27523	46.81	8
9	Feeling of having limited entrepreneurial skills and experience	24181	41.12	9
10	Cut throat competition	21937	37.31	10
11	Variability in prices	17173	29.21	11

Fourth rank was assigned to lack of infrastructural facilities with average score of 52.73. Fifth rank was assigned to complex rules and regulations of government with average score of 51.78. Accessing new technology and poor ability to plan and implement were given ranks sixth and seventh with average score of 49.13 & 48.06 respectively. Marketing information and feeling of limited entrepreneurial skills and experience assigned eighth and ninth rank with average score of 46.8 & 41.12 respectively. 10th and 11th rank were assigned to competition and variability in prices with average scores of 37.31 & 29.21 respectively.



Graph 8.1: Major problems faced by respondents

B) Qualitative Approach

As stated above that qualitative inquiry regarding problems of the RSETI trainees was also done in this research report. A qualitative research approach is also appropriate in apprehending perceptions of respondents, significant phrases which sum up experiences of the respondents and find the rationality or a cause behind a decision (Jadhav & Khanna, 2016). Qualitative research data relate to social world and concepts & behaviour of people within (Claire Anderson, 2010). Therefore, the main objective of qualitative research is not to generalize but to provide the rich contextualized understanding of some aspects of human experiences. These type of respondents' experiences were also included in this part of report. In order to explore the main problems of RSETI trainees' in-depth interview of total 18 respondents two from each sample district was taken. According to Yin (2009) interview is the best method of gathering information in an exploratory research. The first problem the RSETI trainees were facing before the training was the

problem of farness or remoteness of RSETI institute. Just one RSETI training institute is in each district due to which people from the interior rural areas find it difficult to attend the training. After the training trainees face the major problem of credit linkage. Trainees are provided credit linkage in form of small instalments. They are not getting loan amount all together. Sometimes loan is sanctioned to trainees for starting their unit and they start their enterprise also but all of sudden when loan instalment stops from bank side trainees feel it difficult to continue their business because of their fixed costs especially in manufacturing units. “Whether I am not producing anything but I have to give payment to the Karigars.... (One of the respondent commented in vernacular language). Moreover, sometimes bank promised a loan subsidy as 25% for male trainees who belong to schedule caste and 33% is for female trainee as per policy of RSETI credit linkage but trainees in some cases did not receive such subsidies. “I did get subsidy as per promise of government and I have to pay high rate of interest on the loan provided by the bank.... (One of the respondent commented in vernacular language). Another problem trainees faced during the training phase was problem regarding duration of the training program. One of the respondent during his interview clearly stated that “training module or curriculum is excellent but somehow technical side of training is little bit weak because of duration of training is very less and lack of use of modern technology.”

In nutshell, by taking in-depth interview of 18 respondents, it was concluded that respondents were totally satisfied by the training provided by RSETI but faced problems due to remoteness of RSETI institute, credit linkage policies of banks, duration of the training program, outdated technology used in delivering training.

8.2. PROBLEMS OF RSET INSTITUTES

Qualitative enquiry is the way people interpret certain social conditions around them. It usually produces non numerical data through interviews or conversations. In order to identify the problems of sample RSETIs qualitative inquiry was made in which researcher had interacted with RSETI State Head, Directors and Faculty. Enquiry was made through in depth interviews which lasted for nearly 60 minutes. In these interviews four open ended questions were asked and then the problems and

unique features of RSETIs were discussed. Video and audio recording of each interview was done with prior permission of the directors.

Majority of sample RSETIs faced the problem regarding availability of interested candidates for certain training programs and heterogeneous background of the trainees. District wise all the sample districts faced different problems as stated below:

- **RSETI Hoshiarpur:** The major problem RSETI Hoshiarpur had been facing was the problem of availability of guest faculty to provide the training to the trainees followed by the problem of heterogeneous background of the trainees. Third main problem this district faced was the problem of availability of interested candidates and assistance of support system. Lack of basic infrastructure is also the problem for this district because this institute does not possess its own building rather it is running in the Zila Parishad premises.
- **RSETI Amritsar:** According to the directors and faculty the RSETI Amritsar had no other problem than the problem of non-availability of residential infrastructure for the trainees. As per the instructions of the government these trainings should be residential but because of non-availability of basic infrastructure this district was not able to provide residential training.
- **RSETI Mohali:** As per the information provided by the interview of the faculty this institute had no problem to train the trainees. According to the faculty mainly provide training by visiting the specific rural areas as the trainees are not willing to come to the institute for taking training. So by taking their faculties of particular trades they visit a particular village as per their schedule and train the target group for ten days.
- **RSETI Moga:** This institute faced no other problem except to find the appropriate candidates who have willingness and aptitude to start their own venture after successful completion of the training.
- **RSETI Rupnagar:** Major problem this institute was facing was the lack of basic infrastructure as this institute does not have its own building till date. Though government had already issued grant for the construction of the

building of RSETI, yet its construction was not completed. Second major problem was the availability of interested candidates followed by lack of entrepreneurial awareness. Other problems in the decreasing order were the problems of heterogeneous background of the trainees, assistance of support system, post training follow up, availability of guest faculty and financial constraints.

- **RSETI Ludhiana:** This institute faced no other problem except the problem of non- availability of candidates for training courses like plumbing, electrician, and mobile repair.
- **RSETI Patiala:** Major problem this institute faced was the availability of interested candidates for training and heterogeneous background of the trainees. Other problems in decreasing order were the problems of availability of guest faculty, lack of basic infrastructure, post training follow up, assistance by the support system and financial constraints.
- **RSETI Bathinda:** Major problem of this RSETI was also regarding building or basic infrastructure. Though land had already been allotted by the government but construction has yet to start.
- **RSETI Ferozpur :** This was only one RSETI among sample districts which was providing residential training as per the requirement of RSETI model. The basic infrastructure was excellent and institute had no problem in providing training just sometimes face financial problems to run the institute.

8.3. UNIQUE FEATURES OF RSETIs

The researcher during her visit to the RSETIs also discussed with directors of the institutes regarding the unique features of RSETIs. Mainly all RSETI directors expressed their views that following were major features of their trainings which differentiate RSETI trainings from other trainings:

- Credit Linkage
- Follow up services
- Committed staff

- Infrastructure facilities
- Unique training
- Training in Vernacular Language

With response to credit linkage, directors and faculty members of respective RSETIs expressed their views that when a candidate after taking training from the RSETI applied for the loan from any bank, bank officials while assessing his/her credit worthiness considered them more efficient than other contenders in spite of their limitations with regard to other parameters such as ability to provide security, education level etc.

As regard to follow up services most of the directors expressed that they follow up all candidates who have started their own venture after the training or those who have been selected for wage employment. But the follow up of second category of wage employed candidates is more as to motivate them to be self-employed. The candidates who had started their own enterprises need the RSETI marketing support, technical support which was provided by the respective RSETIs.

8.4. CONCLUSION

Though a lot of researches have been done on the problems and challenges of entrepreneurs in general, very few have touched in particular the problems of only entrepreneurs who undergo entrepreneurial training not education. Therefore, this study will fill the research gap to study particular problems of those entrepreneurs who have started their enterprises particularly by taking training from RSETIs. In this study various problems of respondents were analysed by both approaches quantitatively as well qualitatively. Quantitatively Garret ranking technique was applied and qualitatively in depth interviews of some of the respondents were taken in order to identify various problems. In quantitative analysis, overall major problem which respondents faced in all districts was negative attitude of family and society with average score of 70.98 followed by financial problems which was assigned rank 2 with average score 61.4. Rank 3 was given to limited entrepreneurial culture in overall sample districts with average scores of 57.72. In Qualitative analysis major problems identified on basis of in-depth interviews of respondents were problems of remoteness of RSETI institutes, credit linkage policies of banks,

outdated technology and duration of the training program that is very short. Majority of sample RSETIs faced the problem regarding availability of interested candidates for certain training programs and heterogeneous background of the trainees. District wise all the sample districts faced different problems of infrastructure, finances, problems of availability of guest faculty and post training follow ups.

8.5. ECONOMIC IMPLICATIONS

The present study identified specific entrepreneurial problems which will help government and other stakeholders to find solution to these problems. For instance, first major problem respondents faced after training was lack of support of family and society. The stakeholder's could organise awareness camps to make people and society aware about pros of entrepreneurship and could find a solution. Second most crucial problem identified was financial problem the stakeholders could plan schemes for micro finance, subsidies or loans at low rate of interest for trainees of entrepreneurial programs and would support young business men and women to overcome these problems which will further raise productivity of firms and economies. So, if stakeholders and government removed all the obstacles of RSETI trained entrepreneurs, this will have positive employment effects in the economy. Therefore entrepreneurs as important human resource of our country can be utilized as mediator of economic growth and development.

CHAPTER – 9

DISCUSSION

India has the highest number of working population as compared to various developed nations. Where the developed nations are grappling for the decrease in domestic demand and shortage of workforce, India has immense manpower to become a resourcing hub for the entire world. According to Latest Skill India Report 2018, India is a youngest nation whose 54% that is more than half of the population is in age group below 25 years and 62% in working age of 15-59 years. New and emerging technological advancement round the globe are structurally shifting the Indian employment landscape also. In order to take advantage of demographic dividend in India, government is focusing on building the skilling system that will not enable the youth of the country to adopt the changing skill requirement but also create new entrepreneurial opportunities for coming generations.

EDP trainings are very effective in speeding up rural development, balanced regional growth, economic and social development of the country. As a result more than 1000 educational institutions and Non – Governmental organizations and nearly 686 governmental organizations are providing the entrepreneurial training in India. Some of the institutions are ITI (Industrial Training Institutes, RUDSETI (Rural development and self-employment institute) and RSETI (Rural Self-Employment Training Institute), Multi skill development institutes etc. There is need of continual evaluation of these institutes and their trainees' settlement and profile. Taking into consideration the above facts the present investigation **Role of RSETIs (Rural Self-Employment Training Institutes) in Empowering Rural Youth towards Entrepreneurship in Punjab** was undertaken with the following objectives:

- 1) To explore the relationship between entrepreneurial training and youth empowerment.
- 2) To analyse the effectiveness of entrepreneurial training programs conducted by RSETIs in the state of Punjab.
- 3) To study socio-economic profile of respondents with key factors of their success.
- 4) To identify the problems of RSET institutes and RSETI trained candidates.

