

CHAPTER - 3

DESIGN OF THE STUDY

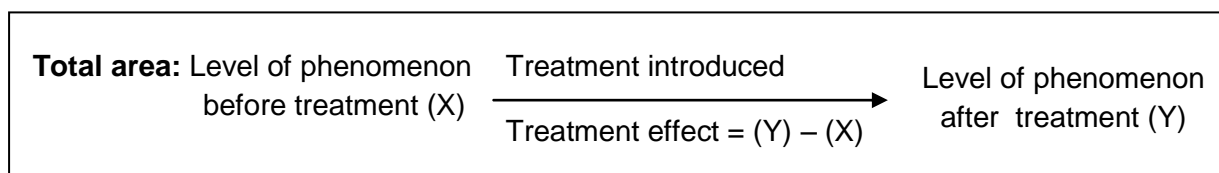
Design of the study is an important chapter in all kinds of research. It consists of methods employed to approach the research problem, the tools or techniques employed to gather data and samples. According to Schumpeter “entrepreneurship is based on purposeful and systematic innovation. It included not only businessmen but also company directors and managers who actually carry out innovative functions”. Entrepreneurship among youth will assist in invigorating the country into rapid economic growth considering the creation of employability as major issues in today’s economy. **The key area of the research was to motivate women students to take up entrepreneurship in future.**

The present chapter discusses in detail the research methods adopted for the study on **“Inculcating Entrepreneurial Skills among College Students”**. The method adopted in this research was carefully designed so as to go well with the area of inquiry. As the area of study is a metropolitan city, where people have complete knowledge on many business activities, it was felt essential to develop entrepreneurial skills among the college students who wish to be self-employed in future.

A research design is the arrangement of conditions from the collection and analysis of data in a manner that aims to combine relevance to the research purpose of economy in procedure. Experimental research design before- and-after without control design was adopted for the present study. An experimental research design is the blueprint of the procedure that enables the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variable (Cauvery et al., 2013).

Further, it also gives the statistical way of defending the research hypothesis.

Experimental research design before and after without control phenomenon was used for the present study.



The study was conducted following the phases given below:

- Phase I** : Conduct of the Survey among College Students
- Phase II** : Selection of Samples for Training
- Phase III** : Training the Samples on Capacity Building and Basic Skills
- Phase IV** : Motivating the Selected Samples to Initiate Income Generating Activities and Market the Products
- Phase V** : Evaluation of the Impact of the Training Programme
 - a) Post -assessment
 - b) Case study

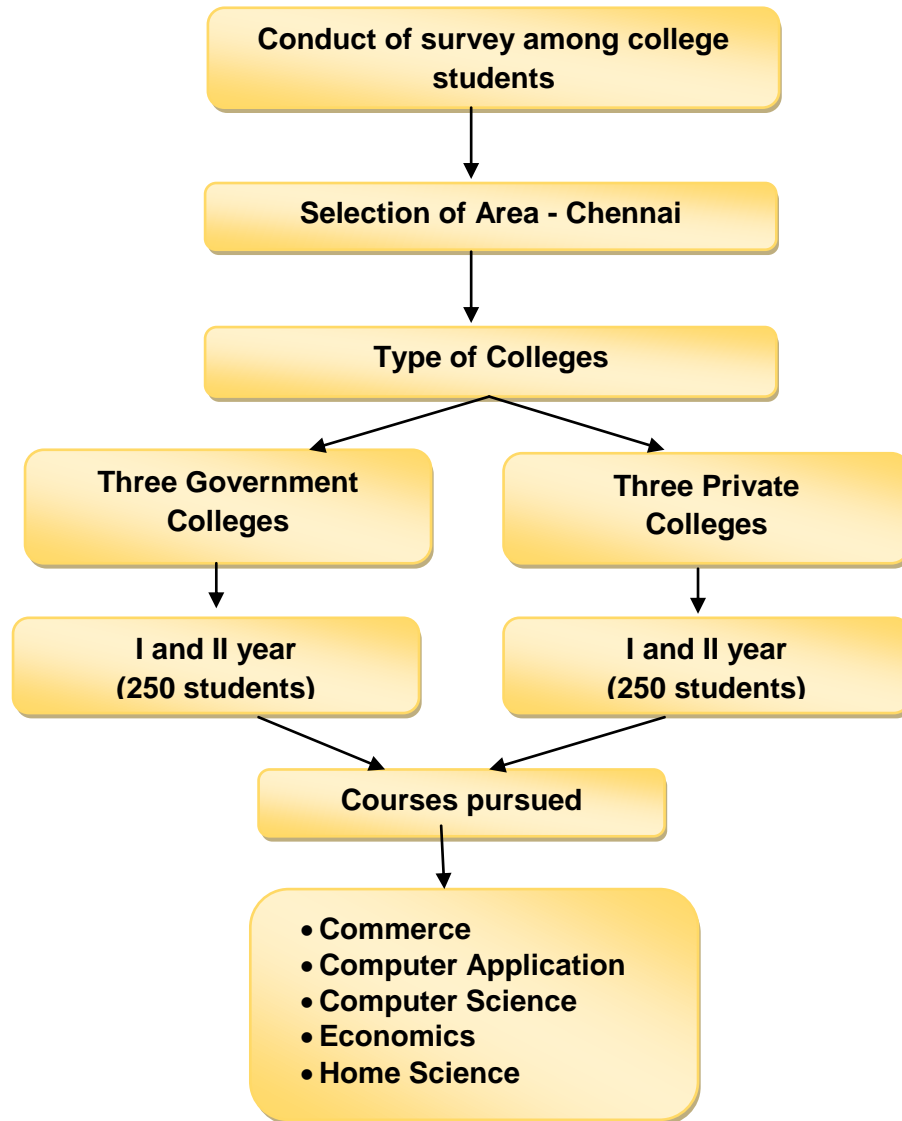
The schematic representation of the phases of the study is given in Figure 1.

