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Observational Analysis of the Effectiveness of Entrepreneurship Training Programme in Rural Development and Self Employment Training Institutes (RUDSETI)

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ABSTRACT

There have been a plethora of organizations involved in entrepreneurship development training, however, the way training is conducted has always been a concern to stakeholders. To assess the effectiveness of one institution directly dealing with entrepreneurial training (RUDSETI), a holistic approach was employed through a combination of methods. Participant observation was done during entrepreneurship training as well as administered knowledge test and sought feedback from trainees on various facets of training. Results showed that the duration of the training was perceived insufficient (3.8) for trainings with much practical sessions. The subject matter was covered near to completely (4.2) and there was a sequential presentation of topics (4.5). Eye contact was maintained throughout the training (4.2). There was 45 per cent increase in knowledge of the trainees as a result of the training. Majority of the trainees rated the training effectiveness above 80 percent. The overall effectiveness index was 84 per cent.

Keywords: Employment, Entrepreneurship, Participant observation, Training, Youths

INTRODUCTION

It is a well-known fact that entrepreneurs are not born, rather they can be created and nurtured through appropriate interventions in the form of entrepreneurship development programmes. Close to 686 parastatal organizations, over 1000 educational institutions and Non-Governmental Organizations (NGO) are engaged in conducting entrepreneurship development programmes in India. Most of these organizations are established, sponsored and/or financially supported (directly or indirectly) by the central/state governments, financial institutions and public sector banks. Presently, close to 10,000 Entrepreneurship Development Programmes (EDPs) of various kinds are being conducted in India, covering about 250,000 potential entrepreneurs from various target groups like general, women, science and technology, educated unemployed, micro-entrepreneurs, existing entrepreneurs, etc., every year (Awasthi, 2011). Training and development of entrepreneurs gained immense importance in the recent past, because it is believed to contribute to the socio-economic development of the individuals in specific and country in general. According to the India Population Census (2011), the total youth population increased from 168 million in 1971 to 422 million in 2011. It is hypothesized that investing in the human capital of these youths through skills training will enable them to gain meaningful employment which not only boosts the economy but also improves the social and economic well-being of its population. Valero *et al.* (2014) stated that, one way to advance the socio-economic development of the country is to identify and train potential individuals with high achievement orientation and other relevant entrepreneurial qualities so that the training would enable them to set up industrial

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ventures of their own and thus would contribute to industrial growth of the country. In view of this, a couple of institutes have emerged in the past and are working successfully in that direction.

The RUDSETI model of entrepreneurship development training which has been replicated across the country is a step in the direction. Since the commencement of the training programmes, frantic efforts have been made to improve the quality of the training programmes. One of such efforts was to align the Rural Self Employment Training Institute (RSETI) courses with National Skills Qualification Framework (NSQF) to bring quality standards into RSETI training. RUDSETI is an NGO which works in the field of capacity building of unemployed rural youth aged between 18 to 45 years through Entrepreneurship Development Programmes. RUDSET Institute has established 26 units across 16 States in India with its headquarter located at Ujire in Dakshin Kannada district of Karnataka. All the 26 units of RUDSET Institute are equipped with infrastructure facilities to conduct residential training programmes. The Institute conducts more than 60 types of training programmes, which are of short duration, ranging from 1 to 6 weeks such as comprehensive agriculture and allied activities, dairy management, comprehensive horticulture, sericulture, poultry, piggery, mushroom cultivation, sheep rearing, cultivation of medicinal plants, agro-forestry, apiculture, vermicomposting and food processing etc. The institution also provides special training to the officials of nationalized banks and rural development banks. Training modules of RUDSET Institute are so designed that Entrepreneurship Development (ED) is achieved through Human Resource Development (Sinha, 2016). It is not sufficient to say that training is been conducted, the quality of the entrepreneurship training programmes is of great concern. Little studies have been done in this area and those done have made conclusions on data collected after training programmes from trainees and trainers. Participant observation of training in action could be the best option to access the effectiveness of training programmes as it provides first-hand information about many aspects of the training. According to Suvedi *et al.* (2008) participant observation is all about gathering information regarding behavioural actions and reactions through direct observation, interview with key informants, and participants in the activities been observed, however, participant observation itself cannot provide sufficient information for evaluation, it has to be combined with feedback from trainees at the end of the training and discussions with experts. Nain and Kumar (2001) tried the similar methodology at Regional Rural Development Institute and reported grey areas of skills and suggested trainers' training in skills of instruction and andragogy. Present study is an effort to find out the effectiveness of RUDSETI training programmes through a variety of methods.