The discussion regarding the results of the present investigation is discussed as follows:

- 1) Economic and Social profile of respondents
- 2) Relationship between entrepreneurial training and youth empowerment
- 3) Effectiveness of training programs conducted by RSETIs
- 4) Key Factors of Respondents success
- 5) Problems experienced by RSETI trained candidates and RSET institutes

9.1. ECONOMIC AND SOCIAL PROFILE OF RESPONDENTS

9.1.1. Gender

Majority of the respondents were females with 58.5% and 41.50% respondents were males. It was evident from the results that maximum females who were not able to complete their formal education or those who were having no other source of income and wanted to become an entrepreneur undergo such EDP trainings. In addition, the involvement of females in such trainings also increased because of increase in educational level of women in both urban as well as rural areas. Moreover, more participation of women is more on account of home – based enterprises like dress designing, beauty parlour management, embroidery, agricultural activities etc. The findings of the investigation gets backing from the findings of Banerjee (2011) which states that maximum women (58.38%) in sample trainees participate in Rural entrepreneurship development program (REDP) and rest 41.62% were men in sample trainees. The findings were also consensus with results depicted by Hina Shah (1991) which also states that maximum of women start their home based enterprises. The lower strata women go for self-employment out of sheer economic necessity. Then the lower middle class women take up entrepreneurship to keep their status and standard of living and educated and qualified women who have technical knowledge but not entrepreneurial skills opt for entrepreneurial training.

9.1.2. Marital Status

Maximum of respondents who undergone training from RSETI were married with 73.30%, 24.68% of the total were unmarried. With regard to divorced and

widow/widowers a small percentage of them were found with 0.85 % and 0.17 % respectively. The main reason behind can be that married persons have greater responsibility to earn their livelihood for the family members if the person does not have any other source of income. The findings were supported by R.P. Sinha (1992) who ascertained the role of TRYSEM in his study and concluded that greater number of trainees were married. The results were also similar to the results of the study of Sarri & Trihopoulou (2005) which state that maximum married women only start their own businesses.

9.1.3. Caste

Majority of the respondents (45.24%) were from scheduled caste category followed by general caste respondents (35.20%). Rest 19.56% belonged to other backward castes. The results are supported by the study of Soma et.al. (2017) who studied the relationship between caste of respondents and effectiveness of education among self-help group in Hoogly district of West Bengal and found that maximum respondents (49.4%) belonged to schedule caste followed by general category respondents (30.7%) and 19.6% belonged to other categories.

9.1.4. Education

The majority of respondents (36.73%) had studied up to secondary level and senior secondary level (34.01%). Those who were having graduation and post-graduation degree just constituted 10.03% and 3.57 % respectively. Those who had technical education constituted 0.34 % of the sample. The result of study is consistent with results of study of Pankaj Sinha (2016) who assessed the capacity building programs of RUDSETI for self-employment among rural youth and disclosed that almost 50% of farm trainees had studied up to matric. In addition, the result is also in line with Badatya and Reddy (2008) who also announced in his study that majority of EDP trainees (48%) had studied just up to matric or secondary level. Educational level of the trainees stipulate understanding level of the trainees and ease the process to take entrepreneurial decisions for earning more of profits. The main reason for lower educational level is lack of awareness among the rural people for higher education.

9.1.5. Location

Majority of the respondents (71.09%) were from rural areas. Those from urban areas constituted (28.91%) of the sample. This shows that in rural areas because of lack of employment opportunities people prefer to start their own business by taking entrepreneurial trainings. In addition RSETI institutes are basically established to promote rural entrepreneurship and by the results of this investigation it is proved that this institution is playing its role effectively.

9.1.6. Age

Maximum respondents in sample belonged to age group of 25-35 years of age with 56.46%. Rest 18-25 constituted 22.11% and 35-45 years of age constituted 21.43% respectively. District wise comparison shows that in sample population maximum of respondents in all districts also belonged to same age group 25-35 years. The results were in line with Pankaj Sinha (2016) who in his study concluded that average age of non-farm and farm trainees of RUDSETI was 32 and 28 respectively. Moreover, results were also consistent with Sushma (2007) who proclaimed that maximum women EDP trainees belonged to age group of young women whose age was less than 35 years. The results were also in line with Bannerjee (2011) who reported that EDP trainees 66% of total sample were in age group of 18-30 years. This shows that trainees in their young age only chose entrepreneurship as their career since they are more energetic at this age and desire to be independent and earn lot of money. In addition it is also consistent with the inquiry of J.N. Janardhan (2017) who in his research paper studied the effectiveness of RSETI institute in state of Karnataka reported that 82% of women trainees were married in age group 26-35 years.

9.1.7. Family Type

The majority of respondents were having nuclear families with 79.4% and just 20.7% were having joint families. The findings were in line with Pankaj Sinha (2016) who reported that 80% of trainees in metro areas of Bangalore and Ghaziabad were having nuclear families. Earlier it was a misconception in India that majority of families live as nuclear families in urban areas but in rural areas they prefer to live in joint families. But now, the time has changed. Now in rural areas too

people prefer to live in nuclear families. The conclusion of this study was also in line with R.P. Sinha (1992) who concluded that maximum beneficiaries have nuclear families and just 46.2% have joint families.

9.1.8. Family Size

Majority of respondents had family size between 4-5 members with 66.16%. Just 17.18%, 8.67%, 7.99% of respondents had 6-8, 1-3 & above 8 members respectively. The results depicted above shows that greater part of the respondents had up to 5 members in their families because of nuclear family type where members are not more than five. Similarly results of the study of Bannerjee (2012) and Pankaj Sinha (2016) show where more than half of the respondents had 4-6 members with nuclear families.

9.1.9. Family Occupation

The investigation shows that majority of respondents belonged to business family with 29.51% and those who belonged to agricultural background constitute 22.95% and those whose family members were engaged in certain jobs constituted 27.87% and few respondents belonged to labour class families. The results were in line with the inquiry made by the Manjusmita Dash & Kulveen Kaur (2012) who surveyed and interviewed the young entrepreneurs in twin cities of Bhubaneswar and Cuttack in Orissa and found that maximum young respondents who started their enterprises had origin from business families with 75% and service class 24%. In addition the results were also same as the study of Sushma (2007) who found the majority 59.4% of women who took training from RUDSETI belonged to non- agricultural or business background.

9.1.10. Income

The greater part of the respondents had income lower than 5K rupees with 59.86% followed by income group of respondents 5-10 K with 28.40%. Just small number of respondents belonged to higher income group of up to 25K. The investigation results were in consensus with the inquiry of V. S. Kumar (2016) who states that majority of trainees of RSETI in Pudukkottai district of Tamil Nadu took training from the institute whose annual income was less than 25K INR.

9.1.11. Information regarding training programs

Maximum of respondents got information regarding RSETI training programs from the awareness camps (40.99%) organised by RSETI faculty or advertisement in different rural and urban areas from time to time. Nearly 27.89% of sample respondents got information regarding these training programs from friends in most of the cases who already had taken training from the RSETI institutes followed by bank employees of certain banks with 22.11%. The results were consistent with the results of the study conducted by National Academy RUDSETI namely Canara Bank Final Report (2012) which stated that the major source of information about RSETI training to the prospective trainees were advertisements and past trainees. This shows that ex- trainees recommend their friends to take training from RSETI institutes because they were totally satisfied by the training modules, methods and faculty who provide training. This also shows that ex- trainees were greatly benefitted by these training programs so they suggested others also to join the same. The findings were also in line with Bannerjee (2011) who reported that majority (35.94%) of trainees got information from awareness camps.

9.1.12. Type of training programs

Majority (36.9%) of the total respondents had taken general EDP training from the RSETI followed by agricultural EDP training (24.32%), process EDP training (21.43%) and just 17.35% respondents had taken product EDP training from RSETI. Actually the candidates who took training in general EDP already were doing some sort of business just for expanding their business or for credit linkage the trainees had selected this particular trade. Moreover, these trainees selected the training program as recommended by the Bank officials because they were already selected as eligible candidates for bank loans. Nearly, 63.1% of total respondents had chosen training as per their own choice. The results were almost in line with Sinha (2016) in which 25% of the trainees had selected the trade on recommendation of the bank officials and 45% had selected the training program as per their choice.

9.1.13. House possession

Maximum of respondents possessed their own house with 92.52% and just 7.48% respondents were there in sample of those who had no houses of their own. The

results were coinciding with the results of study of Jan Santhans in three states of Andhra Pradesh, Tamil Nadu and Kerala which state the status of ownership of houses of total sample families. Out of respondents families 68.19% live in their own houses and 31.81% live in rented houses.

9.1.14. Economic status

Maximum of trainees who had taken training from RSETI institutes were the people who were living above poverty line with 51.53% and 48.47% of trainees were living below poverty line. The results depict that majority of people who live above poverty line which includes upper class and middle class people also go for training in RSETI to become self- employed. The conclusion was in line with Manjusmita Dash and Kulveen Kaur (2012) who concluded that maximum of upper class and middle class people start their entrepreneurial ventures.

9.1.15. Type of enterprise

Total 36 respondents (6.12%) had started their production units after the training and 546 (92.86%) had either expanded or started their new businesses after the training. Just 6(1.02%) respondents were there in all the sample districts who had not yet started their enterprises. The findings depict that maximum respondents started or expanded their businesses, very few had started their manufacturing units which might be due to high risks involved in setting a manufacturing unit and more capital in form of huge investments is required in manufacturing unit than business.

9.1.16. Total investment

Maximum respondents of 310 (52.72%) had invested from 10K to 1 lakh followed by the investment of 1 lakh to 2 lakhs with 89 (15.14%) of respondents. Just 86 (14.63%) respondents were there in all sample districts who had invested in their production units or businesses more than 5 lakhs. The results were in consensus with Canara Bank Final Report conducted by National Academy of RUDSETI which states that almost all the micro enterprises started by the RSETI trainees had been started with modest initial investment of 50,000 INR only in 75% cases and investment did not exceed 2 lakhs.