Phase I: Conduct of the Survey among College Students

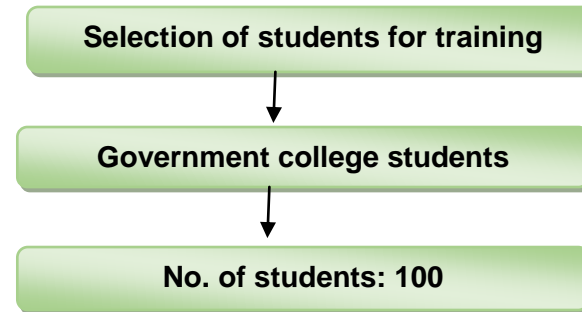
As the first step in research, the ethical clearance was obtained from two institutions namely Quaid-E-Millath Government College, Chennai in which the research was carried out, and from the parent institution- Avinashilingam Institute for Home Science and Higher Education for Women Coimbatore before the conduct of survey (Appendix I).

According to Gupta (2008), a survey is a method for collecting and analyzing the data, obtained from a large number of cases representing a specific population. It is a process of collecting data from existing population units with no particular control over factors that may affect population characteristics of the study, where the method helps to gather data from a relatively large number of cases at a particular time. The survey is needed to secure relevant information concerning a phenomenon under study since it has the advantage of wider scope and accuracy of information (Kaliaperumal and Nagarajan, 2009).

PHASE I:



PHASE II:



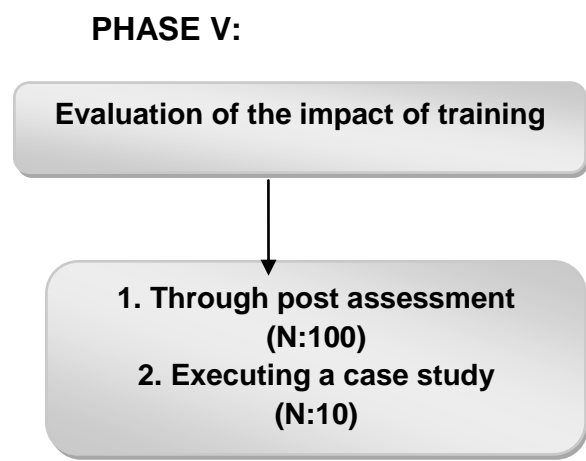
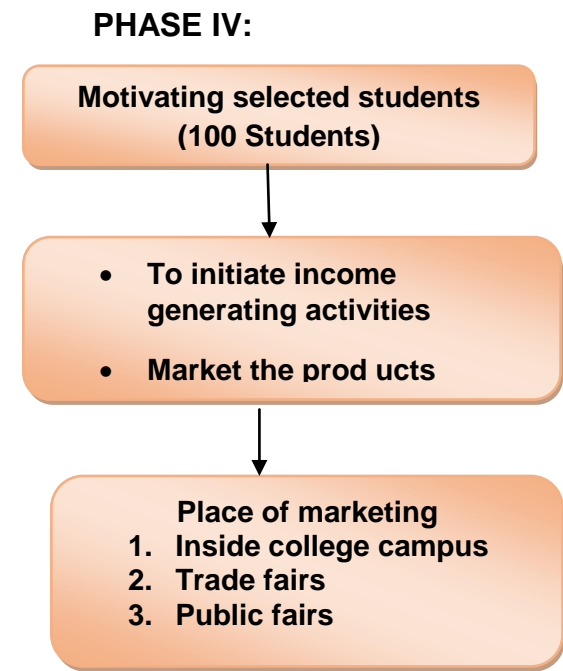
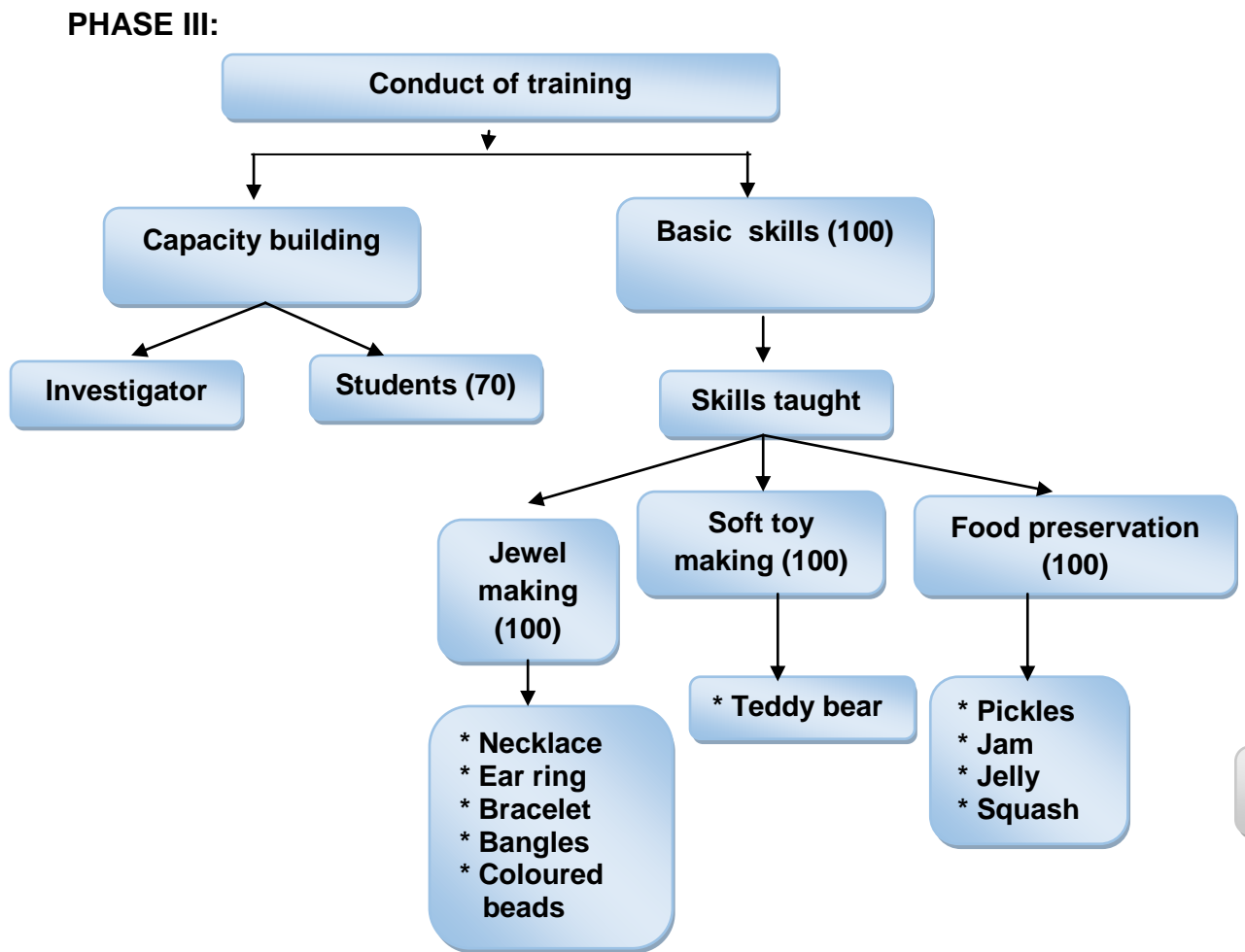


