Evaluation Study of
Entrepreneurship and Skill Development Programme (ESDP) Scheme

Submitted to:

Office of DC -MSME
Ministry of MSME

Submitted by:

Entrepreneurship Development Institute of India
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EXECUTIVE SUMMARY

Though India is continuously improving on the ease-of-doing-business index, yet there is an essential need to strengthen its entrepreneurial ecosystem, enhancing the levels and standards of skills to effectively address the emerging challenges. Entrepreneurship thrives well, and yields result only when it is backed by the skills of the entrepreneurs. To accomplish the same, the Ministry of MSME and the Office of DC (MSME) conduct a range of vocational and entrepreneurship development activities, broadly classified under the Entrepreneurship Skill Development Programme (ESDP) for the existing and potential entrepreneurs to build their capacity so that they are equipped to take up successful ventures. However, the ESDP scheme needs to be restructured (up-scaled) through comprehensive evaluation from time to time to bring it in consonance with the changing landscape of the MSME Ecosystem and its present challenges in India. It is in this regard that the current evaluation study of the ESDP Scheme has been carried out. The report brings forth the results of the evaluation study by analyzing the data, and the subsequent recommendations of the ESDP Scheme under the aegis of MSME.

To accomplish the objective of the project, a comprehensive study was conducted involving 446 beneficiaries, several Implementing agencies, and domain experts amid COVID 19. The evaluation study covered all ESDP types that were in implementation during the years 2016 to 2020 in all six regions of India. The primary study covered various interventions made by the different types of Implementation Agencies in all the regions of the country. In addition to the primary data, secondary data was collected from the MIS database of DC-MSME. The data collected through primary and secondary sources have been analysed using tabulation and statistical tools. The situational analysis has been carried out to understand the demography, outreach, and impact of the Scheme.

Secondary data analysis, using the MIS database of DC-MSME suggests that over 10,000 programmes are conducted during 2016-18 with over 1.04 lakh participants. The district-wise programmes reveal that 22 districts account for about 30 percent of the total programmes. There has been an emphasis on exclusive programmes for priority groups - SC, ST, Women, etc. Of the total programmes, 17 percent were targeted exclusively for women, 12 percent programmes were SC specific, and 8 percent were ST focused.

Primary data analysis suggests that the course content and delivery aspects of various ESDP activities have been appropriate but post programme follow-up and monitoring of the progress of the participants is not adequate. The majority of sample respondents, across all five ESDP activities, reported that these programmes have boosted their confidence, increased their understanding of entrepreneurship, and enhanced their employability.

For IMC-Y and IMC-C, a majority of the sample respondents have reported a high increase in their confidence, along with a fair increase in entrepreneurial motivation. A significant number of participants have shown strong interest in taking up entrepreneurship in near future. The

primary survey, also found that EAPs have increased the level of awareness of participants about entrepreneurship, government schemes, and job opportunities. Moreover, it has been reported by the majority of sample respondents that EAPs have increased their job prospects and self-employability.

With respect to E-SDPs, it has been found that about 22 % percent of the total sample respondents have either created their own enterprise or became self-employed. Another, 12 percent of sample respondents got employed. In addition, about 24 percent of the sample respondents have informed that they have identified the opportunity and will set up their enterprise soon. Rest of the sample respondents mentioned that they have acquired enough skills and will create an enterprise in long run. They cited poor economic conditions, lower risk appetite, and personal reasons for deferment.

The primary survey about MDPs revealed that these programmes have enhanced the managerial efficiency of the participants. The participants reported benefits in terms of a better understanding of entrepreneurship, work procedures, and skills. Many of them have made useful contacts by participating in these programmes, which may help them expand their enterprises/businesses.

Implementing Agency survey emphasizes the conduct of the training of trainers on entrepreneurship at the national level. The survey further points to the requirement of the creation of standardized study material on entrepreneurship and skill development. An institutional linkage with banks at the national level through MOU etc. is suggested by many implementing agencies. Further, it was felt that only post-programme feedback may not be adequate, and a mid-programme feedback along with an end test may be useful.

The perspectives of the Domain Experts highlight that there is unanimity for reducing IMC duration to a single day, and toning up its participant profile is also needed. The view on EAP is mixed. Some regard it as excellent and hence advocate its stepping up, while others think it is a sub-optimal concept and needs to be given up. There are several suggestions for improving ESDP and there has been supporting for the concept. There are reservations, on the part of some, regarding the practice of IA delivering MDP in physical mode, and a small fee for participating enterprise is suggested in order to enhance participant involvement in the programme.

Overall, there is a significant appreciation of the ESDP scheme by programme participants, IAs, and domain experts. Based on the findings, we would like to make the following recommendations for kind consideration.

1. <u>IMC Semantics</u>: IMC is an awareness programme. The words – industrial motivation-confuse some persons. It is better to rechristen it appropriately. Likewise, EAP is regarded as compressed entrepreneurship development programme. It's being called Awareness Programme is an understatement and hence requires to be remedied.

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2. Skill Component: The skill training is being carried out by a separate ministry and we need to focus on entrepreneurship. In other words, skill training should be excluded from ESDP.

3. EAP -Withdrawal or Proliferation: If the skill component is dropped from ESDP and it is made completely an entrepreneurship development programme, EAP would become redundant. On the other hand, if ESDP continues in the present form, there is a need to scale up EAP work as also upgrade it.

4. Job-Orientation: ESDP scheme is likely to perform better if the objective of awareness/readiness regarding jobs is given up in favour of a greater focus on self-employment and entrepreneurship.

5. MDP- Financial Contribution: The MDP needs to be held in close association with industry associations and the concerned associations should make a token financial contribution. This will raise expectations from the programme, enhance participant involvement and programme impact, and hopefully lead to greater demand for MDP.

6. Budget: The budgetary limits for different ESDP scheme activities (e.g. IMC, EAP), need to be reviewed to promote an appropriate mix among IMC/EAP/ESDP programmes, depending on local conditions rather than a particular type of programme being excessively offered. While we do not suggest rigid guidelines in this, the annual plan of MSME-DI/MSME-TCs should amplify the rationale for the proposed mix in terms of types of programme.

7. Involvement of other organizations in scheme delivery: While MSME-DIs and MSME TCs may remain active delivery agencies, it would help to bring in other organizations, e.g., state-level entrepreneurship development centres, industry-associations, generic chambers of commerce, city-level management associations, which command excellent local image and possess the physical infrastructure, organisational wherewithal, and resource-person network. Such organizations that are not driven by the profit motive, are well-placed to attract motivated participants and impart greater visibility to the scheme.

8. Scoping and Mobilization / Selection of participants: The scheme work is, in relative terms, concentrated in some districts/states. The budget does not provide for any expenditure for scoping or location-assessment. It is time IAs, particularly MSME-DIs, are encouraged/financially supported to undertake a scoping study of locations in their respective jurisdiction and submit a three-year plan for implementing the scheme.

9. Approved Faculty Panel and Orientation: It will be useful to review this in consultation with IAs. The successful entrepreneurs should also figure adequately on the panel.

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10. <u>Feedback</u>: It will be useful if an independent agency pools feedback a month or three (depending on the type of the programme) after programme completion and analyses it.

11. <u>Post-programme Monitoring</u>: The programmes particularly EAP and ESDP are expected to cause participants to take a specific action on the enterprise promotion front. Hence, there is a need for post-programme monitoring. Such monitoring would also encourage IAs to tone up the quality of participants as also programme delivery.

12. <u>Post-ESDP Handholding</u>: This is a strongly felt need and imparts enterprise-materialization decisively. The programme budget as also delivery guidelines needs to provide for such support. The process to extend such support should be designed in consultation with IAs.

13. <u>IMC Duration and Content</u>: It is widely felt that two-day IMC is not necessary, one day is adequate. Both IMCs, hence, need to be one-day programmes. The IMC-C proposals need to highlight cluster-specific content.

14. <u>ESDP Duration</u>: There is fluidity in terms of the number of working days/week and session duration. This needs to be defined. To encourage working individuals from joining the six-week programme, an alternative form – say, 2 hours in the evening over 3 months – needs to be developed.

15. <u>Awareness vis-à-vis Sensitization</u>: A half-day programme for sensitizing school children to entrepreneurship may be considered. It will help to draw a line between sensitization and awareness. The target group for the awareness programme would consist of those who, on a prima facie basis, are interested in becoming entrepreneurs. ESDP needs to offer both but merge. IMC-Y and IMC-C into a single awareness programme.

16. <u>ESDP Participant Profile</u>: There is a need to tone up participant profiles through better programme promotion, the response from prospects, and selection. The participants also need to be oriented so that they pitch their expectations at a level.

17. <u>Vernacular Material</u>: The PowerPoint presentations for trainers developed in English (and translated into Hindi) should be translated into vernacular languages.

18. <u>Financial Assistance</u>: The issue of bank loans for participants needs to be brought into sharper focus, preferably to the appropriate district committed. In addition, IAs need to work closely with selected banks on this behalf.

19. <u>Annual Report and Awards</u>: There is a need to strengthen MIS as also prepare a meaningful and analytical annual report to showcase the work done. At an appropriate time, annual awards for various types of best programmes and IAs may also be instituted.

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Abbreviations

ADC	Additional Development Commissioner
AS	Additional Secretary
DC	Development Commissioner
DC-MSME	Development Commissionerate , Ministry of Micro, Small and Medium Enterprises
DIC	District Industries Centres
EDII	Entrepreneurship Development Institute of India
HQ	Head Quarter
IFW	Internal Financial Wing
ITI	Industrial Training Institutes
JDC	Joint Development Commissioner
KVI	Khadi and Village Industries
MSE	Micro and Small Enterprise
MSME	Micro, Small and Medium Enterprise
MSME- TC	Micro, Small and Medium Enterprises Technology Centres
MSME-DI	Micro, Small and Medium Enterprises Development Institute
PSU	Public Sector Undertaking

1. INTRODUCTION

1.1 Background

For nations with a competitive advantage of diverse talent bases like India, there is an immense need to continuously generate millions of employment opportunities across sectors and regions. As one of the youngest populations globally, 365 million Indians would be eligible to join the workforce in the next decade. Such a demographic dividend would contribute positively only if there are matching economic opportunities to absorb it. India's working-age population (those above the age of 15) is expected to expand by 1.3 million a month between years 2015 and 2025 (World Bank's South Asia Economic Focus Spring 2018 report). India is continuously improving on the ease of doing business index. However, there is an essential need to strengthen its entrepreneurial ecosystem, enhance skill levels and standards to effectively address the above challenge, and tap the available opportunities.