9.1.17. Turnover & Expenditure

Majority of respondents 269 (45.75%) had turnover from 10K to 1lakh followed by 106 (18.03%) respondents who had turnover up to 1-2 lakhs. Just 24 (4.08%) respondents in all the sample districts were in sample who had turnover above 5 lakhs. As stated above that maximum respondents had done medium investment so their turnover was also less. Majority of respondents 332(56.46%) overall had expenditure below 50,000 followed by 112 (8.20%) respondents with expenditure 50 K to 1 lakh.

9.1.18. Employment Generation

Maximum of respondents 394 (67.01%) had not employed any worker followed by 118 (20.07%) respondents who had employed 1-3 workers in their enterprises. Only 14 (2.38%) of respondents were there who had employed above 10 workers. The results are almost in line with Canara Bank Final Report (2012) which states that out of settled candidates 23% of the candidates have created employment to more than 1 person and in present study, settled candidates have created employment to 1-3 persons.

9.1.19. Income after the training

47.62% of total respondents found their income range of 5K-10K followed by 16.50% with monthly income 10K-15K. Next 13.61% of respondents have income 15K to 20K. Just 5.10% of total respondents have income above 30 K. The results were again in line with results of Canara Bank report which states that the in most of the cases, the income from entrepreneurial activity is between INR 1000 to 5000. The conclusions were also in line with Sinha (2016) who also declares that nearly half of the respondents despite of having limited financial resources could earn annual income in range of 1-2 lakhs means monthly income between 5K -10K.

9.2. YOUTH EMPOWERMENT AND TRAINING

The study concluded that with entrepreneurial training youth was empowered on the basis of seven indicators. The results were in line with the study of K.N.Janardhana (2017) who attempts to evaluate the effectiveness of Women Entrepreneurship Rural

Development and Self-Employment Training Institute and assesses its impact on women empowerment in state of Karnataka. This study assessed the impact of EDP on women empowerment on basis of five indicators namely welfare, access to information and services, awareness of self & environment, participation in decision making, control over resource and concluded RSETI have empowered women economically, socially and psychologically.

9.2.1. Social valuation and training

In overall analysis it was evident that as the social valuation of respondents increases overall empowerment rate of respondents also increases. Moreover with acceptance of society and family decision of respondent to an entrepreneur number of respondents that were empowered had increased from 227 to 361. According to t – test results there was a significant difference among overall trainees of all districts regarding youth empowerment on basis of social valuation. The results were in consensus with the results of Sinha (2016) who concluded that major part of trainees had moderate level of social valuation but more social valuation was seen in non-farm enterprises as they seem to be more profitable and lucrative than farm enterprises.

9.2.2. Entrepreneurial training and entrepreneurial intentions

It can be inferred that entrepreneurial intentions of larger part of the respondents 303 (51.5%) come under low level and that of the 285 (48.4%) come under high level of entrepreneurial intentions. Overall analysis shows that as entrepreneurial intentions among the respondents' increases from low to high level after entrepreneurial training and number of respondents who were empowered increases from 100 to 185. On the basis of t-test results there was significant difference among trainees regarding youth empowerment in relation to entrepreneurial intentions. The conclusions were in agreement with the results declared by Lorz (2010) who in his study declared that entrepreneurship training or education helps the students to activate entrepreneurial intention among them.

9.2.3. Entrepreneurial training and entrepreneurial capacity

Total 36.3% of respondents were at low level of entrepreneurial capacity after the training and 63.6% were at high level of entrepreneurial capacity stated that when entrepreneurial capacity of the respondents increases to higher level number of respondents that were empowered increase from 214 (36.3%) to 374 (63.6%). According to the t-test there was significant difference among trainees of all districts on basis of entrepreneurial capacity. Majority of the respondents possessed high level of entrepreneurial capacity because of RSETI training. The results are in concise with the findings of the Hynes (2011) and Sinha (2016) who reported that training programs enhanced the entrepreneurial capacity of trainees which benefits beyond activities of business and provides benefits to the trainee as well as the society.

9.2.4. Entrepreneurial training and entrepreneurial attributes

Various entrepreneurial attributes were studied in present study including leadership ability, risk taking ability, self-efficacy etc. It can be concluded that at low level of entrepreneurial attributes 139 of the respondents were empowered at low level of empowerment and as the training enhances the entrepreneurial attributes among the respondents the number of respondents increased to 184 at high level of empowerment. It is concluded by the study that a number of youth who were empowered increases from 227 to 361 after the training when their entrepreneurial attributes were enhanced. The findings were similar to the report of World Bank (2010) which states that trainings as well as education systems incorporate entrepreneurial skills and enhance the creativity of the trainees.

9.3. EFFECTIVENESS OF EDP TRAININGS

The best known evaluation methodology for judging training programs was given by Donald Kirkpatrick's four level evaluation model which was applied in this study. All the selected RSETIs in sample districts have their own training programs schedule as per the requirement of their district to provide effective training to their respective trainees. Similar thought was reported by FAO (2002) which reported that the effectiveness of EDP increases by adding local content and allowing flexibility

in training and education program. IFAD (2010) also reported that if a discrepancy arises between the kind of training offered and skill requirement in the market it will further exasperate the difficulties of rural youth and effect the efficacy of the training program.

Level 1 of training effectiveness in this study is measured on satisfaction level. Majority of respondents were in high score category in all districts with overall 53.5%. The study also depicts that there is a significant difference based on independent t- test in high and low mean scores regarding satisfaction level of respondents.

Level 2 is measured in terms of benefits derived from the training. The majority of respondents (nearly 68%) were in high category.

In **Level 3** reasons for establishment of enterprise were discussed and their settlement level. Main reasons for establishing an enterprise by respondents were analysed using Garret ranking technique. Overall analysis based on all districts shows that the major reason for establishing the enterprise which was assigned Rank 1 was the strong desire of trainees to become an entrepreneur followed by encouragement given by RSETIs officials with average score 51.19. Third rank was assigned by respondents to imitate other entrepreneurs with average score 49.40. Rank 4 was assigned to last resort of income by respondents for which they had started their enterprises. Lastly as per the Garret ranking scores respondents had started their enterprises with average score 40.40 to receive government incentives. Moreover to measure this level settlement rate of respondents was also counted. It is evident that out of 588 respondents except 6 respondents all others were earning 5K or more than 5K INR (as per criteria of settled candidates by RSETI Model) by starting their own enterprises and were considered settled. This was measured in terms of settlement rate. It means that majority (98.9%) of the trainees were settled and just 1.02% were yet to be settled among total respondents. This shows that after the training candidates had used their acquired knowledge in their enterprises and got settled with their increased income. District wise comparison since inception (data compared on basis of secondary data) of the institute states the settlement rate of some of the sample districts including Patiala, Moga, Rupnagar and Firozpur

since inception was above 70% but districts namely Bathinda and Hoshiarpur was above 60%. The districts of Mohali and Ludhiana were at 54.75% and 49.02% respectively. The results were in line with Makkar, Amandeep Kaur and Mann, Sukhdeep Kaur (2018) who in their study investigated the impact of rural self-employment training institute on income and employment generation and seeks feedback from beneficiaries' regarding functioning of RSETI. The study was purposively selected from Ludhiana, one of the district of Punjab (India). The study revealed that beneficiaries perceived economic and social benefits from RSETI EDP's and there is increase in income after establishing / expanding business. N.V. Vijay Kumar and Gajendra J. Naidu (2018) also reviewed the existing literature from different countries in an attempt to find the efficacy of micro finance training as taken the case of RSETI in India on the income of the trainees. There is overwhelming evidence to show that there is positive impact of training on the income in this research work. Therefore, the above studies show that effective training at the local districts as provided by RSETIs contribute in providing efficient and quality support to youth employment by enhancing their income.

Level 4: To measure level 4 business performance of respondents was taken into consideration.

Level 4 was measured on basis of showing the affinity between training effectiveness and performance of business of respondents, benefits derived from training and satisfaction level of trainees after the training. To show this relationship, confirmatory factor analysis was applied. The reliability of the data was measured by KMO measure of Sampling Adequacy and Bartlett's test of Sphericity. Its value was 0.835. Further, relationship of training effectiveness with business performance, benefit derived and satisfaction level of trainees was measured using unstandardized (B) and standardized regression (β) weight in the hypothesised path model. When Unstandardized estimates were compared the results shows that if by 1 unit business performance improves training effectiveness also improved by same unit. Similarly, if benefits derived from the training increases by 1 unit training effectiveness will increase by 1.108 units. The above results also depicts that if satisfaction level of the trainees increased by 1 unit, training will be effective by 0.414 units. Thus, this study concluded with the fact that it is guaranteed that if

trainees are totally satisfied, trainees are largely benefitted by entrepreneurial training and their business performance is good then training is effective. The result of this study were in agreement with Botha et al. (2007) who measured the effectiveness of Women Entrepreneurship Program (WEP). This paper by introducing new models on Entrepreneurial Education Model statistically proved that WEP is effective to enhance skills among women and motivate them to start their new venture. The effectiveness of training programs were also measured by various researcher. Laxman (2008) investigated the effectiveness of entrepreneurial training programs and stated that 77.35% of sample trainees had already started their enterprises and those who were in line yet to start had already planned to start their start-ups soon. Thus it was concluded that EDP training programs had certainly attained its motive effectively of creating first generation entrepreneurs.

9.4. ROLE OF SOCIO ECONOMIC FACTORS IN SUCCESS OF RESPONDENTS

On the basis of mean scores it can be depicted that general EDP training had played an important role in success of the respondents with mean score 4.48 followed by skill enhancement by the RSETI with mean score 4.45. Third main factor with mean score 4.25 was support by government provided in form of subsidies in attaining success followed by formal education with mean score 4.23. Fifth major factor which was considered important by the trainees was personal personality traits of business followed by the favourable market conditions and availability of bank finance with average score of 4.10 and 4.08 respectively. Least position was assigned to social category by the respondents with mean scores of 2.81 by the respondents in achieving success.