Figure 1: Research Design

Hence, to find out the skills, attitudes, and motivating factors for entrepreneurship among selected samples a survey was conducted by following the steps given below:

- 1.1 Selection of study area
- 1.2 Selection of the samples
- 1.3. Sampling techniques
- 1.4. Selection of tools
- 1.5. Collection of data
- 1.6. Analysis and interpretation of data

1.1. Selection of Study Area

The area selected for the study was Chennai city in Tamilnadu. Chennai located in the Northeast of the state is one of the busy hubs in Tamilnadu and is the capital of the state. Chennai apart from being a major district, this capital also serves as the entryway of South India. In sequence, Chennai has developed as one of the cosmopolitan cities in India and plays an important part in the historical, cultural, and intellectual growth of India.

Representing the Dravidian civilization, Chennai city also upholds its heritage of architecture, sculpture, music, arts and crafts, dance and drama, etc. of India. Chennai has emerged mainly as the result of the accident and historical strategic necessity. Chennai was established by the creation and consolidation of the famous East India Company during the 17th century. For British, Chennai then acted as the naval base and trading centre. Then the city had developed as a major administrative centre by the end of the 20th century. Chennai besides acting as the cultural and educational hub of South India has also been the cradle of several historic movements and also a leading city in trade and commerce today. The economy of Chennai has a huge industrial base in technology, health and manufacturing of cars and hardware. The revenue and employment sectors of the city are very advanced. Apart from the vibrant theatre life scene, there also exists a popular film industry with numerous studios which is popular all across India.

Previously known as Madras, the city was renamed as Chennai later. Replete with airports, railways and diverse means of roadways, the city of Chennai can be easily accessed from any corner of the world, smoothly and easily.

1.2. Selection of the Sample

A sample is a partial enumeration of the elements constituting a population (McTavish and Loether, 2002). According to Neeraja et al. (2015) a sample is a segment of the population selected to represent the population as a whole. Ideally, the sample should be representative and allow the researcher to make accurate estimates of the thoughts and behavior of the larger population. Sampling is simply the process of learning about the population on the basis of a sample drawn from it (Gupta, 2010). Kothari (2015), refers sampling as a technique or the procedure the researcher would adopt in selecting items for the sample.

It was felt by the investigator that, there will be a difference in entrepreneurial skills and attitude towards entrepreneurship among the students studying in government and private/aided colleges due to the difference in socioeconomic status and lifestyle modifications. Keeping this as a major aspect, students from two types of educational institutions namely government and private/aided colleges were selected for the survey.

A total of six colleges located in central, north and south part of Chennai city were identified. Since women were considered as a target group, only women's colleges were selected for the present study. There are 16 women arts and science colleges in Chennai, among which only three colleges are government colleges, hence, an equal number of government and private colleges were selected for the study. Three Government women's colleges selected for the present study were Quaid-E-Millath Government College for women (132 students- since the investigator had a close association with the students and getting permission for the students for training would be easy for the investigator if it is from the same institution, hence, more number of students were selected), Queen Mary's college (37 students) and Bharathi Women's College (81 students). Similarly, three

private/aided/women's colleges namely Justice Basheer Ahamed Syed College for women (81 students), Ethiraj College for Women (76 students) and Chellammal College (93 students) were also selected for the study.