Self-employment and micro and small enterprise creation are routes that young people can actively explore to forge their futures. Entrepreneurship can play as a catalyst to achieve economic and social development objectives, including growth, innovation, employment, and equity. Further, Entrepreneurship can manifest within an economy in several ways by including both formal and informal economic activities for the purposes of creating wealth. Entrepreneurship development intends to increase the number of entrepreneurs who can either get employed in micro, small or medium enterprises (MSMEs) or start/scale up their own ventures. Entrepreneurship thrives well, and yields result only when backed by the skills of the entrepreneurs. With the radical shift in the nature and availability of jobs, it becomes utmost necessary for youth to be equipped with new-age skills. Thus, India needs to boost entrepreneurship by empowering people to start their own ventures or enhance their skills to get employed.

1.2 Entrepreneurship Skill Development Programme (ESDP) Scheme

The Ministry of MSME and the Office of DC (MSME) conducts a range of vocational and entrepreneurship development activities, broadly classified under the Entrepreneurship Skill Development Programme (ESDP) Scheme for the existing & potential entrepreneurs, in order to build their capacity to take up successful ventures. ESDP has been up-scaled in consonance with the changing landscape of the MSME Ecosystem and its present challenges in India.

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ESDP scheme, through its various activities, is aimed at motivating youth to consider self-employment and promote new enterprises, capacity building of existing MSMEs, and inculcating entrepreneurial culture in the country. The scheme is implemented through multiple Implementing Agencies.

1.3 Activities under ESDP Scheme

ESDP scheme comprises of five types of activities as shown in table 1.1 below:

Table 1.1: Activities under ESDP Scheme

Sr. No	Name of the Programme	Key Objectives	Key Inputs	Duration	Intake	Norms
1	Industrial Motivational Campaign (IMC-Y)	Identify and motivate youth to take up enterprise creation/self-employment	• Formal inaugural and technical sessions • One to one discussion with interested participants for	2 days	50 to 100 persons	One IMC every district Expenditure Within 20,000 INR
2	Industrial Motivational Campaign (IMC-C)	Identify and motivate people representing cluster/industry associations towards self-employment or create enterprises in the vicinity of the cluster	• Inaugural session • 3 to 4 Plenary Sessions	1 day	30 to 60 persons representing MSME units	It should constitute 25-50 % of total IMCs Expenditure Within 20,000 INR
3	Entrepreneurship Awareness Programmes (EAP)	Enlightening youth enrolled in ITI, Polytechnics, colleges, etc. about various aspects of setting up MSMEs.	• Various aspects of setting up MSEs. • 4 Sessions per day	2 weeks	25 persons	Expenditure limiting to Rs. 50,000/
4	Entrepreneurship- Cum- Skill Development Programmes (E- SDP)	Providing skill and entrepreneurship training interested people leading them to the creation of livelihood or enterprise creation	• Various aspects of setting up MSEs. • Other inputs suitably tailored to the needs of trade or specific activity and the target group of trainees (e.g. TV repairing)	6 weeks	25 persons	Expenditure limiting to Rs. 1,25,000/-
5	Management Development Programmes (MDP)	Capacity building of MSME entrepreneurs and/or their managerial and supervisory staff to improve their decision-making capabilities resulting in higher productivity and profitability	• Inputs suitably tailored to local demands of the industries/ clusters. • Contemporary management practices	1 week	25 participants	Expenditure limiting to Rs. 50,000/

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1.4 Implementation

ESDP is a pan-India operational scheme and is being implemented through a network of 30 MSME-DIs with its 32 branch Institutes/Ext. Centres/Nucleus Cell, over 18 Technology Centres under the office of DC-MSME (MSME-TCs), and Enterprise Facilitation Centres (EFCs) setup by Ministries/Departments/ organizations/Corporations/PSUs/Agencies under the administrative control of Central/State Governments. It is approved by the Empowered Committee headed by Development Commissioner, MSME from time to time (see institutional set up mentioned below). Further, respective IA (other than MSME-DIs) is responsible for submitting utilization certificates for grants/funds issued to them within the financial year.

Figure 1.1 Institutional Arrangement

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┌─────────────────────────────────────┐
│        Empowered Committee           │
│ (Headed by Development Commissioner - │
│             DC-MSME)                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│       Project Monitoring Unit        │
│                (PMU)                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│      Implementing Agencies (IAs)     │
│   (Including MSME- DIs, MSME-TCs and  │
│            Other Agencies)            │
└─────────────────────────────────────┘
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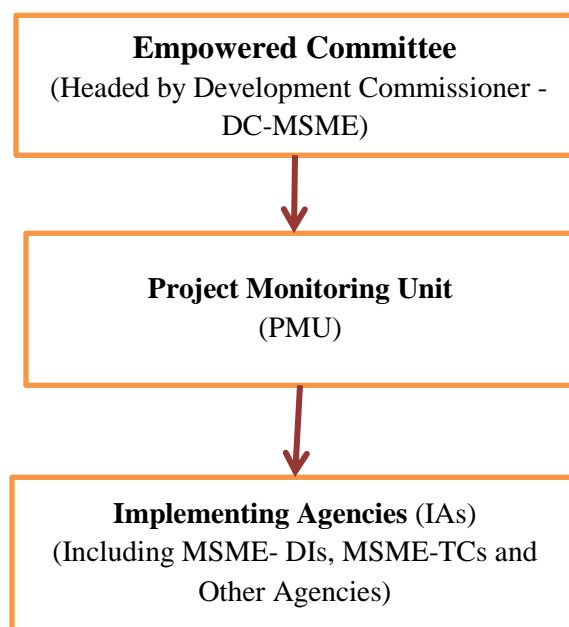
Empowered committee: An Empowered committee comprising of AS& DC- MSME, ADC, JDC, a nominee of IFW, representatives of Industry Associations are responsible for overall monitoring and evaluation of ESDP scheme.

Project Monitoring Unit: A Project Monitoring Unit is located at the office of the Development Commissioner for effective implementation of the ESDP scheme. It manages and monitors the following activities regularly. The key responsibilities of PMU include the following:

- Development of training modules

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- Empanelment of training institutes

- Identification of resource individuals with the existing field organization of M/o MSME or other reputed technical/managerial institutions.

- Development of Trainer of Trainer (ToT) programmes.

- Development of pool of social enterprises that are working in the areas/sectors and integration of the resources in the programme.

Implementing Agencies: These agencies implement various activities under the ESDP scheme and assist MSMEs financially through the schemes and improve their technical skills through skill upgrade/training programmes. They include MSME- DIs, MSME-TCs, and Other agencies.

- **MSME-DIs:** Office of the Development Commissioner (Micro, Small & Medium Enterprises) provides a wide range of services & schemes for the promotion and development of the MSME sector through 32 Micro, Small, and Medium Enterprises-Development Institutes (MSME-Dls); over 28 Branch MSME-Dls located across the country. These institutes assist micro, small, and medium enterprises financially through the schemes and improve their technical skills through skill upgradation / training programmes.

- **MSME-TCs:** Ministry of MSME, in its endeavor to provide the right stimulus for the growth of MSMEs in the country has established numerous Technology Centres (earlier known as Tool Rooms & Technology Development Centres). These TCs are serving the industry by way of providing quality tools, trained personnel and consultancy services in tooling & related areas, up-gradation of technologies in processes & products in the specific product groups such as forging & foundry, electronics system design & manufacturing (ESDM), electrical measuring instruments, fragrance & flavor, glass, sport goods, forging & foundry and footwear designing to support these sectors. The TCs adhere to the principles of Total Quality Management (TQM) and are ISO 9001 certified institutions.

1.5 Guidelines

ESDP has been re-structured (up-scaled) from time to time to bring it in consonance with the changing landscape of the MSME Ecosystem and its present challenges in India. The guidelines

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for up-scaled ESDP have been issued on 21-11-2019. (Please see Annexure 1 for a snapshot of guidelines during period 2016-20).

Given below are the procedures that are involved in the implementation of the scheme:

- Implementing Agencies (IAs) shall submit proposals to the office of DC MSME. Empowered Committee under the chairmanship of AS & DC may consider or reject the proposal submitted by IAs.

- Industrial Motivational Campaigns (IMCs) are allocated, taking into consideration at least one IMC to be organized in association with Industry Clusters/Associations and social enterprises.

- Two week EAP (Entrepreneurship Awareness Programme) or six-week Product-cum-Process focused Entrepreneurship-cum-Skill Development Programme E-SDPs are organized need-based for Enterprise/Industrial development.

- MDP is conducted for existing entrepreneurs/enterprises/Industrial Clusters as a tool for their capacity building HD development.

- DICs/State Government Industry Department and other Government industrial development agencies and financial institutions/KVI/Panchayat Raj institutions, including social enterprises and industrial/cluster associations, would be associated.

- Product-cum-Process Oriented E-SDP or Livelihood Driven E-SDP of six-week duration that is allocated by HQ office is planned by Implementing Agency in such a way that there is always a programme in progress for every filed organization. More than one program can be run simultaneously if infrastructure and allocated programmes permit.

- For delivering the lecture/demonstration/talk, there is a provision of honorarium maximum up to Rs.1000/- for the session of 90 to 120 Minutes for EAP/E-SDP and IMC. For MDP maximum of up to Rs.1200/- will be payable as honorarium for a session of 90 to 120 Minutes.

- The panel for guest faculty would be selected in advance and has to be approved along with the programme calendar from the DC office. Guest faculty may be academicians, faculty of the technical institutions, successful entrepreneurs, or financial or management experts. The guest faculty would be provided with an honorarium.

- A database of the guest would be maintained on the integrated MIS.

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- The MIS has a feedback mechanism where the participants of the training programme and other stakeholders can post their comments on the training programmes. The Director/Nodal Officer is responsible for monitoring feedbacks and taking appropriate actions. An action taken report on the feedback received would be uploaded on the MIS by the organization that is conducting the programme.

1.6 Evaluation Study

It is in the above context that the current study is carried out to conduct a performance evaluation of the ESDP Scheme of the Office of DC –MSME, Ministry of MSME, and Government of India during the period 2016-20. The key points about the study have been listed below:

- The study employed a mix-methodology involving quantitative as well as qualitative techniques

- Both primary and secondary data have been used to draw inferences

- Sincere efforts have been made to ensure diversity of respondents and geographies

- All six regions of India have been covered

- All five ESDP activities have been assessed.

- The data collection has been carried out in extreme circumstances due to COVID 19.

- Primary data has been collected through a survey and personal interviews (mostly over phone and emails) involving beneficiaries, implementing agencies, and domain experts.

- About 446 beneficiaries trained by 27 Implementation agencies across all 6 regions of India have been covered under the study.

- In order to ensure better evaluation of the impact of ESDP programmes, more beneficiaries of long duration activities like E-SDP and EAP were covered for the evaluation study.

- About 20 Implementation Agencies were surveyed for their perspective and inputs for respondents' survey

- Domain experts/policymakers perspective have been taken to have a holistic evaluation

- Secondary data have been collected from the MIS Database of DC-MSME, and other publications, documents, articles, and reports about the ESDP scheme

- The data collected through primary and secondary sources have been analysed using tabulation and other statistical tools.