Overall key factors in attaining success of the respondents F value for support of families and friends found to be 53.661 and significance level was 0.00. Since significance is less than 0.05 mean differences were statistically significant at 5% level of significance. Therefore, business success and support of families and friends among all respondents across all districts was different. Hence, the above analysis states that main role in success of the respondents was played by RSETI general training its skill enhancement methods and its credit linkage support.

To realise this objective CFA model was also used to depict the relationship between demographic variables, key factors of success and economic variables of success based on previous studies. The dependent variable was entrepreneurial success and demographic factors including age /experience, locality, marital status, educational level, occupation of family, social category, income of family, family type, gender and economic status. Reliability test value was 0.817 which was acceptable and RMSEA value is 0.068 which is < than 0.08 which was acceptable fit. Therefore, researcher concluded that measurement model was fit and acceptable for structural model analysis and concluded that there was significant relationship between demographic factors and entrepreneurial success. The findings were in unison with Genty (2016) who studied the relationship between demographic factors and entrepreneurial training on entrepreneurial success. The study was guided by human capital theory in which primary data was carried out and analysed using structural equation modelling. The study depicts that there was significant relationship between demographic factors on entrepreneurs' success among the small and medium enterprises. Owners in Lagos state, Nigeria ($\beta = .214$ and $p = .28$). Similarly entrepreneurs experience was the most important predictor of demographic factors in the study ($\beta = .650$ and $p = .012$).

9.5. PROBLEMS OF RSETI INSTITUTES AND RSETI TRAINED CANDIDATES

In this study the problems of respondents were analysed by both approaches quantitatively as well qualitatively. Quantitatively Garret ranking technique was applied and qualitatively in depth interviews of some of the respondents was taken. Overall major problem which respondents faced in all districts was negative attitude of family and society with average score of 70.98 followed by financial problems which was assigned rank 2 with average score 61.4. Rank 3 was given to limited entrepreneurial culture in overall sample districts with average scores of 57.72. Fourth rank was assigned to lack of infrastructural facilities with average score 52.73. Fifth rank was assigned to complex rules and regulations of government with average score of 51.78. Accessing new technology and poor ability to plan and implement were given ranks sixth and seventh with average score of 49.13 and 48.06 respectively. Marketing information and feeling of limited entrepreneurial

skills and experience assigned eighth and ninth rank with average score of 46.8 and 41.12 respectively. 10th and 11th rank were assigned to competition and variability in prices with average scores of 37.31 and 29.21 respectively. The findings were in line with Pankaj Sinha (2016) who also studied the constraints experienced by trainees of RUDSETI Institutes of Bangalore, Ghaziabad and Hazipur. The study used the Garret ranking technique to identify the main problems of trainees and concluded that first most severe constraint faced by both non- farm trainees as well as farm trainees was absence of financial resources followed by lack of entrepreneurial culture. Third constraint is severity of rules and regulations of government, fourth is lack of access of new technologies and fifth rank was assigned to lack of market information, sixth problem was family problem and last rank was assigned to lack of infrastructural facility.

Qualitatively the results depict that respondents were totally satisfied by the training provided by RSETI but faced problems due to remoteness of RSET institute, credit linkage policies of banks outdated technology and duration of the training program. The results were in line with Ntshaliki and Squired (2001) who describes in their study that majority of the enterprises were effected by financial constraints.

9.6. PROBLEMS FACED BY RSET INSTITUTES

All the RSET institutes in respective sample districts face different problems. Main problems these institutes faced were: a) Heterogeneous background of trainees b) Availability of guest faculty c) Lack of basic infrastructure d) Lack of interested candidates for certain training programs e) Lack of assistance of support system.

9.7. UNIQUE FEATURES OF RSETIs

The researcher, during her visit to the RSETIs also discussed with directors of the institutes, regarding the unique features of RSETIs. Mainly all RSETI directors expressed their views that following were major features of their trainings which differentiate RSETI trainings from other trainings: 1) Credit Linkage 2) Follow up services 3) Committed staff 4) Infrastructure facility.

CHAPTER – 10

SUMMARY AND CONCLUSION

This study was conducted in state of Punjab for the assessment of RSET institutes which benefitted the intended target group of people who had taken entrepreneurial training from these institutes. The present study also give suggestions what more can be done to improve the quality of these trainings and settlement rate of these institutions. 50% of the RSETIs that is from 17 RSETIs, 9 RSETIs were selected for a sample study. 588 respondents on proportionate basis who were trained from April 2017 to March 2019 were chosen for the investigation. The important conclusions of the inquiry were:

10.1. DEMOGRAPHIC PROFILE OF EDP TRAINEES

- Majority of the respondents were females with 58.5% and 41.50% respondents were males.
- Maximum of respondents who undergone training from RSETI were married with 73.30% in all the nine districts. 24.68% of the total were unmarried. With regard to divorced and widow / widowers a small percentage of them were found with 0.85 % and 0.17 % respectively.
- Majority (at 45.24%) were from Scheduled caste category followed by general caste respondents (at 35.20%). Rest 19.56% belonged to other backward castes.
- The majority of respondents (36.73%) had studied only up to matric and senior secondary level (34.01%). Those were having graduation and post-graduation degree just constituted 10.03% and 3.57 % respectively. Those who had technical education constituted 0.34 % of the sample.
- Majority of the respondents (71.09%) were from rural areas. Those from urban areas constituted (28.91%) of the sample.

- Maximum respondents in sample belonged to age group of 25-35 years of age with 56.46%. Rest 18-25 constitutes 22.11% and 35-45 years of age constitutes 21.43% respectively. District wise sample population also depicts maximum of respondents in all districts belonged to same age group 25-35 years except district Amritsar.
- The majority of respondents were having nuclear families with 79.4% and just 20.7% were having joint families.
- Majority of respondents had family size between 4-5 members with 66.16%. Just 17.18%, 8.67%, 7.99% of respondents had 6-8, 1-3 & above 8 members respectively.
- The greater number of respondents belonged to business family with 29.51% and those who belonged to agricultural background constitutes 22.95% and those whose family members were engaged in certain jobs constituted 27.87% and few respondents belonged to labour class families.
- A larger part of the respondents had income less than 5K rupees with 59.86% followed by income group of respondents 5-10K with 28.40%. Just small number of Respondents belonged to higher income group of up to 25K.
- Maximum of Respondents got information regarding RSETI training programs from the awareness camps (40.99%) or advertisement organised by RSETI in different rural and urban areas from time to time. Nearly 27.89% of sample respondents got information regarding these training programs from friends (friends in most of the cases are those who had already taken training from RSETI) followed by bank employees of certain banks with 22.11%.
- Majority (36.9%) of the total respondents had taken general EDP training from the RSETI followed by agricultural EDP training (24.32%), process EDP training (21.43%) and just 17.35% respondents had taken product EDP training from RSETI.
- Maximum of respondents possessed their own house with 92.52% and just 7.48% respondents were there in sample those who had no houses of their own.

- Maximum of trainees who had taken training from RSET institutes were the people who were living above poverty line with 51.53% and 48.47% of trainees were living below poverty line.
- Total 36 respondents (6.12%) had started their production units after the training and 546 (92.86%) had either expanded or started their new businesses after the training. Just 6 (1.02%) respondents were there in all the sample districts who had not yet started their enterprises.
- Maximum respondents 310 (52.72%) had invested from 10K to 1lakh followed by the investment of 1 lakh to 2lakhs with 89 (15.14%) respondents. Just 86 (14.63%) respondents were there in all sample districts who had invested in their production units or businesses more than 5 lakhs.
- Majority of respondents 269 (45.75%) had turnover from 10K to 1 lakh followed by 106 (18.03%) respondents who had turnover up to 1-2 lakhs. Just 24 (4.08%) respondents in all the sample districts were in sample who had turnover above 5 lakhs.
- Majority of respondents 332 (56.46%) overall had expenditure below 50,000 followed by 112 (19.04%) respondents with expenditure 50K to 1 lakh.
- Maximum of respondents 394 (67.01%) had not employed any worker followed by 118 (20.07%) respondents who had employed 1-3 workers in their enterprises. Only 14 (2.38%) of respondents were there who had employed above 10 workers.
- 47.62% of total respondents found their income range of 5K-10K followed by 16.50% with monthly income 10K-15K. Next 13.61% of respondents have income 15K to 20K. Just 5.10% of total respondents had income above 30 K.
- The results depicts that S.A.S Nagar Mohali and Ludhiana districts need to improve their strategies and training programs to improve their settlement rate.

10.2. RELATIONSHIP BETWEEN ENTREPRENEURIAL TRAINING AND YOUTH EMPOWERMENT

- In overall analysis it was evident that as the social valuation of respondents increases overall empowerment rate of respondents also increases. Moreover with acceptance of society and family decision of respondent to become an entrepreneur the number of respondents that were empowered had increased.
- It can be inferred that entrepreneurial intentions of greater part of the respondents 303 (51.5%) come under low level and that of the 285 (48.4%) come under high level of entrepreneurial intentions. Overall analysis shows that entrepreneurial intentions among the respondents' increases from low to high level with entrepreneurial training.
- As far as entrepreneurial capacity is concerned the overall entrepreneurial capacity of the respondents increases with entrepreneurial training. According to the t-test there was significant difference overall among trainees of all districts on the basis of entrepreneurial capacity.
- It can be concluded from the study that at low level of entrepreneurial attributes of respondents were empowered at low level of empowerment and as the training enhances the entrepreneurial attributes among the respondents the number of respondents increased to high level of empowerment. Overall the results of this study depicts that a number of youth who were empowered, increased after the training when their entrepreneurial attributes were enhanced.
- Average settlement rate of all the districts was approximately 71 %. The study also depicts that majority of the trainees selected self-employment (86.99%) rather than wage employment (13.1%). As far as present study is concerned the primary data collected by the researcher shows that out of 588 respondents just 6 respondents are yet to settle. According the RSETI model the person who is earning above 5000 per month after the training by setting an enterprise was considered as settled candidate. In present study out of 588 respondents 583 respondents earn more than 5000 INR per month.