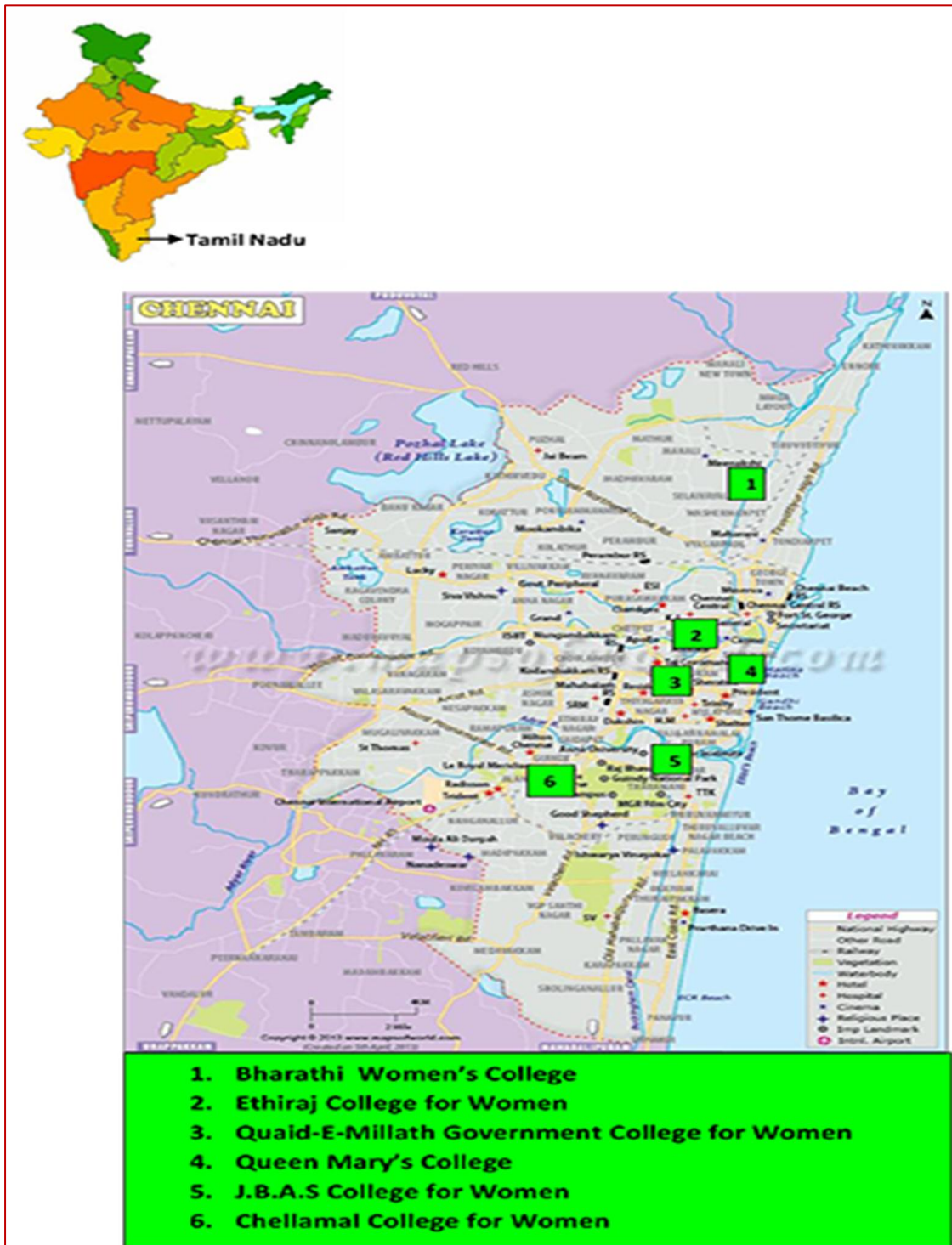


Plate 3: Geographical Map of Study Area

In order to find out the difference in skills and attitude possessed between the students from two different colleges five hundred undergraduate students were selected for the study, among which, 250 students were from government colleges and 250 students from private/aided colleges. The findings of Desai (2009), substantiate the reasons for selecting the college students for the present study. He informed that global entrepreneurship monitor report for 2005 found that those with post-secondary or graduate education are more than twice as likely to be involved in an entrepreneurial firm as those with a lesser education level. This figure is identical with the finding of a study conducted in 1998 among the fastest growing entrepreneurial companies in Europe. It was found out that 67 per cent of the CEOs of the 500 companies held a university degree, and nearly half of them also had a post-graduate degree. So people with post-secondary level education pursuing a degree are twice as likely to become entrepreneurs. Students doing undergraduate studies will take up entrepreneurship approximately at the age 22-23 or older.

The undergraduate students belonging to various courses like Commerce, Computer Applications, Computer Science, Economics, and Home Science course were selected for the study, first and second year undergraduate students were selected for the study, as it was felt that they will be flexible and would be possible to mold them to our expectation. Besides the researcher also required adequate time to conduct the training and involve them in income generating activities and assess the outcome.

After finalizing the samples and the tools for the study, the researcher approached the authorities of the institutions and sought written permission to conduct the survey. The data were collected from the samples as indicated in the phases of the study (Plate 4).

1.3. Sampling Techniques

Sampling is a consideration in both qualitative and quantitative research, Survey methodology, interviews, focus group, bibliometrics, content analysis, usability testing etc. There are various types of sampling methods,

including non-probability sampling and probability sampling (Connaway and Powel, 2010).