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- The situational analysis has been carried out to understand the demography, outreach, and impact of the Scheme, with an additional focus on studying the situation of special groups.

- The needs of MSEs have been understood and suitable recommendations have been incorporated in this study report.

The study report has been fashioned in various chapters in the following manner:

- Introduction
- ESDP Scheme: Analysis of work done during 2016- 2020
- Study Approach, Methodology, and Sample Profile
- Industrial Motivation Campaigns
- Entrepreneurship Awareness Activities
- Entrepreneurship And Skill Development Activities
- Management Development Activities
- Implementation Agency Survey
- Domain Experts' Perspective
- Conclusion And Recommendations
- Bibliography
- Annexures

2. ESDP SCHEME: ANALYSIS OF WORK DONE DURING 2016- 2020

A secondary study was carried out to understand and assess the types of work done ESDP scheme during the years 2016-20. We collected these data from the MIS database of the office of DC-MSME, Ministry of MSME, and Govt. of India and some of these data (for years 2016-18) have been provided in pdf form over email. We added data given in pdf form for years 2016-18 to data sets and the database so prepared has been used to draw inferences, which have been given in the following section. Here, we would like to mention the data limitations. The data available on the MIS database has been partial and are only available for years 2018-20. Further, the data were found to be non-interconnected for 2016-18 and 2018-20 periods.

2.1 Number of Programmes

A large number of programmes under ESDP were conducted during the period 2016-20 spreading all across India, aiming at awareness generation, entrepreneurship, and skill development programmes among youth. Under the ESDP scheme a total of 9,780 programmes have been approved and completed during 2016-20. Attention requires to pay to the yearly number of programmes where a significant difference in number exists, for instance, 823 programmes have been completed in 2016-17, 1741 in 2017-18, 306 in 2018-19, and 6910 in 2019-20. This shows that 8% of the total programmes were conducted during 2016-17, 18% in 2017-18, and 3% in 2018-19 whereas 71% programmes were conducted during 2019-20.

Figure 2.1 Number of programmes conducted under ESDP scheme during 2016-20
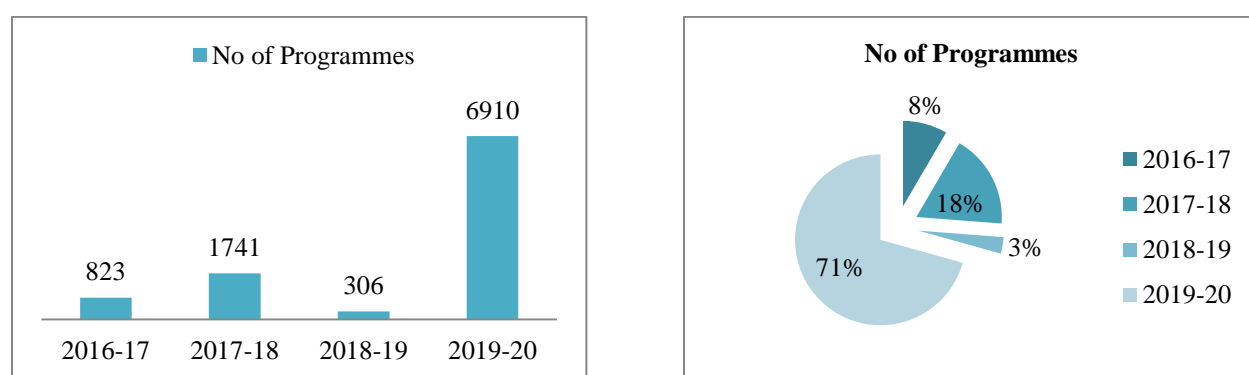
From the above-mentioned graphs we neither see a constant increase nor decrease in the number of programmes. Nevertheless, it shows one explicit indication that the number of programmes in 2019-20 has increased unexpectedly. There has been a tremendous increase in programme in 2019-20 indicating a strong desire for change and expectation of wider impact.

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2.2 Types of Programmes

Programmes are broadly done under six categories viz. IMC-Y/C, EAP, E-SDP, EDP, and MDP. Change in the category with addition and deletion of one or two names have taken place during these four years of evaluation period i.e. 2016-20. EDP was one of the categories during 2016-17 but later it was removed. Similarly, MDP was introduced from the year 2017-18 and EAP from 2018-19.

Figure 2.2 Types of programme during 2016 -2018
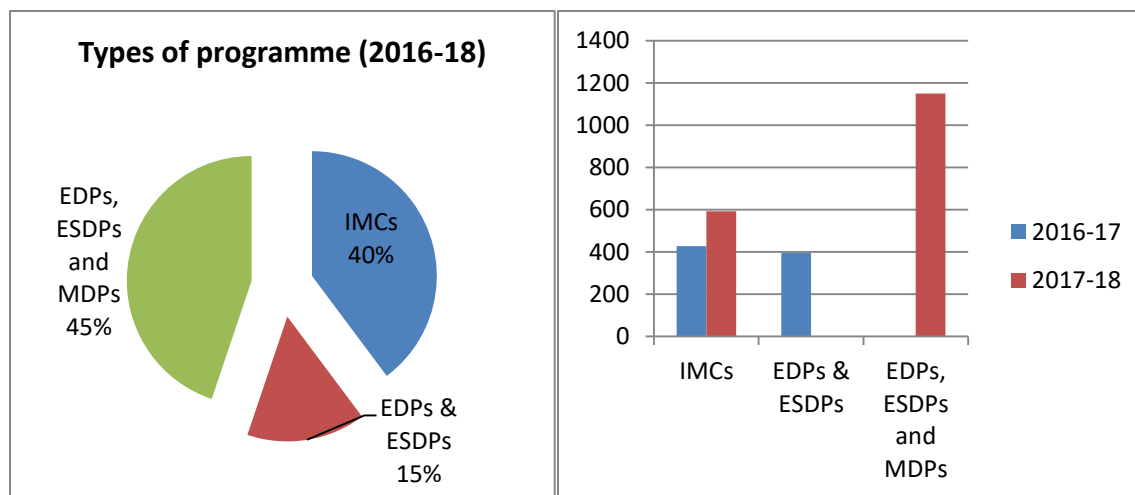
MDPs were seen to be absent during 2016-17. The above graph also depicts that IMCs alone stands for 40%, and some programmes remained the same for both the years.

Table 2.3 Types of programme during 2018 - 20

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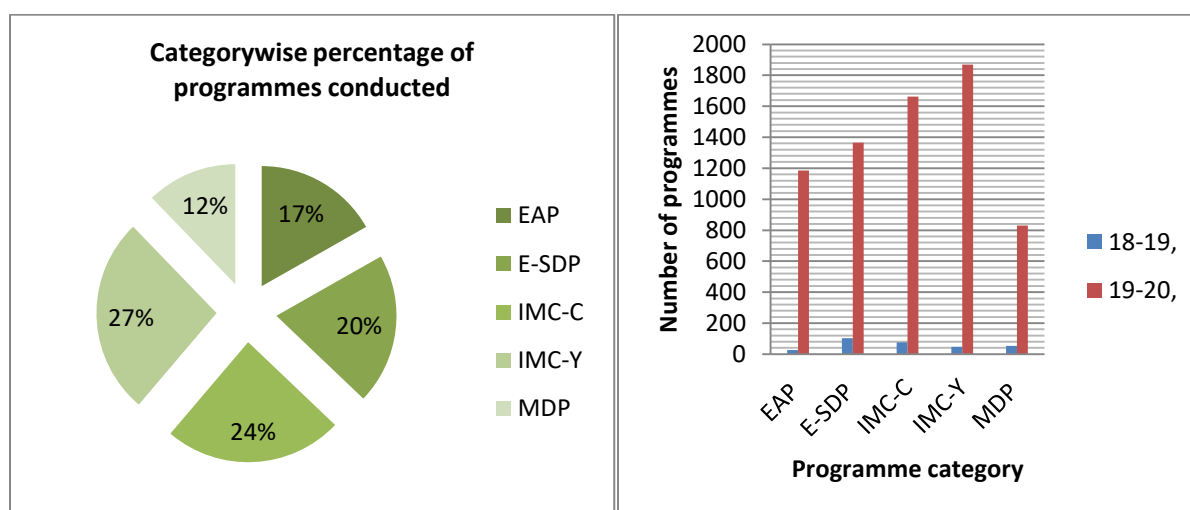
From the above graphs, it is observed that distribution of the programmes across the category is similar except MDPs counting for 1 percent and IMC-Y counting for 27 percent of the total programmes during 2018-20. IMC-Y and IMC-C both together count 51 percent of the total programmes. EAPs and MDPs were found to be significantly lower in number during 2018-19 as compared to other categories in the same year.

Table 2.4 Types of programme during 2016 - 20
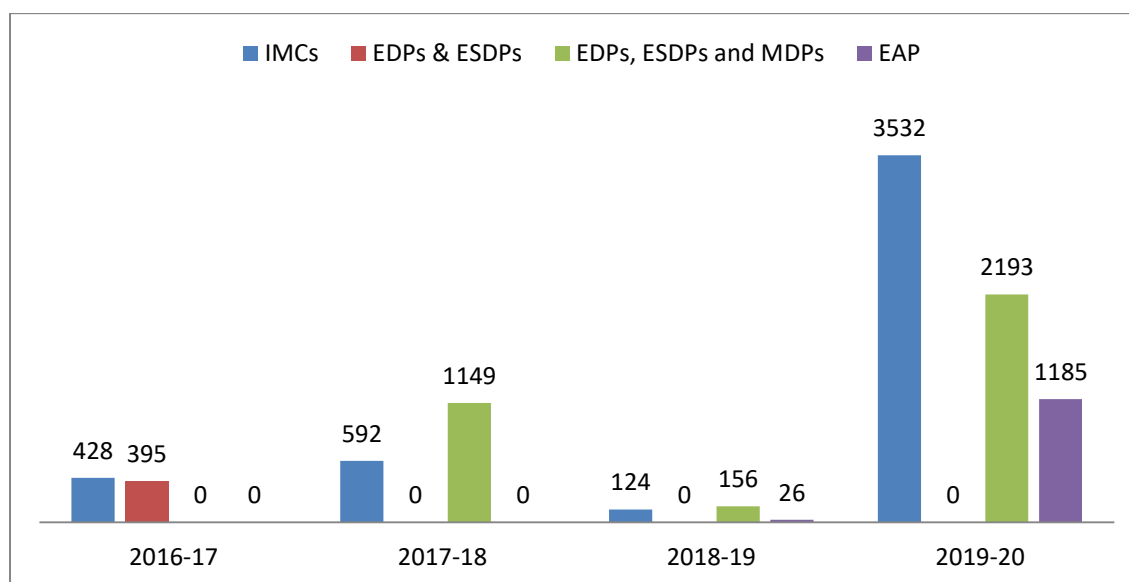
As per the graph above, during the last four years of the ESDP scheme, it appears that IMC was one of the scheme components continuing for all the years. EAP got introduced in the year 2018-19 and the number increased significantly in 2019-20.