- In category of total turnover 10K to 1 lakh, 128 (47.5%) of respondents had low level of youth empowerment but 141 (52.4%) of respondents had high level of youth empowerment. If respondents become financially strong they become empowered economically and socially. According to F-test results overall there is a significant difference between mean values of all districts in relation to different levels of total turnover as its calculated value is less than 0.05.
- As far as relationship between income level of trainees after the training and the youth empowerment is concerned the result of F-test shows overall value is highly significant as calculated value was less than 0.05 (at 5% level).
- The correlation between entrepreneurial training and youth empowerment depicts that correlation value (R) is 0.112 which exhibits a fair amount of positive correlation exists between independent (Entrepreneurial Training) and dependent variable (Youth Empowerment). With t-test significance level being less than 0.05 the mean difference existing for this parameter was significant. This shows that there is positive effect of entrepreneurial training on youth empowerment.

10.3. TRAINING EFFECTIVENESS

The best known evaluation methodology for judging training programs was given by Donald Kirkpatrick's four level evaluation model which was applied in this study.

Level 1 was measured on satisfaction level. Majority of respondents were in high score category in all districts with overall 53.5%. The study also depicts that there was a significant difference based on independent t- test in high and low mean scores regarding satisfaction level of respondents.

Level 2 was measured in terms of benefits derived from the training. The majority of respondents (nearly 68%) were in high category.

Level 3 measures reasons for establishment of enterprise and their settlement level. Main reasons for establishing an enterprise by respondents were analysed using Garret ranking technique. Overall analysis based on all districts shows that the major

reason for establishing the enterprise which was assigned Rank 1 was the strong desire of trainees to become an entrepreneur followed by encouragement given by RSETIs officials. Third rank was assigned by respondents to imitate other entrepreneurs. Rank 4 was assigned to last resort of income by respondents for which they had started their enterprises. Lastly as per the Garret ranking scores respondents had started their enterprises to receive government incentives. Moreover, to measure this level, settlement rate of respondents was also counted. The majority of respondents (nearly 68%) were in high category.

Level 4 was measured on basis of showing the relationship between training effectiveness and business performance of respondents, benefits derived from training and satisfaction level of trainees after the training. To show this relationship, confirmatory factor analysis was applied. The reliability of the data was measured by KMO measure of Sampling Adequacy and Bartlett's test of Sphericity. Its value was 0.835. Further, relationship of training effectiveness with business performance, benefit derived and satisfaction level of trainees was measured using unstandardized (B) and standardized regression (β) weight in the hypothesised path model. The outcome of the model shows value of P (Probability Value) is < 0.05 in all the factors. Therefore, the research hypothesis was accepted. The results show that more training effectiveness, the more benefits derived from training and satisfaction level of the trainees will also increase. Thus, this study concluded with the fact that it is guaranteed that if trainees are totally satisfied, trainees are largely benefitted by entrepreneurial training and their business performance is good then training is effective.

10.4. RELATIONSHIP BETWEEN SOCIO ECONOMIC PROFILE OF RESPONDENTS AND THEIR SUCCESS RATE

Owing to the mean scores it can be depicted that general EDP training had contributed significantly in success of the respondents followed by skill enhancement by the RSETI. Third main factor was support by government provided in form of subsidies followed by formal education. Fifth major factor which was considered important by the trainees was personal personality traits of business followed by the favourable market conditions and availability of bank finance. Least position was assigned to social category by the respondents in achieving success.

Overall key factors in attaining success of the respondents F value for support of families and friends were highly significant since significance is less than 0.05 mean differences were statistically significant at 5% level of significance. Hence, the above analysis states that main role in success of the respondents was played by RSETI general training its skill enhancement methods and its credit linkage support.

10.5. PROBLEMS FACED BY RESPONDENTS

Major problems which respondents faced were in starting and running their enterprises were:

- Rank 1 -negative attitude of family and society
- Rank 2- financial problems
- Rank 3 - limited entrepreneurial culture.
- Rank4- lack of infrastructural facilities.
- Rank5- complex rules and regulations of government.
- Rank 6 - accessing new technology and
- Rank 7- poor ability to plan and implement were given ranks sixth and seventh
- Rank 8-marketing information
- Rank 9- feeling of limited entrepreneurial skills and experience
- Rank 10- was assigned to competition
- Rank 11-variability in prices.

In qualitative inquiry the main problems the respondents discussed were the problems due to remoteness of RSET institutes, credit linkage policies of banks and duration of the training programs and in some training programs outdated technology was used.

10.6. PROBLEMS FACED BY RSET INSTITUTES

All the RSET institutes in respective sample districts face different problems. Main problems these institutes face are: a) Heterogeneous background of trainees b) Availability of guest faculty c) Lack of basic infrastructure d) Lack of interested candidates for certain training programs e) Lack of assistance of support system.

10.7. UNIQUE FEATURES OF RSETIs

The major features of the RSETI trainings which differentiate RSETI trainings from other trainings were:

- Credit Linkage
- Follow up services
- Committed staff
- Infrastructure facilities
- Unique training
- Training in Vernacular Language.

10.8. RECOMMENDATIONS

On the basis of above findings subsequent recommendations are offered to provide training of better quality to the trainees.

- As per the qualitative inquiry of this study, most of the RSET institutes have temporary faculty to provide training but these institutes must have permanent faculty for ensuring success of skill development program. Moreover, instructors must be proficient in local language for ensuring to provide the training in local language.
- To make the RSETI training more effective business performance of the trainees after the training can be improved by RSET institutes by providing them financial support, by procuring raw materials, more business information and marketing support by organising local and regional market fests and exhibitions.
- As per the results of the study maximum people above poverty line were benefitted by these trainings but RSET institutes must ensure to give priority to rural BPL youth in these trainings.
- It is observed from present study that maximum respondents had taken training in General EDP module but it is recommended to all RSETIs to give equal weightage to all modules product, process and agriculture in order to fill the skill gap in these sectors also.

- The selection of the candidates through government sponsored programs should be reduced. While making selection of the candidates for taking training in these institutes more attention should be paid to select the candidate of right aptitude and attitude for starting their enterprise.
- As per the results of this study, most of the RSET institutes in Punjab are non-residential because of basic infrastructural problems. So, it is recommended to stakeholders to provide basic infrastructure to all the institutes in entire Punjab so that residential training could be encouraged.
- RSETI need to upgrade its course content every year and make sure that latest technology tools and equipment must be used in providing training especially in process EDP trainings.
- In order to solve the problem of remoteness of RSET institutes, it is suggested that more than one institute should be established in each district (could be Tehsil wise) so that more and more candidates from remote areas can be benefitted.
- Banks should ensure proper credit linkage to deserving candidates after the training to facilitate their early settlement. Loans should be on easy terms and interest rates must be lower than other commercial loans.
- The number of trainings annually with long duration should be conducted in order to ensure the good level of skill development, so that more and more candidates could be satisfied by learning soft and hard skills.
- As per the results of this study maximum respondents had started business not manufacturing units after the training. RSET institutes must encourage their trainees to start manufacturing units for support of centre government schemes of Stand-up India, Start-up India, and Make in India etc. in Punjab also.
- As per the results of this study it is identified that RSETI trained candidates had started their enterprises with very low investment ranging between 10K and 1 lakh and ensure low risk. Therefore, they generate less revenue and they create less employment due to size of their enterprises. So, it is recommended to government to ensure to provide them more credit linkage for larger

investments to create more volume to revenue and more employment in various sectors.

- It is necessary to build up the hand holding assistance of RSETIs more effectively for the sustained motivation among the trainees.
- As per the study maximum women candidates had participated in RSETI trainings because more of women start their home based businesses after the training. So, it is recommended that more rural men entrepreneur networks can be formulated to facilitate and encourage more rural men to start micro enterprises to tackle unemployment and underemployment problem in rural areas.
- Settlement rate as per the study is less in districts of Mohali and Ludhiana among the sample districts. Therefore. The government and other stakeholder's must take initiatives to improve settlement rate in these districts.

10.9. IMPORTANCE OF THE STUDY

The results of the study generally have importance for general people or society, government/stakeholders, economy and first generation entrepreneurs as shown in following figure 10.1.

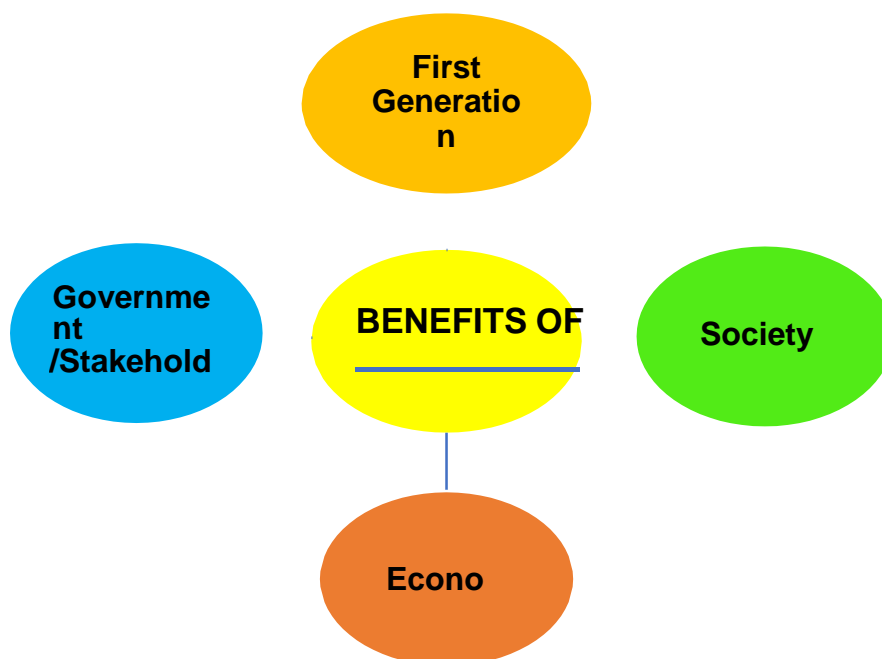


Fig. 10.1 : Benefits of the study

10.9.1. Benefits for stakeholders

The main findings of the study will help the stakeholders in understanding the weaknesses as well strengths of the existing RSETI training model, their support mechanism and their post training follow up policy for the beneficiaries. The findings of the study would also be helpful to understand that how the training effectiveness could be measured. The study concluded that RSETI training would be considered effective if business performance of beneficiaries is good, their satisfaction level is high and if they have derived maximum training benefits from RSETI training. In addition, the results of the study states the basic problems the RSET institutes faces and its beneficiaries faced during and after completion of training process for setting and running their enterprises. These results could be helpful to government which could take effective steps to meet the needs of RSET institutes and could guide directors and sponsor banks to solve all these problems of institutes and trainees at local level. In addition, government could adjust or revise program or policies related to these institutes and could plan more innovative solutions as per the training needs.