Five hundred samples among which 250 students were from government colleges and 250 students from private/aided colleges as stated above pursuing various undergraduate degree courses were selected on purposive sampling basis.



Plate 4: Conduct of Survey among College Students

Purposive sampling is a non- probability sampling method and it occurs when “elements selected for the sample are chosen by the judgement of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgement, which will result in saving time and money” (Black, 2010).

1.4. Selection of tool

This part of the Phase-I was carried out following the steps given below:

1.4.1. Formulating the interview schedule

1.4.2. Pre-testing and finalizing the interview schedule

1.4.1. Formulating the interview schedule

An interview schedule was found to be essential in order to find out the basic information from the selected student respondents like their existing entrepreneurial skills, attitude towards entrepreneurship and the motivating factors to opt for entrepreneurship in future. Gupta (2010) states that an interview schedule is a format containing a list of questions sequentially ordered to obtain information relevant to the objective of the study. An Interview is a face to face interpersonal role situation in which one person, the interviewer asks the person being interviewed namely the respondent. Questions were designed to obtain answers pertinent to the purposes of the research (Rajendrakumar, 2010).

The research interview has been defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description, prediction, or explanation (Singh, 2010). Interview method involves a direct or indirect meeting of the respondents by the researcher. The researcher determines the questions to be raised at the time of interview and then elicit the response from them (Ravilochanan, 2002).

An interview represents a meeting or dialogue between people where personal and social interaction occurs. Interviews are typically associated with both quantitative and qualitative social research and are often used alongside other method (Neeraja et al., 2015).

The various aspects covered in the interview schedule include

1.4.1.1. Personal profile of the selected samples

1.4.1.2. Socioeconomic status of the family of the selected samples

1.4.1.3 Parental expectations towards the future of the selected samples

1.4.1.4. Attitude of the samples towards entrepreneurship

1.4.1.5. Assessment of entrepreneurial skills of the samples

1.4.1.1. Personal profile of the selected samples

Detailed information related to variables such as age, nature of college, year of study, course pursuing, and the time spent on selected activities were obtained from selected samples.

1.4.1.2. Socioeconomic status of the family of the selected samples

Information related to socio economic variables of the family of the students such as number of children, educational qualification, occupation along with family type and family income was gathered from the samples.

1.4.1.3. Parental expectations towards the future of the selected samples

The parental expectations towards the future of their daughters as perceived by the samples required a structured interview schedule for collecting the necessary information.

1.4.1.4. Attitude of the samples towards entrepreneurship.

Srinivasan and Hemamalini (2013) inform that entrepreneurship is a combination of attitude, skills and knowledge. Some entrepreneurs are knowledge-driven and others are either skill or attitude driven. An entrepreneurial journey begins with developing and demonstrating an attitude towards entrepreneurship. An entrepreneur should think strategically and be aware of the pitfalls involved in it. Pedagogical options are critical to the success of an entrepreneur. Hence analyzing the attitude of the selected samples toward entrepreneurship was found to be indispensable for the present study. A tool was developed by the researcher to appraise the attitude with enormous concern. The tool was assessed by a statistician before administering.

The tool included criteria's which included existence of entrepreneurs in their family, aspiration of the students after completion of the degree, anticipation of the selected respondents towards entrepreneurship, factors which motivated to opt for entrepreneurship and the factors that demotivated them to not opt for entrepreneurship. It was developed with an aim to assess the attitude of the samples to take up entrepreneurship in future.

The tool used for the study and prepared interview schedule is presented in Appendix I.

1.4.1.5. Assessment of entrepreneurial skills of the samples

Stella et al. (2014), opines that skill development helps in creating an environment which encourages innovation. These innovations catalysis and flourishes entrepreneurship by providing marketing opportunities which can be converted into wealth. Banda, (2005) views, entrepreneurial skills as an ability to have self-belief, boldness, tenacity, passion, empathy, readiness to take expert advice, desire for immediate result and visionary ability to recognize an opportunity. Skills, on the other hand, are the learned capacity to carry out specific tasks. They are competencies or the talents to do things.

Four types of entrepreneurial skills were found to be essential for an entrepreneur. Those skills were assessed among the selected students. The types of skills assessed were:

- Personal skills
- Interpersonal skills
- Critical and creative thinking skills
- Practical skills

Personal skills

Personal skills are distinguishing qualities or characteristics that are the embodiment of an individual. They are the habitual patterns of behavior, temperament and emotion (Patel, 2015). The scale to assess personal skills consisted of 9 statements, like optimistic, analytical thinking, self- motivating, dynamic, hardworking, risk taking, indulgent, supple and strategist. It was developed with an aim to assess the personal characteristics of the selected samples.

Interpersonal skills

Interpersonal skills are the skills used by a person to interact with others properly. They are the life skills which is needed by an entrepreneur to communicate and interact with others. In the business domain, the term generally refers to an employee's ability to get along with others while getting

the job done. An entrepreneur with good interpersonal skills is usually perceived as optimistic, calm, confident and it's an ability to get along with others (Doyle, 2017). Hence the tool was developed with great care to assess the interpersonal skills of the selected students. The tool consisted of 8 statements. Which included competency to communicate, induce others, entrust work, attentive, prudent, diplomatic, empathetic and ethical.