The graphs also indicate a growing focus on Management Development programmes. These Programmes are designed for capacity building of existing MSMEs through inputs on management practices and systems to improve their decision-making capabilities resulting in higher productivity and profitability of existing enterprises. There has been a very little number of all kinds of ESDP activities in the year 2018-19.

2.3 Number of Participants trained

The numbers of participants trained are 38163 and 68284 in 2016-17 and 2017-18 respectively. Information for the year 2018-20 is available for one-fourth of programmes only. Hence, adequate information is not available for the said years and also, the available information appears to require verification. For instance, there are over 500 participants per programme

concerning several programmes, and yet one programme attracted over 7000 participants. Therefore, inferences drawn here from the below table are only for the duration of 2016-18.

Table 2.1 Number of Participants trained across states

State	Number of Participants	%
Andhra Pradesh & Telangana	6786	6.5
Tamilnadu & Puducherry	6449	6.2
M.P.	5237	5
Gujarat, Diu Daman, D & NH	4831	4.6
U.P.	4840	4.6
Assam, Arunachal & Meghalaya	4470	4.3
Rajasthan	4506	4.3
Maharashtra	4398	4.2
Bengal & A and N.	4303	4.1
Delhi	4090	3.9
Odisha	3989	3.8
Haryana	3703	3.5
J&K, Ladakh	3622	3.5
Karnataka	3525	3.4
Kerala & Lakshadweep	3609	3.4
Punjab and Chandigarh	3560	3.4
Jharkhand	3058	2.9
Chhattisgarh	2940	2.8
Himachal Pradesh	2556	2.4
Manipur & Nagaland	2547	2.4
Bihar	2283	2.2
Tripura & Mizoram	2133	2
Uttarakhand	1609	1.5
Goa	1193	1.1
Total	*104852*	*100*

The table above exhibits that out of a total of 1,04,852 participants a few states have benefitted more from the scheme such as around 5 percent of the participants from M.P., 4.19 percent from Maharashtra, 4.29 percent from Rajasthan, 6.15 percent from Tamilnadu and Pondicherry, 4.61 percent from U.P. On the other side, there are few states with a lower number of participants

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benefited namely Uttarakhand with 1.53 percent, Tripura & Mizoram together 2.03 percent, Goa 1.03 percent, and Bihar 2.17 percent.

2.4 Geographical coverage and Concentration

It is observed that the total number of programmes conducted during 2016-18 is 9,780. A closer look at the state-wise number tells us that states like M.P. Maharashtra and U.P. have received more than 10 percent of total programmes for each state with 28.64 percent being highest from U.P. On the opposite, states like Meghalaya, Sikkim, and Goa are with less than 0.5 percent of the total programmes.

Table 2.2 Geographical coverage and Concentration

Name of State	No. of Programmes	%
U.P.	2801	28.64
Maharashtra	1014	10.37
M.P.	986	10.08
Tamilnadu & Puducherry	571	5.84
Assam, Arunachal & Meghalaya	368	3.76
Punjab and Chandigarh	342	3.50
Rajasthan	335	3.43
Andhra Pradesh & Telangana	304	3.11
Karnataka	289	2.96
Delhi	275	2.81
Chhattisgarh	273	2.79
Bihar	249	2.55
Jharkhand	232	2.37
Bengal & A and N.	230	2.35
Gujarat, Diu Daman, D & NH	216	2.21
Haryana	203	2.08
Odisha	201	2.06
Kerala & Lakshadweep	173	1.77
Uttarakhand	170	1.74
Manipur & Nagaland	144	1.47
J&K, Ladakh	115	1.18
Himachal Pd.	106	1.08
Tripura & Mizoram	102	1.04
Goa	43	0.44
Sikkim	27	0.28
Total	*9780*	*100*

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A deeper look at the data suggests that the majority of programmes are concentrated in selected 22 districts with a minimum of 60 programmes per district to a maximum of 252 programmes per district with an average of 99 programmes per district. Nashik District has conducted maximum programmes (about 3.5 percent of total programmes), followed by Indore, Kanpur, Unnao, and Agra. A significant number of above mentioned 22 districts are from Uttar Pradesh.

Table 2.3: Top 22 districts programme wise

S.no.	Names of districts	Percentage
1.	Nashik	3.5%
2.	Indore	2.3%
3.	Kanpur	1.9%
4.	Unnao	1.8%
5.	Agra	1.7%
6.	Jalandhar	1.5%
7.	Moradabad	1.5%
8.	Lucknow	1.5%
9.	Aurangabad	1.4%
10.	Pune	1.3%
11.	Hardoi	1.1%
12.	Allahabad	1.1%
13.	Bhopal	1.1%
14.	Jaipur	1.0%
15.	Kanniyakumari	1.0%
16.	Meerut	1.0%
17.	New delhi	0.9%
18.	Palghar	0.9%
19.	Mathura	0.9%
20.	Ambedkar nagar	0.9%
21.	Barabanki	0.9%
22.	Chennai	0.8%
	Total	30 %

The chart, as shown below, presents that geographically the majority of this group's population is representative from the states of Assam (3%), Chhattisgarh (3%), Gujarat (2%), Jharkhand (2%), Madhya Pradesh (15%), Maharashtra (17%), Punjab (6%), Tamilnadu (4%), West Bengal (2%) and Uttar Pradesh (37 %). Data suggests that these three states, Uttar Pradesh, Telangana, and Madhya Pradesh represent 69% of total programmes conducted during 2018-20. Contrary to this,

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the least benefited states/UTs are Chandigarh, Lakshadweep, Goa, Arunachal Pradesh, Himachal Pradesh, Manipur, Kerala, and Meghalaya with 1 to maximum 6 programmes per state.

Figure 2.5 Number of Programmes (State-wise)

Number of Programmes (State and target group wise)
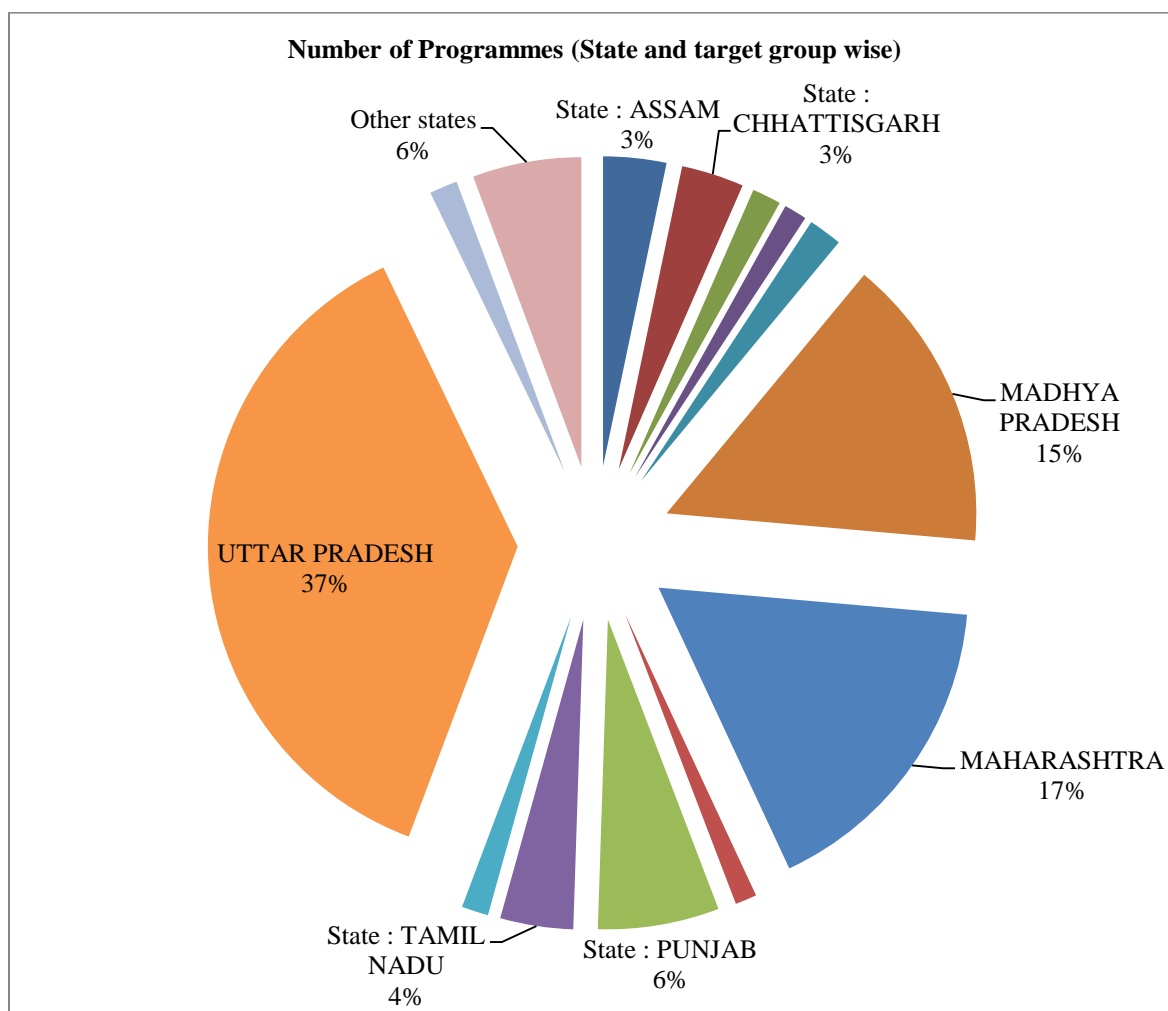
2.5 Types of participants trained

There has been an emphasis on exclusive programmes for priority groups - SC, ST, Women, etc. However, Target groups have not been defined in a very detailed manner in the guidelines and there is, in no such document, a clear figure on the number of beneficiaries to be reached, which makes it relatively difficult to measure this aspect of effectiveness with the help of available key documents; furthermore, MIS does not provide rich information in terms of such achievements.