10.9.2. Benefits to First generation Entrepreneurs

The study has highlighted that how the RSETI trained candidates could prepare traditional local pappars or pickles in product EDP trainings to hi- tech computer repair, mobile and air conditioner repair in process EDP trainings by using the skills they had learnt during their entrepreneurial training. In addition, during these trainings youth is not only equipped with hard skills but also with soft skills which will further promote customer dealing skills in wage or self-employment. The study through its success stories also throws light on the issue how the RSETIs by providing right type of training to lakhs of youth has motivated and facilitated them to settle in right economic venture. This will motivate first generation entrepreneurs in both urban and rural areas to start their entrepreneurial ventures after taking training from these institutes.

10.9.3. Benefits to society

Common public living in society with results of the study will come to know about the enhancement of competencies and abilities of youth by RSETIs. As a result, more of the individuals will be motivated to take training from these institutes and further increase in entrepreneurial intention among young people. The use of adequate indicators which indicates the relationship between entrepreneurial training and youth empowerment clearly depicts that effective training empower the youth economically, socially and psychologically. Hence, society will recognize the importance of skill development programs and results in increase in employment and reduction in poverty indirectly leads to development of society.

10.9.4. Benefits to economy

The findings of this study shows the role of RSETIs in providing training and skill development programs to young people in Punjab. After getting training, the candidates either start their enterprises or go for wage employment. If they start their own enterprises then economy will be benefited by generation of employment that will increase the demand as well supply of goods and services. But if the candidates go for wage employment economy will have good supply of skilled labor which will further increases productivity of labor and indirectly have positive impact on growth of economy.

10.9.5. Future Research

The upcoming researchers who wants to conduct further research on related topic can investigate further on basis of the conclusions drawn by this study. This study shows that RSETI training is effective further researchers can investigate training is most effective for which EDP module process, product, agricultural or general. In addition, future researchers can write the case study of RSETI trainees. Moreover, the present study had investigated that maximum respondents had not taken credit loans to start their enterprises, further research can be conducted to know the reasons for not taking more financial assistance from the RSETI banks after the training and the trainees who had taken loans are repaying regularly bank loans or many of them have become NPA for respective banks. In addition, how RSETIs can be regarded as

social enterprise upcoming researchers can prove it. Further, researchers can also make an inquiry that what kind of enterprises have been started by the RSETI trainees, most of them are whether involved in manufacturing, trading or service sector.

10.10. CONCLUSION

In a nutshell, the study concludes that to tackle unemployment problem, to fill the skill gap in our country, for fulfilling the career aspirations of rural youth, for bringing diversity in the incomes of the people specially poor families residing in rural areas RSET institutes are working as social enterprises and pioneers in the area of skill development and developing entrepreneurial culture in state of Punjab in particular and in India in general. These institutes with their effective training, empowered youth from all aspects and played an important role in their entrepreneurial success.

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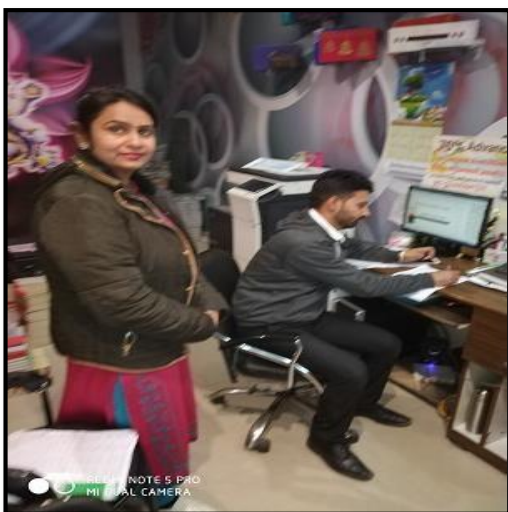
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ANNEXURE – I

QUESTIONNAIRE FILLING PHOTOGRAPHS







Infrastructure of RSETIs







Activities Performed in RSETIs





Interaction with Directors and Faculty of RSETIs





ANNEXURE – II
SUCCESS STORIES

Success stories of Bathinda

Nirmla Devi D/O Mahavir belongs to Schedule Caste, grew up in hardships and had faced adverse economic conditions in her family. She lost her family in very young age and was left with an old mother and a younger brother. Her family use to work as laborers' in the field to earn their livelihood. She could not find a way to rise up in the life due to lack of awareness and opportunity. But she had an inner desire to do something in her life. Lack of capital, academic qualification and lack of proper guidance blocked all her plans to become successful. After completing her education she learnt tailoring work and started doing the tailoring job but she was not satisfied with a marginal salary of Rs.4000 per month. One day through an advertisement she came to know about the Prime Minister Employment Guarantee Program, after counseling from RSETI Bathinda, she attended the training program under General EDP and became more confident to become successful entrepreneur. She had taken training for 10 days in January 2019. She applied a loan of Rs.5 lakh under PMEGP Scheme. Her loan was sanctioned by SBI through RSETI Bathinda. After taking loan she established her own boutique shop. Now she is earning Rs.25000 per month and had employed 5 more workers in her boutique. She gave credit to RSETI training which immensely attribute her professional success and changed her attitude towards life.

Trained at	SBI Bathinda RSETI (Sponsored by SBI)
Trained in	General EDP
Source of Funds	
Own	25000
Bank Finance	4.75 Lakh
Name of the Bank	State Bank of India
Average Monthly Profit	Above 25000
Employment Generation	5

Kamaljeet Kaur a rural girl who was very hard working and creative belongs to poor family. Since childhood she wanted to raise standard of living of her family and help her parents financially. Kamaljeet continued her studies up to graduation with great hardships. She was having full support of her parents but because of financial constraint and lack of proper guidance she was not able to build up her career. She was totally depressed and by chance she attended the awareness camp organized by RSETI Bathinda which proved a virtue for her. After that she attended the training in Beauty Parlour Management and participated enthusiastically in the training. The training not only inculcated technical skills but also transformed her entire personality. This was the training through which she learnt the tricks of the trade and importance of punctuality. After completion of training she applied for loan and bank provided her loan of 77K and now she is running her beauty parlor very successfully and considers that only training and guidance provided by RSETI improved her economic conditions and enhances her confidence to become a successful entrepreneur.

Trained at	SBI Bathinda RSETI (Sponsored by SBI)
Trained in	Process EDP (Beauty Parlour Management)
Source of Funds	
Own	23000
Bank Finance	77000
Name of the Bank	State Bank of India
Average Monthly Profit	15000-20000
Employment Generation	Nil

Lakwinder Kaur was born in poor family and she lives in a slum area. She was interested in studies so she continued her study up to 10+2 and after that she got married to Sukhmander Singh. Again her fate was not in her favour as her husband was doing the labor work only. It was so difficult for her to carry the responsibility of three daughters. She was living in utter poverty but still decided to do some efforts to become self-independent and raise her family's standard of living. One day she attended the awareness camp organized by SBI RSETI Bathinda and enrolled

herself in women tailoring training program. She, in her hope to improve the financial position of her family enthusiastically participated in the training program and tried to gain the maximum knowledge. The training transformed her into a high spirited women. After completion of her training she immediately was confident enough to start her own boutique and within 3 months she started her entrepreneurial venture and now she is earning above 15K from her boutique per month. She feels proud that from unemployed women she became efficient enough to provide employment to two more in her entrepreneurial unit. She immensely attribute her professional success as well as her positive attitude towards life to RSETI Bathinda.

Trained at	SBI Bathinda RSETI (Sponsored by SBI)
Trained in	Process EDP (Women Tailor)
Source of Funds	
Own	18K
Bank Finance	Nil
Name of the Bank	-
Average Monthly Profit	15K
Employment Generation	2

Success stories of Patiala

S. Kewal Singh S/O Sh. Charan Singh after passing his 12th class started working with agriculture products and welding works. But he was not satisfied and wanted to achieve greater heights. From his friends he came to know that RSETI Patiala is providing free EDP training and credit facility to upcoming entrepreneur. Then he underwent training in general EDP and learnt the entrepreneurial attributes, soft skills, gained knowledge, confidence and guidance to start its own enterprise. He had invested more than 10 lakhs in his enterprise by taking loan from Canara bank. With his commitment, hard work and proper counselling and guidance from RSETI Patiala, he is earning 20,000 per month and given employment to four more persons in his unit which deals with agricultural products and welding works. He extends thanks to RSETI Patiala for showing him path of success.

Trained at	SBI Patiala RSETI (Sponsored by SBI)
Trained in	General EDP
Source of Funds	
Own	25000
Bank Finance	12Lakh
Name of the Bank	Canara Bank
Average Monthly Profit	Above 20000
Employment Generation	4

The story of **Sanjay Thakur** was similar to large number of unemployed youth who dream to establish their own manufacturing units. After completing his matric at very young age Sanjay Thakur was passionate to become an entrepreneur. But his family was not financially strong to start the manufacturing unit of engineering works. So, for some time Sanjay worked in some manufacturing unit at industrial Focal Point Patiala and gathered information. But he was totally dissatisfied by working under some other boss and always dreamed to start his own enterprise. Once he came to know from friends about RSETI training and financial help provided by RSETIs. He immediately connected Director of Patiala RSETI who advised him to apply loan under PMEGP scheme and to attend the training in RSETI. Thus this was a turning point of his life and first step on the path of his success. He took training under General EDP which inculcated various entrepreneurial skills, financial management and personality development attributes in Sanjay. After the training he got marketing information and skills of customer dealing and chose a relevant location for his enterprise. He with the credit linkage of 21.00 lakhs started his own venture namely Vishkarma Engineering Works. Now he is successfully running his enterprise with monthly income above 30K and has provided employment to further three more workers. He really thanks RSETI Patiala which paved the way for fulfilling his dream.