METHODOLOGY

RUDSETI training Institute Ghaziabad is well known for its efforts in conducting diverse training programmes for youths since 1984 and located at a strategic location to serve two districts. Participant observation was conducted in two training programmes entitled 'EDP for Micro Entrepreneurs-AutoCAD' and 'Women's Tailor". The first training was for thirteen days and another for one month training. Observation was made for two days at the beginning of each of the training, two days midway, and two last days of the trainings. An observation guide was prepared based on certain indicators to help the observer solicit information about certain aspects of the training. A knowledge test was prepared and administered before and after the training programme to assess the knowledge gained by trainees as a result of the training. At the end of the training programme, an evaluation was carried out using a structured questionnaire to elicit information about trainees' perception about various facets of the training. Rating scale was used to measure various aspects of the training. Data was analyzed using descriptive statistics. Method used by Reddy *et al.* (2012) was used to calculate the overall effectiveness index. Nine indicators were considered and for each a score was obtained. Overall effectiveness index was calculated using the formula below:

$$\text{Overall effectiveness index (OEI)} = \frac{\text{Obtained scores of all nine indicators}}{\text{Maximum score for all nine indicators}} \times 100$$

RESULTS AND DISCUSSION

On the basis of review of pertinent literature, a tool was devised consisting of 20 instructional skills. Each skill was observed on a 5 point rating scale (5 as highest and one as lowest). The training session was used as a unit of observation. Table 1 reveals that presentation was done at the level of the trainees (4.6). Trainers gave a succinct explanation during the training as it was done in the local dialect (Hindi) to ensure trainees grasps the concepts. Trainers were able to motivate trainees (4.6) as special sessions were conducted such as achievement motivation, dealing with uncertainties, understanding personal strengths etc. This was followed by sequential presentation of topics (4.5), voice of the trainers was audible enough for trainees to hear and understand clearly (4.5). This was confirmed by the trainers from time to time by asking for it. The learning environment was conducive for trainees and they were encouraged to participate fully in the training (4.5). It was observed that both practical and theory was used during the training programmes. Theoretical sessions received a rating of 4.5 whereas practical sessions received 4.0 rating by the observer. There were training programmes that had 50:50 theory and practical sessions whereas there were those that had 60:40 theory and practical sessions respectively depending on the nature of the training. There was encouragement for participation among trainees (4.3) and emphasis were made on key points during the training (4.3). It was observed that there was exposure of trainees through field visits (4.2). Visits were made to established entrepreneurs to draw learning from their successful journey, opportunities as well as challenges they had faced. Successful entrepreneurs were invited to share their expertise and served as resource persons in some of the sessions of the training. This experience was enriching as they shared a wealth of practical knowledge coupled with opportunities and drawbacks in starting and managing their own enterprises. Eye contact was well maintained (4.2) as well as subject matter coverage was near to maximum (4.2). Both explanation of concept and purposeful movement of trainees received a rating of 3.9. Duration of training received a rating of 3.8. However, duration of the training was insufficient for trainees with many practical sessions and short durations like 10 or 15 days. Those lasting for up to one month had sufficient time for practical sessions. Another challenge as observed by the trainers was that, computers and other practical materials were inadequate to allow everyone to do hands-on exercise during and after training sessions like DTP (Desk Top Publishing) and AUTO-CAD training programmes. Use of trainee's ideas during the training received a rating of 3.0. It was observed that trainers rarely invited questions from the trainees but rather asked them a few of questions (2.5). Involvement of trainees in forming training objectives was found 2.0 as trainees were rarely involved in forming learning objectives. These objectives were preplanned by the trainers before the commencement of the training