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Figure 2.5 Number of Programme Target group wise

Number of Programmes target group wise
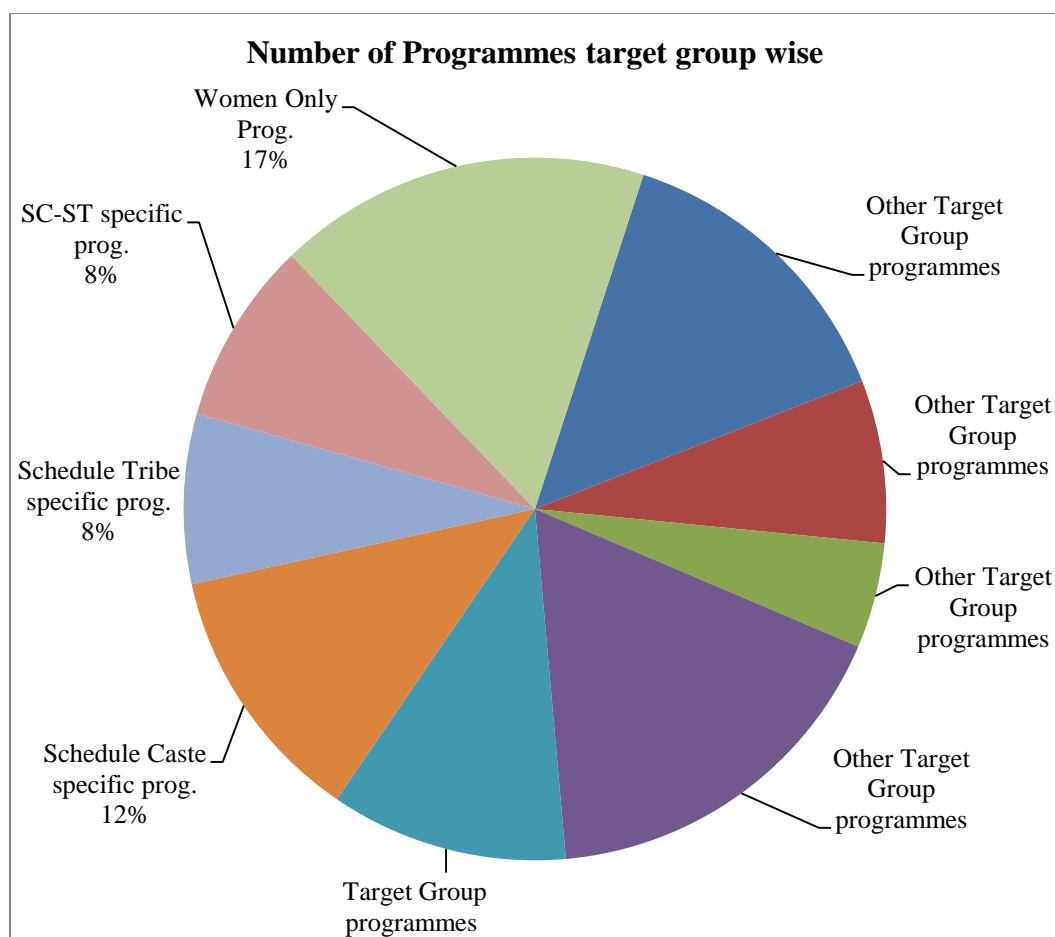
The above chart is prepared based on information available for 4440 programmes from a total of 9,780. Participants of these programmes were from a total of 28 target groups categorized while enrolling. Data suggests, as per available categories more benefited groups are 17 percent programmes for Women only, 12 percent programmes are SC specific, 8 percent are ST focused, and the remaining are targeted at different weaker sections of the society. This chart shows that there has been a much-needed focus on Women, SC, ST groups.

2.6 Sector Coverage and Density of Topics

We could locate 331 topics but 8 of these accounts for several hundred programmes for each and hence deserve particular attention. For instance, these eight subjects, such as Computer Accounting with Tally (6.02% of total programmes), Digital Marketing (8.38%), Export Management (4.97%), Food processing (4.71%), Garment manufacturing (4.45%), etc. are prominent in terms of the number of times it got repeated.

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Figure 2.6 Number of Programme conducted on a particular topic

Number of programmes conducated on a particular topic
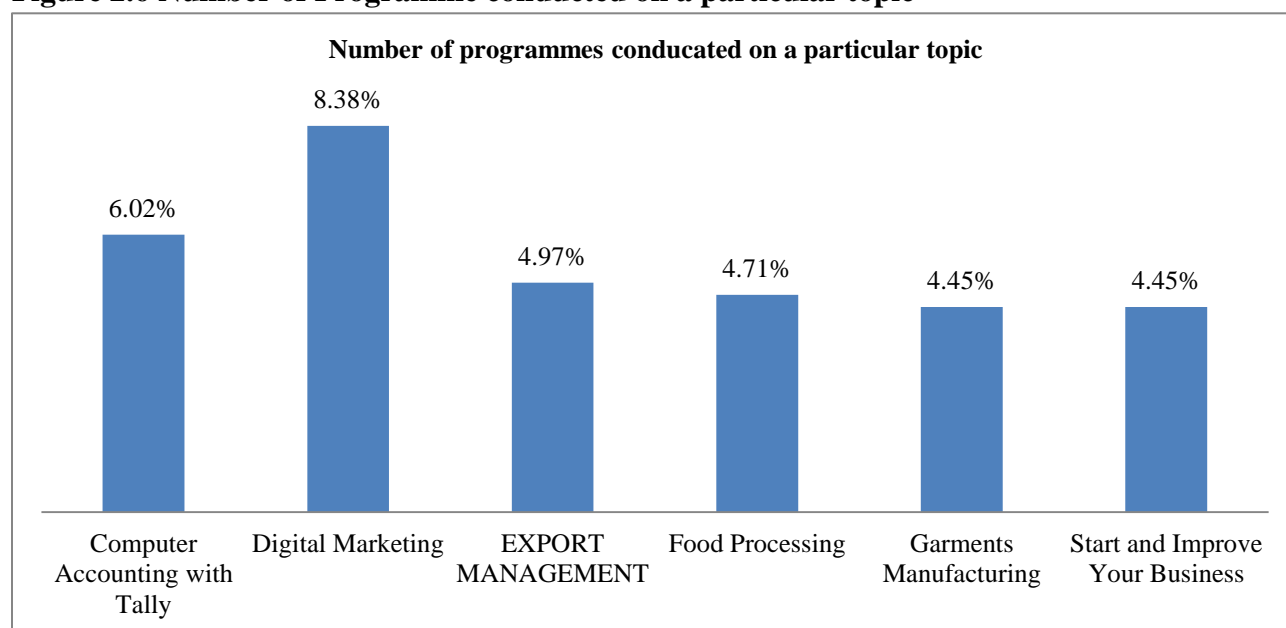
2.7 Implementation Agencies involved include the following

Programmes have been delivered by three types of Implementing Agency including 32 MSME DIs, 23 MSME-TCs, and 15 other agencies. The implementing agencies for the period 2016 to 2020 include various MSME DIs, MSME-TCs, and numerous other agencies. The detailed list of the implementing agencies is as follows:

Name of DIs

1. MSME-DI-Agartala
2. MSME-DI-Agra
3. MSME-DI-Ahmedabad
4. MSME-DI-Allahabad
5. MSME-DI-Bangalore
6. MSME-DI-Chennai
7. MSME-DI-Cuttack
8. MSME-DI-Delhi
9. MSME-DI-Gangtok
10. MSME-DI-Goa
11. MSME-DI-Guwahati
12. MSME-DI-Haldwani
13. MSME-DI-Hubli
14. MSME-DI-Hyderabad
15. MSME-DI-Imphal
16. MSME-DI-Indore
17. MSME-DI-Jaipur
18. MSME-DI-Jammu and Kashmir
19. MSME-DI-Kanpur
20. MSME-DI-Karnal
21. MSME-DI-Kolkata
22. MSME-DI-Ludhiana
23. MSME-DI-Mumbai
24. MSME-DI-Muzaffarpur
25. MSME-DI-Nagpur
26. MSME-DI-Patna
27. MSME-DI-Raipur
28. MSME-DI-Ranchi
29. MSME-DI-Solan
30. MSME-DI-Thrissur
31. MSME-DI – Shillong
32. MSME-DI-Silchar

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Name of TCs

1. MSME-TC-Bhiwadi
2. MSME-TC-Bhopal
3. MSME-TC-CDGI, Firozabad
4. MSME-TC-CFTI, Agra
5. MSME-TC-CFTI, Chennai
6. MSME-TC-CIHT, Jalandhar
7. MSME-TC-CITD, Hyderabad
8. MSME-TC-CTR, Ludhiana
9. MSME-TC-CTTC, Bhubaneswar
10. MSME-TC-CTTC, Kolkata
11. MSME-TC-Durg
12. MSME-TC-ESTC, Ramnagar
13. MSME-TC-FFDC, Kannauj
14. MSME-TC-IDEMI, Mumbai
15. MSME-TC-IDTR, Jamshedpur
16. MSME-TC-IGTR, Ahmedabad
17. MSME-TC-IGTR, Aurangabad
18. MSME-TC-IGTR, Indore
19. MSME-TC-PPDC, Agra
20. MSME-TC-PPDC, Meerut
21. MSME-TC-Rohtak
22. MSME-TC-Sitarganj
23. MSME-TC-TRTC, Guwahati

Name of Other agencies

1. BR-MSME-DIS, Balsahyog
2. Central Institute of Plastics Engineering and Technology-CIPET
3. Centre for Entrepreneurship Development Madhya Pradesh-CEDMAP
4. Entrepreneurship Development Institute of India, Ahmedabad-EDII
5. Government Tool Room and Training Centre Dumka-GTRTC
6. Institute of Entrepreneurship Development Odisha-IED Odisha
7. Jharkhand Government Mini Tool Room and Training Centre, Ranchi-JGMTRTC
8. Kerala Institute for Entrepreneurship Development-KIED
9. Maharashtra Centre for Entrepreneurship Development-MCED
10. Nagaland Tool Room and Training Centre-NTTC
11. National Institute for Micro, Small and Medium Enterprises-Ni-MSME
12. National Small Industries Corporation Ltd.-NSIC
13. The Centre for Entrepreneurship Development-CED GUJARAT
14. U.P. Industrial Consultants Ltd-UPICO
15. U.P. Khadi And Village Industries Board-UPKVIB

3. STUDY APPROACH, METHODOLOGY AND SAMPLE PROFILE

The Evaluation Study of the ESDP Scheme is undertaken by adopting the following approach and methodology.

3.1 Study Approach

In order to get a holistic idea, the study covered the perspectives of all the key stakeholders of the ESDP scheme i.e. beneficiaries, implementing agencies, and policymakers/domain experts. All six regions of India i.e. North, South, East, West, Central, and North-East have been included. The period of evaluation is 2016-20.

The study has adopted the following approach:

- Review of literature about ESDP scheme
- Scanning and analysis of ESDP Database
- Primary Survey among programme participants
- Primary Survey among Implementing Agencies
- Pooling Policy Makers/Domain Experts Perspective
- Analysis of Primary and Secondary Data
- Recommendations

3.2 Methodology

The study employed mixed methodology and used both quantitative as well as qualitative techniques to evaluate the performance of the ESDP scheme. Primary as well as secondary data have been used in order to draw inferences. Secondary data have been collected from the publications, documents, articles, and reports about the ESDP scheme which are available in the public domain. Specific secondary data have been collected through the MIS database of the office of DC-MSME. Primary data have been collected through a survey and personal interviews involving beneficiaries of all the five activities, implementing agency, and policymakers/domain experts.