Trained at	SBI Patiala RSETI (Sponsored by SBI)
Trained in	General EDP
Source of Funds	
Own	25000
Bank Finance	21Lakhs
Name of the Bank	Punjab National Bank
Average Monthly Profit	Above 30K
Employment Generation	3

Vinod Kumar belonged to rural area in district Patiala and studied up to matric. He expressed his interest in opening his Steel Furniture shop. Though he was having market knowledge and essential skills to start his own shop but limited financial resources act as constraint to start his unit. One day he conducted the EAP conducted by RSETI and comes to know about General EDP program and after attending the training applied for the bank loan under PMEGP. He got loan from Punjab National Bank for ten lakhs and by using the tacts and skills of business he learnt during his training started his Steel and furniture shop in his village only. He got good response from the customers and he is now earning above 25K per month. He has further given employment to two more persons of his village. For improving total quality of his life he is very thankful to SBI- RSETI Patiala as well as Government of India who helped him to achieve his goal to become a successful entrepreneur.

Trained at	SBI Patiala RSETI (Sponsored by SBI)
Trained in	General EDP
Source of Funds	
Own	25000
Bank Finance	10 Lakhs
Name of the Bank	Punjab National Bank
Average Monthly Profit	Above 25K
Employment Generation	2

Success stories of Hoshiarpur District

Kamaljit Singh who has not completed his graduation because of adverse economic conditions of his family took training from PNB RSETI Hoshiarpur under general EDP from 03.04.2017 to 12.04.2017 and become a successful entrepreneur. After he left his studies, got training in carpentry and started doing job at very meagre salary. He always wanted to start his own business. With grace of God he started his business but that was at very small scale level due to shortage of finance. He applied for loan under PMEGP and underwent training. Then he opened his own Furniture shop named Brothers Furnishers in April 2017 after the training and thank PNB RSETI for fulfilling his dream. Now, he has employed 7 workers in his workshop and earns above 25000 /- after meeting all his expenses.

Trained at	PNB RSETI Hoshiarpur (Sponsored by PNB)
Trained in	General EDP
Source of Funds	
Own	50K
Bank Finance	7,50,000
Name of the Bank	United Bank of India
Average Monthly Profit	Above 25K
Employment Generation	7

Ms. Ranjeet Kaur belongs to poor family and is fatherless. Her mother was not educated that she can earn her livelihood. Due to financial reasons she was not able to complete her studies. But she always want to provide financial support to her family by starting her own business. So, she took training from various institutes in beauty parlour management, fabric painting, hand embroidery etc. and formed her self-help group named as Nari Niketan. But she was not confident enough to start her business. Once she attended the awareness camp of PNB RSETI at Hoshiarpur and was motivated to join this institute for taking EDP training. No other batch of training program was going to start except papad and pickle making. She was so curious to attend the training that she started participating in same training from

24.01.2017 to 30.01.2017 organized by PNB RSETI. She, during her training not only learnt skill but also encouraged to become an entrepreneur. After the training she joined as guest faculty in RSETI institute. Then she started participating in various exhibitions at national level. She along with her self-help group participates in various exhibitions in other states to sell her handmade pickle, woolen dresses designed by her and decorative items. Ranjeet Kaur is earning more than 25000 rupees per month and gives seasonal employment to many other ladies. She dreamt and is confident enough to participate in international exhibitions also. She wholly gives credit to RSETI soft skills EDP training for her success.

Trained at	PNBRSETI Hoshiarpur (Sponsored by PNB)
Trained in	Papad and Pickle Making
Source of Funds	
Own	25000
Bank Finance	Nil
Name of the Bank	Punjab National Bank
Average Monthly Profit	Above 25K
Employment Generation	Provides seasonal employment and part time employment

Success stories of SAS Mohali District

Manmohan Kaur who resides in Chandigarh and studied up to M.com always dreamt to become a successful entrepreneur. After completing her studies she started manufacturing unit of production of paper napkins with her own funds. But her machines were obsolete. Old machines were not able to increase the productivity of napkins. So, she wanted to replace her machines by new technology machines but lack of financial resources act as barrier. She contacted the bank for credit linkage. Bank employees suggested her to take training from RSETI Mohali under PMEGP training program. She attended the training under General EDP from 12-12 -2017 to 22-12-2017 and learnt various business traits from the institute. Though she attended the training just for credit linkage but training changed her personality and converted

her to the confident business women. She got loan of 10 lakhs from the Indian Bank and bought latest machines that increase the production of paper napkins resulting increased income. She has given employment to two more workers and earning 20K – 25K (INR) per month. Monmohan Kaur commented that after RSETI training only she became a woman entrepreneur in real terms.

Trained at	PNBRSETI SAS Mohali (Sponsored by PNB)
Trained in	General EDP
Source of Funds	
Own	1 lakh
Bank Finance	10 lakh
Name of the Bank	Indian Bank
Average Monthly Profit	20K- 25K
Employment Generation	2

Sunita Devi 34, lives in Chandigarh studied up to graduation level. Since her childhood she dreamt to start her computer centre. She knew well the skills of business but had less confidence in customer dealing. Moreover financially also she was not strong enough to start her computer centre. So, she thought of taking loan from bank. Punjab National bank employees told her about RSETI training and its follow up activities and she at once decided to take training. She took training from PNBRSETI Mohali in April 2018 and invested 5 lakhs in her project. Two lakhs she invested from her own funds and 3 lakhs by taking loan from Punjab National Bank. Now she is running her Computer Centre successfully and is earning up to 25K INR per month. During her training process the most important activity performed every morning “MILLP” made her confident enough to deal with her customers. She has employed permanently two more persons in her institute. She accredit RSETI training for her success.

Trained at	PNBRSETI SAS Mohali (Sponsored by PNB)
Trained in	General EDP
Source of Funds	
Own	2 lakh
Bank Finance	3lakh
Name of the Bank	Punjab National Bank
Average Monthly Profit	Above 25K
Employment Generation	2

Success stories of Rupnagar District

Mrs. Joginder Kaur 44, belonged to backward class studied up to 10th class. Once, she attended awareness camp organized by RSETI Rupnagar. She took training in beauty parlour management from this institute for 21 days. Before taking training she was financially dependent on her husband and family income but always wanted to become independent. After the training from RSETI she started her own shop. She got financial assistance from UCO RSETI in establishing her unit. She herself is very hardworking and creative with pleasing approach towards her customers. She learnt the soft skills for dealing with customers from RSETI training and now acquired good number of customers by providing excellent services. At present she is earning 15K-20K INR per month.

Trained at	UCO RSETI, Rupnagar (Sponsored by UCO Bank)
Trained in	Beauty Parlour Management
Source of Funds	
Own	10K
Bank Finance	90K
Name of the Bank	UCO Bank
Average Monthly Profit	15K-20K
Employment Generation	Nil

Mrs. Baljit Kaur came in our contact during EAP camp. During her discussion with RSETI faculty she showed keen interest to become an entrepreneur. But she considered her educational qualification as barrier to become an entrepreneur. RSETI faculty advised her to take training in agricultural EDP. On their advice she enrolled as trainee in advanced dairy management. After the training she applied bank loan rupees 2 lakh. After taking loan from bank she started commercialize her agriculture business. Prior to training she was totally dependent on her husband and was involved in agricultural activities for her own household not for commercial purposes. She is working equally as prior to the training but earning 10 K – 15 K INR per month. She really thanked the RSETI training for her success.

Trained at	UCO RSETI, Rupnagar (Sponsored by UCO Bank)
Trained in	Agricultural EDP
Source of Funds	
Own	20K
Bank Finance	1,80,000
Name of the Bank	UCO Bank
Average Monthly Profit	10K-15K
Employment Generation	Nil

Sh. Kulwinder Singh 45, was working in the leading photography unit. During his working in the photography unit he acquired lot of knowledge but he always wanted to start his own venture to supplement his family income. He was in his middle age and because of his family's responsibilities was unable to start his business because of limited financial resources. To solve his financial problem he applied for PMEGP loan from PNB AUR through DIC SBS Nagar and took training in RSETI institute, Rupnagar in June 2017. The training program was very informative, well planned and useful for establishment of his business. After successful completion of the training with the support of Director of the RSETI institute finally reached his goal to become to an entrepreneur.

Success stories of Moga District

Mandeep Singh Arora 32, who was diploma holder in technical education but was unemployed. One day he heard about Entrepreneurial Development Program for micro Entrepreneurs enrolled in RSETI Moga. He got training from 29-11-2017 to 11-12-2017 for 13 days. Those 13 days completely changed his life. He attended the training very sincerely. After completion of training, he started his own retail mobile business. Now he is earning above 25K and further gives employment to 2 workers.

Trained at	RSETI, Moga (Sponsored by Punjab & Sindh Bank)
Trained in	General EDP
Source of Funds	
Own	1lakh
Bank Finance	3 Lakhs
Name of the Bank	Punjab& Sindh Bank
Average Monthly Profit	Above 25000
Employment Generation	2

Iqbal Singh 32, belonged to BPL family and was not having permanent employment due to which he was living in a house which was in miserable condition. One day, he attended the awareness camp of the RSETI Moga and came to know its credit linkage benefits. At once a plan flashed in his mind that after attending training he will take loan and by making excuse of starting any business he will renovate his house. But something else was in his destiny. When he attended the training under General EDP. He was so prompted to become an entrepreneur that his priorities of life changed. Though his family was living in utter poverty but now at any cost he wanted to start his business. RSETI training inculcated entrepreneurial skills & management skills in him. During his training only he thought to launch his manufacturing unit of foot wears. He got 90, 000 rupees as loan and he raised 10,000 rupees as his own fund by borrowing and bought one Chappal (foot wear) making machine. For marketing his product RSETI faculty has provided him full support. Now he is giving supply of his colorful Chappals' to all the nearby villages

and people from other districts also specially visit his manufacturing unit to buy his fancy footwear. He is earning more than 25,000 rupees per month and have employed two workers permanently.