Table 1: Observation of instructional skills possessed by the trainers

Training Component	Average rating on 5 Scale (Maximum score 5 and minimum score 1)
Training Objectives clarification	3.9
Duration of training	3.8
Presenting at level of trainees	4.6
Explanation of concepts	4.0
Subject matter coverage	4.2
Sequential presentation of topics	4.5
Motivation of trainees	4.6
Eye contact	4.2
Purposeful movement	3.9
Voice of trainer	4.5
Use of trainees' ideas	3.0
Use of teaching aids	4.0
Emphasis on key points	4.3
Involvement of trainees in forming learning objectives	2.0
Exposure of trainees through field visits	4.2
Inviting questions from trainees	2.5
Encouragement of trainees participation	4.3
Learning environment	4.5
Handling Practical sessions	4.0
Handling Theoretical sessions	4.5

It is observed from Table 2 that highest mean score was obtained on relevance of training and clarity of

Table 2: Feedback on different aspects of the Training

Training Component	Average rating on 5 Scale (Maximum score 5 and minimum score 1)
Coverage of training objective	4.20
Relevance of the course	4.50
Practical exposure	4.00
Presenting at the level of trainees	4.30
Clarity of explanation	4.50
Handling of sessions	4.10
Facilities for training	3.90
Boarding facilities	4.00
Training environment	4.30

explanation (4.5) each out of 5. Kumar *et al.* (2016) also recorded highest mean score on usefulness of the course (3.5) and relevance (3.69) out of 5. Mean score obtained on training environment and presenting at the level of trainees was (4.3) each. This was followed by coverage of training objectives (4.2), handling of sessions (4.1), practical exposure (4.0), boarding facilities (4.0), and facilities for training (3.9). Overall effective index was 84.00 per cent. Reddy *et al.* (2012), also reported an overall effective index of 69.38 per cent. This shows that the RUDSETI training was highly effective even though there is still room for improvement.

Gain in knowledge of trainees and perceived effectiveness

Knowledge test was administered before and after the training to know the knowledge gained as a result of the trainings. The mean test score was 30 per cent before the training and the whereas after training it was 75 per cent. This shows that there was 45 per cent increase in knowledge of the trainees as a result of the training. Kumar *et al.* (2016) reported an average increase of 29.03 per cent in the training of field veterinarians.

Table 3: Perceived overall effectiveness of training by trainees

Perceived effectiveness rating (%)	Percentage
1 - 20	0.00
21 - 40	0.00
41 - 60	8.00
61 - 80	17.00
81 - 100	75.00

Results from Table 3 reveal that 75 per cent of the trainees rated the training above 81 per cent, 17 per cent of them have rated the training between 61-80 per cent and only 2 per cent rated the training between 41-60 per cent. No trainee rated the training below 41 per cent, which is a clear indication that training was rated very high by the trainees.

Data from Table 4 reveal that most of the respondents (65.00%) suggested that duration of the training was not sufficient and therefore should be increased, 20.00 per cent of the trainees in the training for micro entrepreneur-AutoCAD programme suggested that more computers should be provided so that each of the participants can have access to computers for hands-on exercise whereas 15.00 per cent of the respondents suggested that practice should be on daily basis to ensure that trainees have grounded in the skills by the end of the training.

Table 4. Suggestions for improving training effectiveness

Suggestions	Percentage
More computers should be provided	20.00
Daily practice should be encouraged among trainees	15.00
Duration of training should be increased	65.00
Total	**100.00**

On the basis of the observations made during two trainings in action it may be suggested that there should be proper time management during the training sessions. Exercises like micro lab should be either preceded by explanation and practical implications for trainees. All the trainees should be encouraged to participate in the training programmes as some of them were shy to express themselves, for which special sessions may be arranged, trainees should be encouraged to ask many questions during the training so that they may have clarity on areas they don't understand .there must be inbuilt provision of trainees' feedback on daily basis so that appropriate modifications can be made instead of getting feedback at the end of the whole training programme

CONCLUSION

There is no iota of doubt that RUDSETI training model has been a huge success in transforming the lives

of many youth. There are a host of success stories to justify the huge resources invested in setting up and managing the institutes. The findings clearly show that training is very effective. To ensure that training become more impactful and sustainable, the trainers should ensure that participants have a clear objective of the training as well as vision for the years ahead. The duration of the training courses as perceived by the trainees was too less hence it may be suggested that the development of a training app or software transferable smart phones may be tried out in order to avoid waiting for systems and equipments for the exercises. Such facility may allow trainees to practices more even out of the training venue. Sufficient time should be allocated to practical sessions especially for trainings involving more practical skills. Groups can be formed during the training and assignments given to them. This will encourage more practice.

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