3.2.1 Primary Study: Beneficiaries, Implementing Agencies, and Domain Experts

For the sampling of the beneficiaries, a list of all of the possible beneficiaries from 27 implementation agencies (of different types) spread across 6 regions has been collected and we administered the random sampling to meet the sample target. The questionnaires/schedules were

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filled over the phone in the local language with help of specific regional offices of EDII and translators. The convenience of respondents about the time of calling has been taken care of. Diversity in terms of enterprise creation or self-employment in the manufacturing, services, and the trading sector has been considered. Further, the samples were drawn from diverse terrains (hilly and plain), varied locations (remote and centrally located cluster/area covered), both genders, and diversity in socioeconomic status, demographic characteristics.

Table 3.1 Sample beneficiary respondents across regions and programmes

Zone	IMC-C	IMC-Y	EAP	ESDP	MDP	Total
West	4	13	5	43	9	74
North	11	24	12	11	14	72
South	8	20	21	31	11	91
Central	6	11	0	47	8	72
East	14	21	24	11	17	87
North East	2	8	19	21	0	50
Total	**45**	**97**	**81**	**164**	**59**	**446**
%	10.09	21.75	18.16	36.77	13.23	100

We have received names of over 4000 beneficiaries/participants, of which we called over 1600 respondents. About 900 calls were responded to, and 606 questionnaires were filled. Of these 606 filled questionnaires, we selected 446 questionnaires considering the regional and activities wise spread. A total of 446 respondents' inputs have been used for the analysis.

The beneficiaries belong to 27 Implementing Agencies as shown in the table below.

Table 3.2 Implementing Agencies wise spread of sample respondents

Sr. No.	Region	Name of Implementing Agency	IMC-C	IMC-Y	EAP	ESDP	MDP	Total
1.	Northeast	MSME-DI-Agartala						
2.		MSME-DI – Shillong						
3.		MSME-DI-Silchar						
4.		MSME-DI-Guwahati	2	8	19	21	0	50
5.		Nagaland Tool Room and Training Centre-NTTC						
6.	West	MSME-DI-Ahmedabad	4	13	5	43	9	74
7.		MSME-DI-Jaipur						

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No.	Region	Agency						
8.		MSME-DI-Mumbai						
9.		MSME-TC-IGTR, Ahmedabad						
10.		MSME-TC-IGTR, Aurangabad						
11.		SHE & WE						
12.	East	MSME-DI-Cuttack	14	21	24	11	17	87
13.		MSME-DI-Kolkata						
14.		MSME-DI-Patna						
15.		Jharkhand Government Mini Tool Room and Training Centre, Ranchi-JGMTRTC						
16.	North	MSME-DI-Haldwani	11	24	12	11	14	72
17.		MSME-DI-Ludhiana						
18.		MSME-DI-Solan						
19.		NSIC-TSC, Okhla						
20.		U.P. Industrial Consultants Ltd-UPICO						
21.	South	MSME-DI-Hyderabad	8	20	21	31	11	91
22.		MSME-DI-Thrissur						
23.	Central	MSME-DI-Nagpur	6	11	0	47	8	72
24.		MSME-DI-Raipur						
25.		MSME-TC-Bhopal						
26.		MSME-TC-IGTR, Indore						
27.		Centre for Entrepreneurship Development Madhya Pradesh-CEDMAP						
	Total	**27 Agencies**	**45**	**97**	**81**	**164**	**59**	**446 sample respondents**

3.2.2 Survey Instruments/Tools:

Personal Interviews were carried out largely over the telephone and a few physically (while taking all protocols for protection against COVID 19). The following group of respondents was interviewed for the primary data collection:

- Beneficiaries
- Implementing Agencies

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- Domain Experts or Policy Makers (from Government, Private, Industry Associations, Educational Institutes, etc.)

The interviews were conducted on basis of a structured questionnaire to elicit both quantitative and qualitative information. For the beneficiaries (programme-participants), their perceptions, as well as factual data about the various facets of the programme and its impact, were collected using quantitative techniques. Likert scales (Five Point Likert Scales) were used for the perception-based data. Further, to ensure better evaluation of the impact of ESDP programmes, more beneficiaries of long duration activities like EDP and EAP were covered for the evaluation study. This is to ensure effective evaluation of programme design and delivery across various types of agencies.

For each sample implementation agency, details of the activities/programmes conducted by it have been collected through a structured questionnaire.

For domain experts, structured interviews were employed to collect the data.

3.3 Sample profile

Overall Profile: A total of 446 beneficiaries of all five activities belonging to all six regions of India were covered, but more coverage is for longer duration E-SDP activities. While a large percentage of sample respondents are well-educated and qualified to make use of the learning and skills imparted through various activities of the ESDP scheme, there is a lot of diversity among the sample respondents in the type of occupation and age groups. Also, there has been a fair coverage of both male and female genders in the survey. Detailed sample profiles are listed in the following sections.

3.3.1 Activity wise and region wise spread

There is a good spread of respondents across regions, as visible in table 3.3. The samples were drawn from diverse terrains (hilly and plain), varied locations (remote and centrally located cluster/area covered), both genders, and diversity in socioeconomic status, demographic characteristics.

Table 3.3 Sample profile

Zone	West	North	South	Central	East	NE	Total
IMC-C	4	11	8	6	14	2	**45**
IMC-Y	13	24	20	11	21	8	**97**

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EAP	5	12	21	0	24	19	**81**
ESDP	43	11	31	47	11	21	**164**
MDP	9	14	11	8	17	0	**59**
Total	**74**	**72**	**91**	**72**	**87**	**50**	**446**

As indicated by the graphs mentioned below, there has been more coverage of E-SDP respondents in our sampling as these are long-duration programmes, and thus it makes sense to evaluate them in enough numbers to assess the impact. Region-wise, the sample respondents are fairly distributed with the highest in North and South and lowest in North-Eastern region.

Figure 3.1 Activities wise spread   **Figure 3.2 Region wise spread**
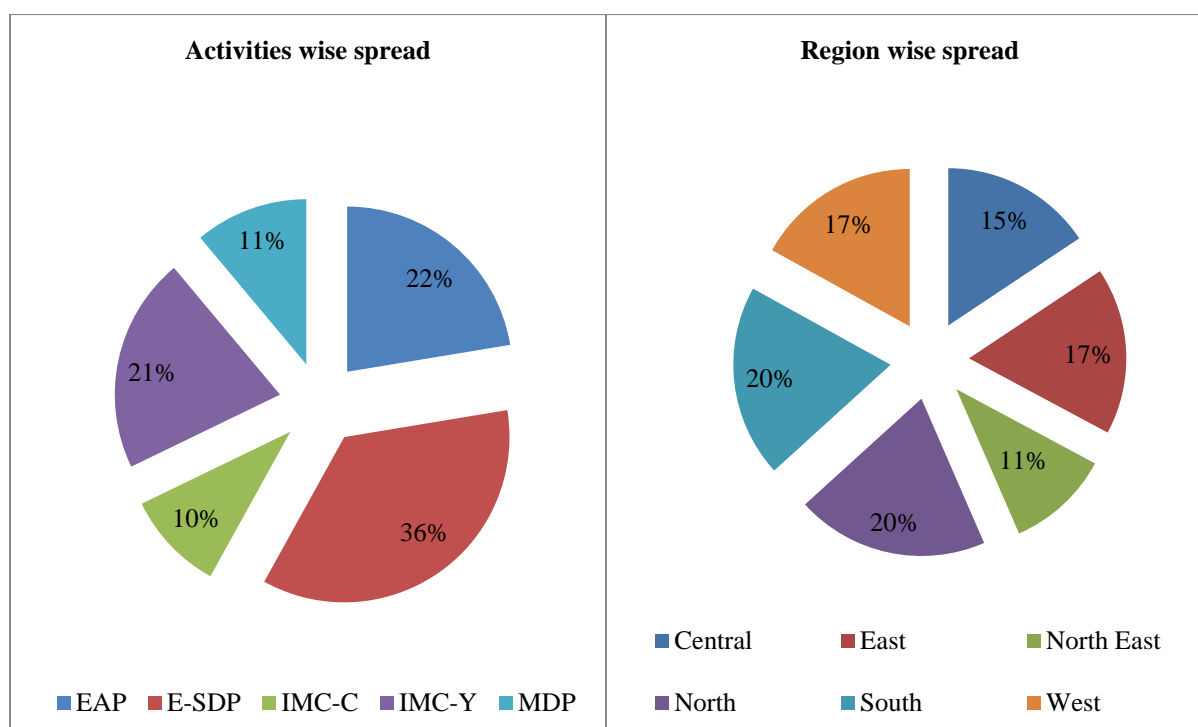
3.3.2   Education Status

The data suggests that a large percentage of sample respondents are well-educated and qualified to make use of the learning and skills imparted through various activities of the ESDP scheme (as shown in table 3.4 and figure 3.3. This further indicates that there is a need to consciously involve the well-educated candidates for imparting the training, such that they can make most of the learning to get self-employed or create their own enterprises. It would also be worth considering providing entrepreneurial education and skill training at the school level.

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Table 3.4 Education Status

Education	No of respondents (%) [N=416]
Up to 10th standard	13.7
Up to 12th standard	14.7
Diploma holder	6.25
Graduate	45.9
Post graduate	18.3
Ph.D.	0.72
School/ college-dropout	0.48
Total	**100**

Figure 3.3 Education Status
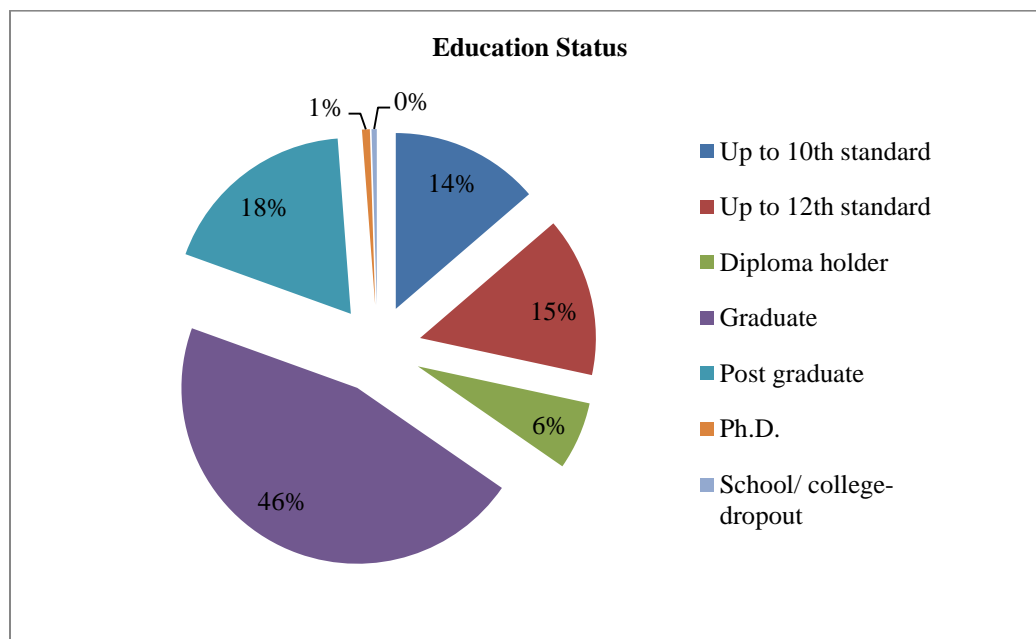
3.3.3   Occupation status

As shown in table 3.5 and figure 3.4 mentioned below, there is a lot of occupational diversity among the sample respondents. About one-third of the sample respondents are students. About 16 percent of the sample respondents were self-employed, hinting at the possibility of a positive impact of the ESDP scheme for them. Also, there has been a good representation of homemakers in the sample respondents.