Trained at	RSETI, Moga (Sponsored by Punjab & Sindh Bank)
Trained in	General EDP
Source of Funds	
Own	10,000
Bank Finance	90,000
Name of the Bank	Punjab & Sindh Bank
Average Monthly Profit	Above 25000
Employment Generation	2

Success stories of Ferozpur District

Swaranjeet Kaur 34, belongs to Schedule caste lower middle class family. After she completed her studies she got married. She was housewife and always wanted to provide financial support to her husband to meet out family needs. Though she had done diploma in architect but because of lack of computer knowledge and financial constraints was unable to start any business or go for wage employment. One day she attended the awareness camp of RSETI and came to the RSETI, Ferozpur and took training in computerized accounting course from 24.07.2017 to 04.09.2017. After completion of training she became perfect in computer operating and she established her business in architecture. She established her business in December 2017. Now she is successfully making maps of new hours with the help of IT skills she had learnt from RSETI institute. She entirely acknowledges RSETI institute for changing her life completely.

Trained at	OBC RSETI, Firozpur (Sponsored by Oriental Bank of Commerce)
Trained in	Computerized Accounting(Process EDP)
Source of Funds	
Own	1,50,000
Bank Finance	Nil
Name of the Bank	--
Average Monthly Profit	Above 25000
Employment Generation	2

Balwinder Singh, 45 studied up to 10+2 was working as street electrician. His income was so low that he was unable to pay school fee of his children. He was so upset and consulted bank for loan. Bank employees suggested him to take training from RSETI and apply for the loan. He took training under Gharelu Vidyut Upkaran Seva Udyami from 20.03.2017 to 22.04.2017 nearly for 1 month. After taking training, he started his new enterprise of submersible pump sets and its repair in September 2017. He through RSETI easily got credit linkage from Dena bank. He had employed more than seven workers in his submersible motor repair shop and really thank RSETI for making him an entrepreneur from a laborer.

Trained at	OBC RSETI, Firozpur (Sponsored by Oriental Bank of Commerce)
Trained in	Gharelu Vidyut Upkaran Seva Udyami (Process EDP)
Source of Funds	25K
Own	10 lakhs
Bank Finance	8 lakhs
Name of the Bank	Dena Bank
Average Monthly Profit	50,000 (INR)
Employment Generation	7

- d) No Farming only Business
- e) No Farming Only Service
- f) Any Other (Specify)

Occupation	Income
Agriculture	
Service	
Business	
Total	

13. Sources of family income at the time of training. _____

14. Year and month of the training taken : _____

15. How did you come to know about the training program

- a) From friends
- b) From family members
- c) From advertisements
- d) From Neighbour
- e) Others (specify)

16. Training duration and program chosen: _____

17. What are the benefits you have derived from the training attended at RSETI

	Particulars	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a)	Motivation to start the enterprise					
b)	Improvement in technical skills					
c)	Obtaining credit from RSETI bank become easy					
d)	Increased awareness about various government departments and their scheme					
e)	Imbided more confidence to take up risks and opportunities in life					
f)	Helped to learn soft skills					

18. Entrepreneurship Training & Youth Empowerment

S. No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
a)	My economic condition has become better than my previous condition					
b)	I can afford better health facilities					
c)	I can participate in family decision making					
d)	My business has improved my quality of life					
e)	My social status have improved					
f)	After the training I have more access to modern technology					
g)	I can assess Business information					

Social valuation: If you decided to create a firm, people in your close environment would approve that decision

S. no.	Persons/Agencies	Totally disapprove	Moderately disapprove	Will not interfere	Moderately approve	Totally approve
a)	Your family members					
b)	Your friends					
c)	Your colleagues & mates					
d)	RSETI Trainers					
e)	Social community					
f)	Various Government agencies					

Entrepreneurial Intention: State your degree of agreement or disagreement with following statements.

Sr No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	After getting training from RSETI I am ready to be an entrepreneur					
2	After training I was determined to create a business in near future					
3	RSETI has provided me opportunities and resources to start a firm					

Entrepreneurial Capacity:

S. no.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Starting a firm and keeping it working seems easy to me.					
2	I am prepared to start a viable business.					
3	I can control the creation process of new firm.					
4	I know how to develop an entrepreneurial project.					
5	If I would try to start a firm I have high probability					

Entrepreneurial Attributes: State your degree of agreement or disagreement with the following statements.

Sr.No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I try to analyse my finances, challenges as well as success					
2	I enjoy competing and bringing in change					

Sr.No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
3	It is usually easy for me to stick to my aims and Accomplish my goals.					
4	I always take risk when my chances of success are high					
5	I am willing to accept both financial and work risks when Necessary.					
6	I have a good social network of friends, professionals and business acquaintances that can be utilize when I decide to be an entrepreneur.					
7	I can arrange money and supporting information from different sources to start my own enterprise					
8	I can remain calm while facing difficulties because I have enough coping abilities.					

19. Training Effectiveness

S. No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Curriculum						
a)	The Training meets my expectations					
b)	I will be able to use the knowledge gained from the course					
c)	The training objectives were identified and met					
d)	Class room material was distributed & helpful					
e)	The presentation was organised & contributed to my knowledge					

S. No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Instruction/staff						
f)	The resource persons were knowledgeable in subject matter					
g)	The resource persons meet training objectives					
h)	The aids & audio visual used in the training were good					
i)	Encouragement was given to class participation					
j)	The resource persons were responsive to the students questions					
Training Questions		Not highly relevant	Not Relevant	Neutral	Relevant	Highly Relevant
a)	How would you rate this training program					
b)	Was the training relevant to become a successful entrepreneur+					

20. If the course content is not relevant, any modification deletion addition you suggest.

21. Satisfaction level after the training

	Highly dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
Facilities					
Course content					
Instructors					
Hand holding support					
Duration					

Impact of entrepreneurial Training on Socio Economic Profile of the Respondents:

22. What was the most important role played by RSETI? (After the training in terms of follow –up support to start an enterprise, hand holding support, marketing support etc.)

23. Name of enterprise started after the training :

24. When you have started / time lag between start of enterprise and training ?

25. Month \Year: _____

26. Type of enterprise: Production Business

27. Please rank the possible perceived reasons for the establishment of the enterprise

S.no.	Reason	Rank
a)	Desire to be self employed	
b)	Imitating other entrepreneurs	
c)	Encouragement from other RSETI officials	
d)	Last resort of income	
e)	To receive government incentive	
f)	Other if any	

28. Total amount Invested : From Self From Loan

Total Investment in Rupees	
10,000-100000	
100001-200000	
200001-300000	
300001-400000	
400001-500000	
Above 5 lakhs	

29. What is total gross total sales turnover and monthly income from your business?

Turnover in rupees	
10000-100000	
100001-200000	
200001-300000	
300001-400000	
400001-500000	
Above 5 lakhs	

Income per month in rupees	
Below 5000	
5000-10000	
10001-15000	
15001-20000	
20001-25000	
25001-30000	
Above 30000	

30. Annual expenditure of trainees

Expenditure(Rupees)	
Below 50000	
50001-100000	
100001-200000	
200001-300000	
300001-400000	
400001-500000	
Above 500000	

31. Do Details about Employment Generation

Unpaid Family Workers	Paid Employees (Full time/Part Time)	
	No Worker	
	1-3	<input type="checkbox"/>
	4-6	<input type="checkbox"/>
	7-10	<input type="checkbox"/>
	More than 10	<input type="checkbox"/>

32. Loan Matrix: Have you taken loan from concerned bank running RSETI ?

YES NO

If yes please furnish following details

Sr. No.	Amount Taken	Interest Rate	Subsidy if Any	Month & Year of Taking Grant	Amount Returned on due date	Month & Year of total Payment

33. Key Factor for Success of Respondent

Rate the following factors contributing for becoming a successful entrepreneur or / Not 'settled' in Self-employment on a scale of 1 – 5 as follows?

1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a)	External Factors for success					
i.	Support of Family and Friends					
ii.	Availability of Bank Finance					
iii.	Favourable market conditions					
iv.	Training given by RSET Institute					
v.	Support of Government Scheme / policy etc.					
vi.	Your past experience/Formal education					

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
vii.	Your family occupation/ business experience played role in success					
viii.	Total Annual income of family played an active role in success of enterprise					
ix.	Your social category recognition helped me to become successful					
x.	Modern Technology Adoption (mobile phones, laptops or computers etc. played role in success					
b)	Contribution of Training Inputs on Settlement					
i.	The General EDP Training has helped to develop Entrepreneurial qualities for becoming a Successful Entrepreneur					
ii.	The Soft Skill Training in RSETI has helped to become a Successful Entrepreneur					

34. What were the problems you faced in setting up the enterprise after the training

S No.	Constraint	Rank
a)	Marketing information	
b)	Feeling of limited Entrepreneurial skills & experiences	
c)	Accessing new technologies	
d)	Lack of infrastructural facility	
e)	Complex rules, regulations and procedures of the government	
f)	Lack of financial resources	
g)	Negative attitude of family and society	
h)	Lack of entrepreneurial culture	
i)	Variability in prices	
j)	Cut throat competition	
k)	Any other (Please specify)	

SIGNATURE OF RESPONDENT

Part – 2 (for Trainers)

1. Total no. of entrepreneurs trained by the institute since inception:
2. Total no. of trainees who have been settled :
3. Which unique facilities were provided for trainees to take up enterprise by your institute?
4. Which problems your institute is facing in providing training to different trainees?
5. Do you think RSETIs are playing an important role in developing entrepreneurial culture in our country?
6. How youth is empowered by taking training from your institute?
7. Do you think socio-economic status effect success of the beneficiaries?

Thank you for your valuable time