Critical and creative thinking skills

Nandhan (2007) believes that, critical thinking involves certain qualities such as logical thinking and reasoning, along with skills including comparison, classification, sequencing, causes/effects, patterning, inductive, reasoning, forecasting, planning hypothesizing and critiquing. which are essential for an entrepreneur. Critical thinking provides the skills to analyze and evaluate information. It provides the best chance for making the correct decision and minimizes damages if a mistake does occur. Creativity refers to the intellectual power to create something new. This intellectual power, in fact, symbolizes the quality of imaginative skills to create something original rather than to imitate something which already exists. Creativity usually refers to the intellectual ability to make or do something never seen or known before, be it a physical object, production process, device, artistic object or form, the solution to a problem and so on. Creativity is the ability to generate innovative ideas and manifest the thought into reality. The scale prepared by the investigator to assess critical and creative thinking consisted of 5 statements such as compassionate, resolving problems, identifying one's opportunities, understand the trend and executing consecutive planning.

Practical skills

Practical skills involved in acquiring and analyzing knowledge of an entrepreneur and integrating the skills, allow effective management of daily affairs in meeting personal and social responses. Practical skills and knowledge are needed to produce goods or services effectively and run a business. This skill describes the goal setting and decision making (Patel, 2015). Hence a tool was developed in order to identify the practical skills of the samples. Great care was taken in developing the scale in all

aspects to reduce errors and see that the statements were clear, complete and easily understandable. The scale consisted of 10 statements like goal setting, clarity in setting, destination, initiating goal-oriented activities, developing competence to reach goals, set standards, set time limits, seeking alternatives, interrogating with family or friend while taking decisions, consulting with experts and taking the decision with confidence.

The skills present among the samples were assessed using a prepared scale by consulting with the experts to assess the four types of major skills stated above. The samples were instructed to answer the questions using the five-point scale specifically, always, often, sometimes, rare and never. The score was given as 5, 4,3,2,1, respectively. The details of the scores obtained by the students are discussed in Chapter 4.

1.4.2. Pre Testing and Finalizing the Interview Schedule

A pre- tested tool on Entrepreneurship Self-Assessment Scale And Problem Solving Adequacy Scale validated by Vaidya (2004) was used for conducting the study. This tool was used by Vaidya for his study entitled “Developing Entrepreneurial Life Skills Creating And Strengthening Entrepreneurial Culture in Indian Schools”. The reliability of the entrepreneurship Self-Assessment Scale and Problem Solving Adequacy Scale were found to be 0.70 and 0.77 respectively using a split-half method. The concurrent validity of both the test was found to be 0.76. The test items of both the tests showed content validity.

Bordens and Abbott (2005) state that a pilot study is a small-scale replica or full-fledged miniature study of the main study. Pre-testing helps in enriching the design of the questionnaire and assists in testing the validity and reliability of statistical techniques to be adopted.

An interview schedule was prepared in compliance with the objectives of the study. Great care was taken to see that the questions were unambiguous, clear, complete and comprehensive in order to identify the important factors which influence the entrepreneurship skills of the selected students. In constructing the interview schedule, all precautions were taken and the interview schedule was fully observed as strongly as possible.

Adams et al. (2007) consider that it is important that all surveys be tested before the actual survey is conducted. This is done to ensure that the questionnaire is clear to the samples and can be completed according to the expectation. Thus, it should be piloted on the sample to be used.

Fifty samples were selected, among which 25 students were selected from government colleges, and 25 students were from private/aided colleges in order to assess the possibilities and difficulties and also to assess the feasibility of the study. A pilot study was conducted to validate and to check the reliability of the interview schedule. Based on the results obtained in the pilot study, necessary modifications were made in the tool to avoid ambiguity and complexity in accordance with the present study.

The finalized schedule is given in Appendix II.

1.5. Collection of Data

The data required for the study were collected from the selected samples using the well structured pre-tested interview schedule formulated by the researcher. Moser (2005) brings out that a “survey has their usefulness both in leading to the formulation of hypothesis and at a more advanced stage in putting them to the test. Their functions in a given research depend on how much is already known about the subject and on the purpose for which the information is required”.

1.6. Analysis and Interpretation of Data

The data collected were coded, analyzed using statistical tools, interpreted and presented in Chapter - 4 Results and Discussion.

Phase II: Selection of Samples for Training

The data was consolidated and the revealed the fact that the private college students possessed better entrepreneurial skills when compared to government college students. Hence, among the surveyed 500 samples, one hundred students from Government College were selected for Capacity building and Skill- Based Training in order to develop their Entrepreneurial skills.

As per the statistical analysis done from the data obtained through the survey it was found that there was a significant difference between the government and private/aided college students in entrepreneurial skills. In particular private/aided college students were better in their entrepreneurial skills than the government college students. As a result, the investigator felt it was necessary to select government college students for the intervention programme in order to develop their entrepreneurial skills.

The major criteria for selecting students from Government colleges are as follows:-

- a. Lower socio-economic status.
- b. Lack of entrepreneurial background.
- c. Necessity to earn while learning
- d. Meet economic needs to some extent.
- e. Possibility to have the selected students under direct supervision of the Investigator.

The selected students were mainly from Quaid-E-Millath Government College for Women pursuing Home Science. Accessibility to the investigator, familiarity and control that could be exercised on the students were the other criteria for selecting the students from the educational institution.

Phase III: Training the Samples on Capacity Building and Basic Skills

The training was executed in two stages.