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Table 3.5 Occupation status

Occupation	No of respondents (%) [N=401]
Student	33.42
Job-holder	13.72
Unemployed	8.48
Self-employed	16.71
Home-maker	14.46
Businessperson/Entrepreneur	13.22
Total	**100.00**

Figure 3.4 Occupation status
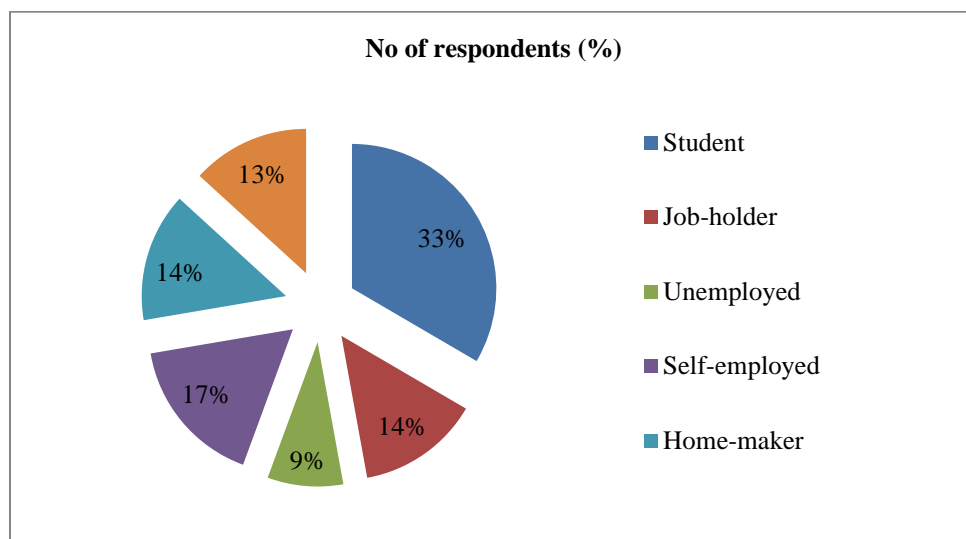
3.3.4   Gender

There has been a fair coverage of both male and female genders in the survey for the evaluation study of the ESDP scheme. About 53 percent of the sample respondents are females, while 47 % of sample respondents are males (as shown in figure 3.5).

Figure 3.5 Gender

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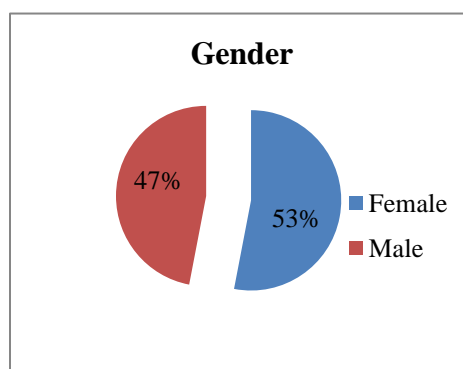
3.3.5 Age

There has been very good coverage of respondents belonging to all age groups representing youth. Maximum number of our sample respondents belongs to the 21-25 years age group (as shown in the figure below).

Figure 3.6 Age
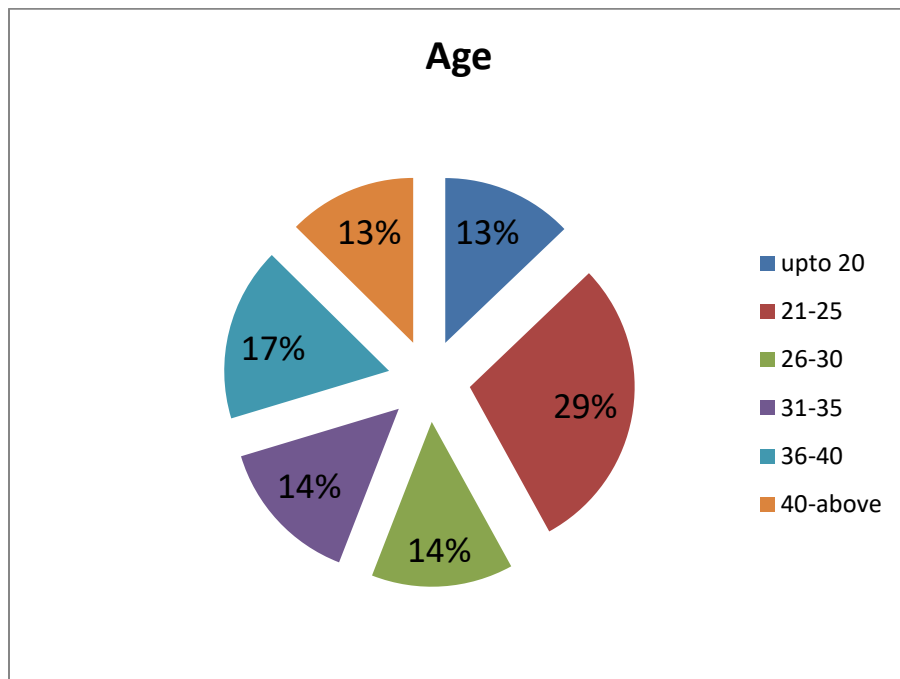
3.4 Data analysis:

The data collected through primary and secondary sources have been analysed using tabulation and statistical tools. The situational analysis has been carried out to understand the demography, outreach, and impact of the Scheme, with an additional focus on studying the situation of special groups. The following chapter will take you through the analysis of primary data collected for various activities conducted under the ESDP scheme.

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4. INDUSTRIAL MOTIVATIONAL CAMPAIGNS

Under the ESDP scheme, there are two activities, namely Industrial Motivational Campaign (IMC) for youth and potential entrepreneurs (IMC -Y) & Industrial Motivational Campaign (IMC) for Clusters SPVs/Industry precisely to motivate the youth towards entrepreneurship.

4.1 Industrial Motivational Campaign for Youth and potential entrepreneurs (IMC -Y):

These short-duration trainings are aimed at identifying and motivating youth and prospective entrepreneurs, having the potential to set-up traditional/ non-traditional Micro and Small Enterprises (MSEs) with an objective of leading them towards entrepreneurship/self-employment. Their duration is generally one to two days.

4.1.1 Content Dimensions

It has been reported by Implementing agencies that they use various types of content for IMC-Y activities. They also reported the use of motivational speeches and videos of entrepreneurs in the programmes.

As shown in table 4.1and figure 4.1, a large percentage of sample respondents found the subjects covered under the programme useful.

Table 4.1 Content Dimensions

	Very Useful (%)	Useful (%)	Not Useful (%)	No Comment/Not Applicable (%)	Total (%)
Subjects covered under the programme	19.59	69.07	5.15	6.19	100.00
Training Material	6.19	39.18	12.37	42.27	100.00
Exercises/Assignments	14.43	31.96	17.53	36.08	100.00

But, table 4.1.1 and figure 4.1.1 further indicate that a large percentage of the sample respondents (about 53 %) are either unsure or have not found the exercises/assignments adequate. Similarly, a large percentage (about 42 percent) of the sample respondents were not very sure about the usefulness of the training material. These numbers necessitate for standardization of the content for the entrepreneurial motivation programmes or incorporation of sample content in the guidelines itself.

Figure 4.1 Content Dimensions
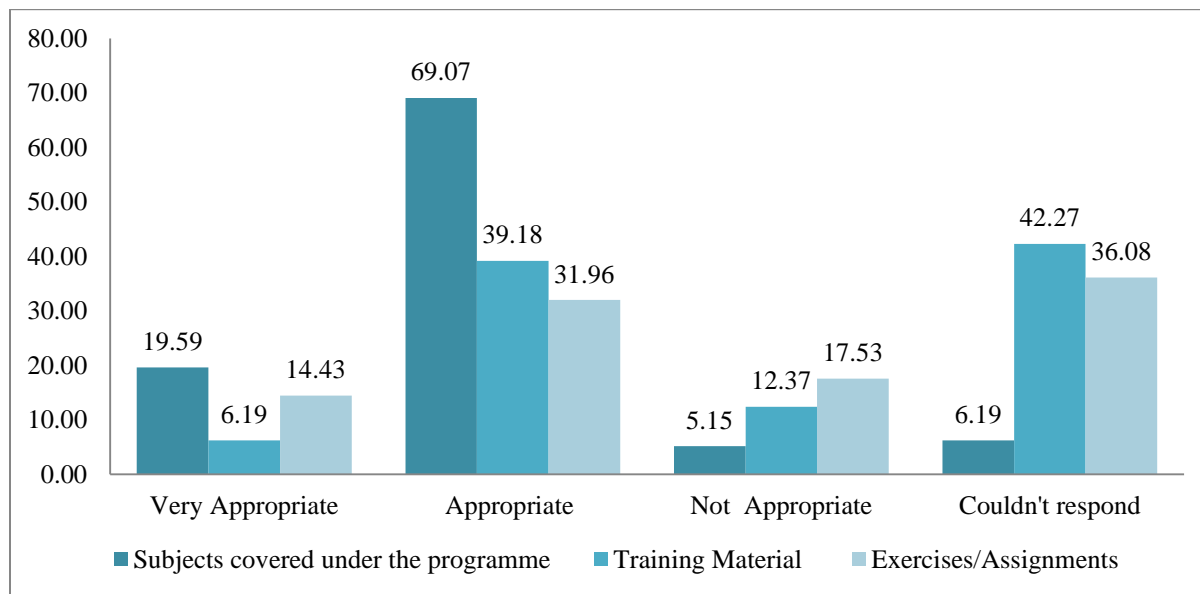
4.1.2   Delivery Aspects

With respect to the delivery of IMC-Y programmes, it has been reported that a large number of respondents found the delivery in terms of coordinators and faculty useful. Similarly, the timings, duration, venue, and other such facilities of such activities have been reported to be adequate. But, a large percentage of respondents have made no comments w.r.t. the food aspects or peer interaction. This might be because; at many places, these programmes were only for 3-4 hours involving no food or interaction with the fellow participants. This requires the formulation of a model delivery mechanism.