- 3.1 Stage I: Entrepreneurial Training obtained By the Investigator
- 3.2 Stage II: Training given to the Students

3.1. Entrepreneurial Training obtained by the Investigator

At stage one, entrepreneurial training was found necessary for the investigator herself in order to train the students. The investigator felt the need for gaining adequate knowledge and skill on entrepreneurship for the successful conduct of the study. She underwent the entrepreneurship training

with a goal to ensure that the students take up entrepreneurship in future. As an initial step, the investigator attended a five day training on **“Entrepreneurship Training Programme For College Teachers”** which was organized by Entrepreneurship-Cum-Skill Development Centre (ESDC), Department Of Commerce, University Of Madras, Chennai, sponsored by the Department of Higher Education, Government of Tamilnadu from 12th February 2013 to 16th February 2013. In recognition of the training undergone a certificate was issued (The certificate is enclosed in Appendix III).

The training was constructive and valuable in all aspects suitable for entrepreneurship. The various topics covered in the course were effectively utilized to enhance the knowledge and attitude of the samples towards entrepreneurship by the investigator. The training was organized to motivate the students. The training schedule included the following aspects.

- Imparting entrepreneurial quality among students
- Motivating the students to take up entrepreneurship in future
- The adverse effect of unemployment and possibilities of employment generation through entrepreneurship
- Various avenues available in the fields of entrepreneurship

3.2. Stage II: Training given for the Students

The stage II training was organized to the selected students. Adequate training may help an individual to bloom into a successful entrepreneur. Anilkumar et al. (2015), indicates that training helps to multiply the capabilities of a person and help them to take the right decision at the right time. Therefore such training programme should be developed which can increase self -confidence, especially among the women.

Entrepreneurship training requires a non-traditional approach in which students learn to embrace the challenges of operating a business that favours creativity and risk -taking. Not only students must be exposed to a business education that emphasizes multi-disciplinary skills but inspires to participate to receive an exposure towards “entrepreneurial experience”.

Therefore an intensive training was given to the students on the following two aspects:

3.2.1. Training on capacity building in entrepreneurship

3.2.2. Training on basic skills

3.2.1. Training on capacity building in entrepreneurship

Akpotowoh and Amahi (2006) opine that training promotes the skills to be acquired in many areas of business- related programme. Training is essential to promote entrepreneurship as well as equip the samples with requisite skills to establish and run small businesses of their own. Among the selected 100 samples studying Home science, 70 were given training on capacity building .Since the training was conducted off campus, the parents of 30 samples did not give their consent to their ward to undergo the training inspite of the interest expressed by the samples. The training was planned for 80 hours (15 days) from 21.12.2012 to 04.01.2013.The National Small industries Corporation of India under MSME programme conducted the entrepreneurship training which was conducted as a requisite for starting up an enterprise (Appendix IV). With the permission from the Principal of the institution, the investigator approached the authorities of NSIC, expressed the need for the training to be given to the samples and enrolled their names to undergo the training. In the process of the training, the investigator met the samples frequently to keep track to assess the knowledge they gained by them. The various aspects covered under the capacity building training is presented in Table 1.

Table 1: Course Content for Training Module

Date	Topic	The various aspects covered	Resource Persons
21.12.2012	Guidance for fresh Entrepreneurs	<ul style="list-style-type: none"> • Management techniques • Job oriented entrepreneur guidance, • Entrepreneurial qualities • SWOT 	T.V. Hariharan President, Chennai District Small Scale Association.
22.12.2012	Presentation Structure	<ul style="list-style-type: none"> • Financing schemes • Basic financing norms • Steps to become an entrepreneur, 	S.Sasikala Senior Manager, TIIC Institute, Chennai
24.12.2012	Intellectual property rights	<ul style="list-style-type: none"> • Intellectual property • Patent • Design • Copyright • Trade secrets 	V.Rangaswamy Deputy Controller Of Patent And Designs, IPR For Micro And Small Industries, Patent Office, Chennai.
25.12.2012	Skill Development	<ul style="list-style-type: none"> • Personal characteristics • Inter personal skills, • Critical and creative thinking skills • Practical skills 	S.Subburaj Assistant Director, MSME-DI, Chennai.
26.12.2012	Types of Thinking and Creativity	<ul style="list-style-type: none"> • Conventional thinking, • Lateral thinking • Learning of thinking • Creativity • Brands and Quality 	J.S. Prabhu, Manager, NSIC
27.12.2012	Leadership skills and communications	<ul style="list-style-type: none"> • Effective communication • Types of communication • Types of meeting 	M.S. Subramaniyan General Manager, NSIC, Chennai.
28.12.2012	Effective communication	<ul style="list-style-type: none"> • Types of participants • Do's and don'ts in communication • Modern communication methods 	Ravi Srinivasan Senior Manager, SBI, Chennai.
29.12.2012	Entrepreneurship	<ul style="list-style-type: none"> • Qualities • Types • Character of entrepreneurs 	R.GirijaRagavan, Women Entrepreneur, Chennai.
31.12.2012	National Small Industries Corporation	<ul style="list-style-type: none"> • Role of NSIC • Schemes available in NSIC. 	A.VijayaBasker Deputy General Manager, NSIC.
02.01.2013	Basics in accounting	<ul style="list-style-type: none"> • Accounting concepts • Functions of accounting • Advantages and limitations of accounting • Recording of transactions • Reporting and income tax 	C.N.Prasanna Senior Manager. NSIC
03.01.2013	Unemployment and employment generating programme	<ul style="list-style-type: none"> • Problems of unemployment • Youth entrepreneurship • Role of entrepreneurship in employment generation 	Nithya MSME Online, Tamilnadu
04.01.2013	Goal Setting and Personality	<ul style="list-style-type: none"> • Inner personality • Communication • Skills 	Vidya Sagar. Manager, NSIC

3.2.2. Training on basic skills

Followed by the capacity building training, skill -based training was given to all the selected 100 samples inside the college campus by the experts. With the permission of the Principal and Head of the Department, first and the second year undergraduate students pursuing Home science were selected for the training on selected skills

The field of interest of the students was discussed along with them and with their consent, the expert in the respective fields was identified by the investigator. With great care, the training was planned on convenient dates and the training was initiated. The schedule of the training is given in Table 2. A glimpse of the training conducted is shown in Plate 5, 6 and 7).

Table 2: The Schedule for Training on Basic Skills

Date	Type of Training	Given by	No. of Days
22.01.2013 to 24.01.2013	Jewel Making (necklace, ear ring, bracelets, bangles)	Miss.M.Malarkodi, Entrepreneur	3
04.02.13 to 06.02.13	Soft toy making (teddy bear)	Mrs. Selvi, Global Training academy	3
18.02.13 to 22.02.2013	Food preservation (Pickles, jam, jelly, squash)	Mrs.SashtriFood and Nutrition Board	5

Phase IV: Motivating the Selected Samples to Initiate Income Generating Activities and Market the Products

Motivation is essential to kindle the internal and external factors and to stimulate desire and energy among people in order to be committed to a job or to make an effort to attain a goal. Motivating the students to take up entrepreneurship as their career will pave way for the diminution of unemployment. The following effort was adopted to motivate the selected samples after an intensive training in both skill and capacity building to initiate the entrepreneurship.



Plate 5: Work Shop on Artificial Jewel Making



Plate 6: Training on Soft Toy Making



Plate 7: Training on Food Preservation

- Grouping the students according to their interest and skills that were developed by them.
- Encouraging to prepare the products and sell them within the college campus, during out of class hours.
- Marketing their product without the interference of middleman
Motivating students to partake in trade fair, public fair and college bazaar.

The investigator recorded the profit gained by the students for every sale they attended. Details of the sales conducted by the students are discussed in detail in Chapter 4-Results and Discussion.

Phase V: Evaluation of the Impact of the Training Programme

According to Reddy (2001) evaluation means judging the value of something. The evaluation may be defined as a process of systematic appraisal by which we determine the worth, value or meaning of something. It is also a process of judging or worth of a programme. At a more technical level, it may be described as a process of collecting shreds of evidence about the outcomes of a programme and interpreting them to find out whether the goals and objectives set prior to the implementation of the programme have been achieved or not. It is the process of how well the desired behavioural changes have taken place.

The evaluation of the impact of the training programme was carried out under two aspects:

- 5.1. Post-assessment among the students who underwent training.
- 5.2. Conduct of case study

5.1. Post-assessment among the students who underwent training

The impact of the training given to the students on developing entrepreneurial skills was evaluated by a set of existing interview schedule. Reddy (2001), expresses that, evaluation means judging the value of something. An evaluation may be defined as a process of systematic appraisal by which we determine the worth, value or meaning of something. It is also a process of judging the value or worth of a programme. At a more technical level, it may be described as a process of collecting evidence about

the outcomes of a programme and interpreting them to find out whether the goals and objectives set prior to the implementation of the programme have been achieved or not. Evaluation is the process of how well the desired behavioral changes have taken place. Its main purpose is to facilitate effective decision making.

The interview schedule which was administered to assess the entrepreneurial skills previously was used to assess the impact of training given. Since the investigator felt that the training would have developed the essential entrepreneurial skills among students, she also felt that, it would be easy to assess the difference in the skills developed after the training only if she uses the same schedule. In addition to that, a feedback was collected from the selected samples who underwent the training on capacity building and those who have not attended the capacity building training. In addition, another schedule was given to the students. The various aspects included in the interview schedule are:-

- Benefits of the skill-based training programme
- Attitudinal changes after attending training programme
- Attitude towards entrepreneurship.

The results of the post-assessment in comparison with pre-assessment are discussed under chapter 4- Results and discussion.

5.2 Conduct of Case Study

Kothari (2007) indicates that case study methods as a form of qualitative analysis wherein careful and complete observation of an individual or a situation are done. He also states that, case study, as a method which is a very popular form of qualitative analysis that involves complete observation of several units be that a person, a family, an institution, a cultural group or even the entire community. The object of the case study method is to locate the factors that allow for the behaviour pattern of the given unit as an integrated totality.

Hence, a case study was conducted among the students who are successful in income generating activities and who were not able to take up

entrepreneurship in spite of interest they showed in taking up income generating activity during the college days.

Steps involved in the conduct of case study are:

1. Identifying students for the conduct of case study
2. Collection of data
3. Reporting the data

1. Identifying students for the conduct of case study

It was found necessary by the investigator to find out the impact of the training mainly to find out the impact of the training given on entrepreneurship after the completion of the course. She gave them a breathing time of 2 years and made an attempt to contact them. She planned to conduct the case study not only among the students continuing entrepreneurship but also among the samples who were not able to do so.

Five students who are at present small entrepreneurs were identified for the conduct of the case study and another five students who could not take up entrepreneurship were also located for the case study.

2. Collection of data

The necessary data were collected from the selected students who opted entrepreneurship as their career, like their present employment status, their earnings, constraints in the field of entrepreneurship and usefulness of the capacity building and basic skill training. The data were also collected from the students who did not take up entrepreneurship, such as the reason for not taking up entrepreneurship, their present earning and their life style.

3. Reporting of the data

From the information disseminated by them, necessary information after a detailed analysis is presented under Chapter 4 Results and Discussion.