Table 4.2 Delivery Aspects

Particular	Very Useful (%)	Useful (%)	Not Useful (%)	No Comment/Not Applicable (%)
Coordinators	25.77	62.89	2.06	9.28
Faculty	25.77	64.95	3.09	6.19
Timings	13.40	52.58	26.80	7.22
Duration	12.37	48.45	31.96	7.22
Distance to the Venue	12.37	55.67	13.40	18.56
Ambience of the Venue	11.34	74.23	6.19	8.25
Food/beverage	8.25	46.39	7.22	38.14
Classroom and other facilities	14.43	69.07	9.28	7.22
Peers	11.34	42.27	9.28	37.11

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4.1.3 Effectiveness of the programme

When asked about the effectiveness of the programmes, a majority of the sample respondents have found the programmes useful (as indicated the table 4.3)

Table 4.3 Effectiveness of the programme

Effectiveness of the programme for you	No of Participants	%
Useful	69	71.13
Very useful	15	15.46
Not at all useful	2	2.06
Not-so-useful	6	6.19
Couldn't respond	5	5.15
Grand Total	**97**	**100**
Effectiveness of the programme for fellow participants	**No of Participants**	**%**
Useful	70	72.16
Very useful	14	14.43
Not at all useful	2	2.06
Not-so-useful	6	6.19
Couldn't respond	5	5.15
Grand Total	**97**	**100**

4.1.4 Programme outcomes

As indicated in the table below, a majority of the sample respondents have reported a high or Increase in their confidence, along with a fair increase in motivation to take up entrepreneurship and a basic understanding of entrepreneurship and self-employment. The percentage in the tables further necessitates for a follow-up programme on entrepreneurial awareness, the next logical step for entrepreneurial learning.

Table 4.4 Programme outcomes

N=97	High increase (%)	Increase (%)	Little increase (%)	No Increase (%)	No Comment/Not Applicable (%)
Confidence	22.68	34.02	32.99	4.12	6.19
Motivation to take up entrepreneurship	16.49	39.18	32.99	5.15	6.19
Basic understanding of entrepreneurship	10.31	42.27	39.18	2.06	6.19
Understanding of self-employment	8.25	42.27	40.21	3.09	6.19
Understanding of job prospects	7.22	22.68	28.87	24.74	16.49

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4.1.5 Attending any follow up/next stage entrepreneurship awareness or skill development programme after IMC-Y awareness programme

The next logical step for taking up entrepreneurship after inputs on entrepreneurial motivation should be attendance in follow up entrepreneurial awareness and skill development programmes. On this, it has been reported that about 80 percent of the sample respondents have attended subsequent entrepreneurship programmes/training (Please see table 4.2).

Figure 4.2 Number of Participants attended any other program after IMC-Y

Number of Participants attended other entrepreneurial program after IMC-Y

- 20% Yes
- 80% No/Not Applicable
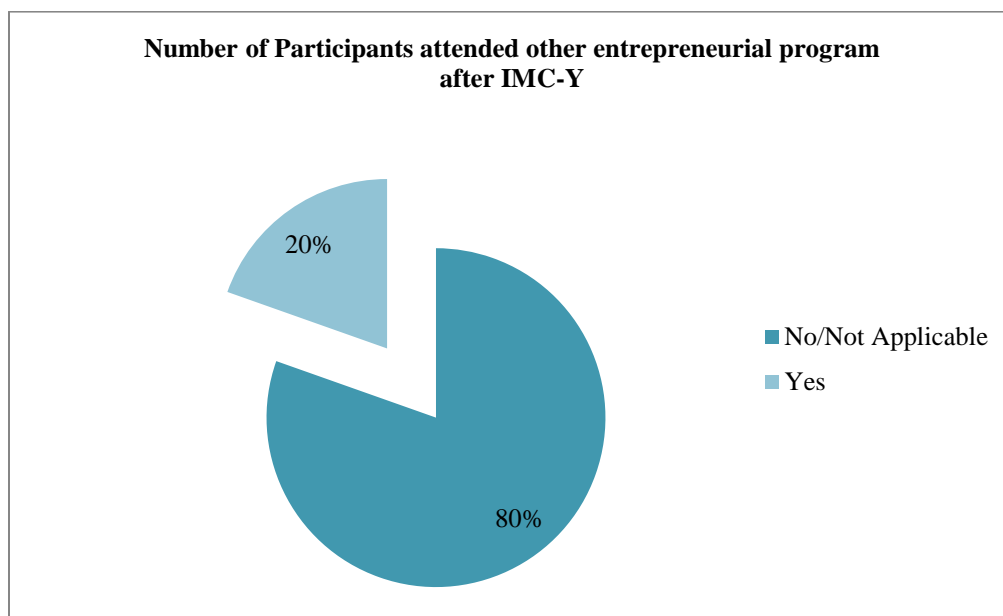
Those who attended have shared that their programmes/training deals with Farming Training, Global Entrepreneurship, online Programmes`16b, PMKVY, Women Entrepreneurship development Programme, programme on stock marketing, Skill Development, FDP on Entrepreneurship Incubation and Innovation, on group leadership, on entrepreneurship, EDP, MRP, lifestyle marketing, Saree Culture department, HRD & Collaboration on Entrepreneurship. The reasons for not attending include:

- lack of awareness/ information (majorly)
- Other commitments (minor).

When probed further about the role of the Implementation agency in informing about the follow-up entrepreneurial programmes, about half of the respondents reported in affirmation, while 42 percent of them have reported that they have not been informed of any follow-up programme (as shown in figure 4.3. This statistics necessitates for implementing agencies to ensure that the

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information about follow up entrepreneurial programmes must reach the IMC-Y participants. They should create and update databases having names, contact details (multiple phone numbers, if applicable)

Figure 4.3 Information about follow up entrepreneurial programmes

Information about follow up entrepreneurial programmes

- Yes
- No
- No comment/NA

8%
42%
50%
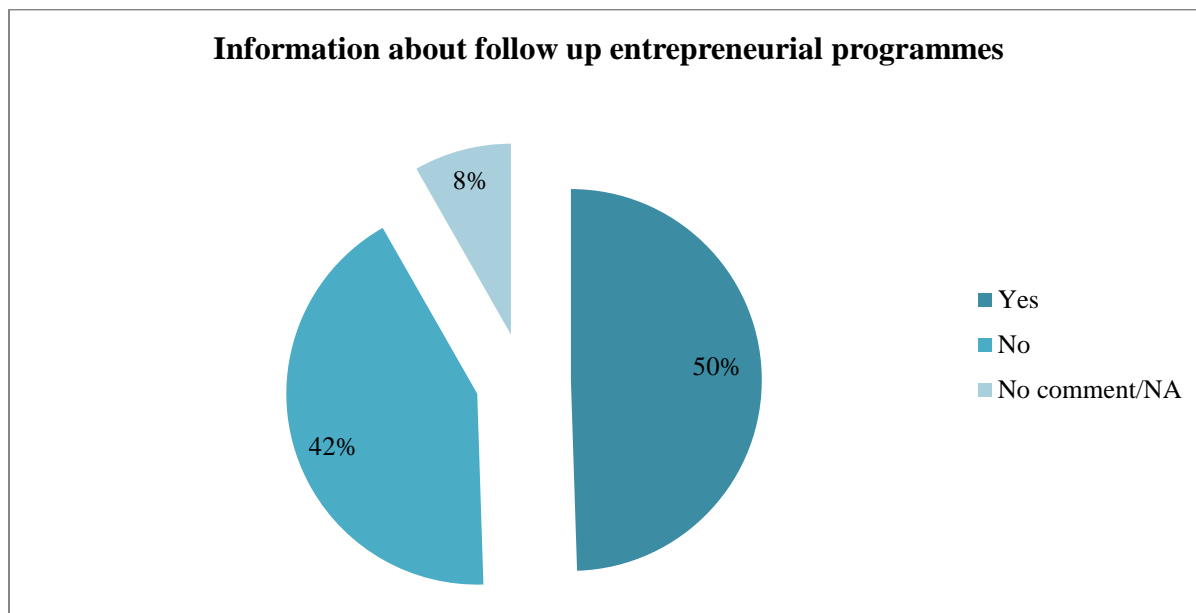
4.1.6   Critical comments/ suggestions from sample respondents:

The major critical comments by a few respondents are given below.

Likes: Selected and most reported likes have been listed below:

- Course content
- Lecture delivery and teaching method
- Motivation and encouragement provided
- Communication skills of the faculty/experts
- Training place

Dislikes: Selected and most reported dislikes are as follows:

- Poor Infrastructure (Poor Blackboards, Poor Classrooms, Dirty washrooms, Noisy Fans, No water arrangements, etc.
- Poor communication skills of faculty/speakers
- Late Admissions of participants
- Vert short duration of programmes

Suggestions from participants: Selected suggestions include the following:

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- Involvement of local bankers and sharing of details about available financial assistance

- Providing Brochure & Printed reading material

- Timings should be adhered to religiously"

- Training should also be given to class 11-12th Students

- Organizing IMC- Y in every village

- More one to one counseling should be arranged

- Group activities, Games, more interactive sessions should be encouraged

4.2 Industrial Motivational Campaign for Clusters SPVs/ Industry Associations/ Chambers (IMC-C)

These training activities revolve around basic identifying and motivating youth and prospective entrepreneurs located in clusters, having the potential to set-up traditional/ non-traditional Micro and Small Enterprises (MSEs) in the vicinity of clusters, with an objective of leading them towards entrepreneurship/self-employment. Like IMC-Y, they are also short duration programmes of one to two days.

4.2.1 Content Dimensions

It has been reported by Implementing agencies that they use various contents for IMC-C activities, including motivational speeches, cluster-specific motivational videos of entrepreneurs. As shown in table 4.5 and figure 4.4 indicate that a large percentage of sample respondents found the subjects covered and training material distributed under the programme useful.

Table 4.5 Content Dimensions

	Very Useful (%)	Useful (%)	Not Useful (%)	No Comment/Not Applicable (%)	Total (%)
Subjects covered in the programme	35.56	51.11	11.11	2.22	100.00
Training Material	13.33	51.11	20.00	15.56	100.00
Exercises/Assignments	11.11	26.67	40.00	22.22	100.00

Table 4.2.1 and figure 4.2.1 further highlighted that exercises/assignments employed in the IMC-C programmes have not been found useful by about 40 percent of respondents and another 22 percent offered no comment. This highlights the need for necessitates for standardization of the course content.

Figure 4.4 Content Dimensions

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Content Dimensions
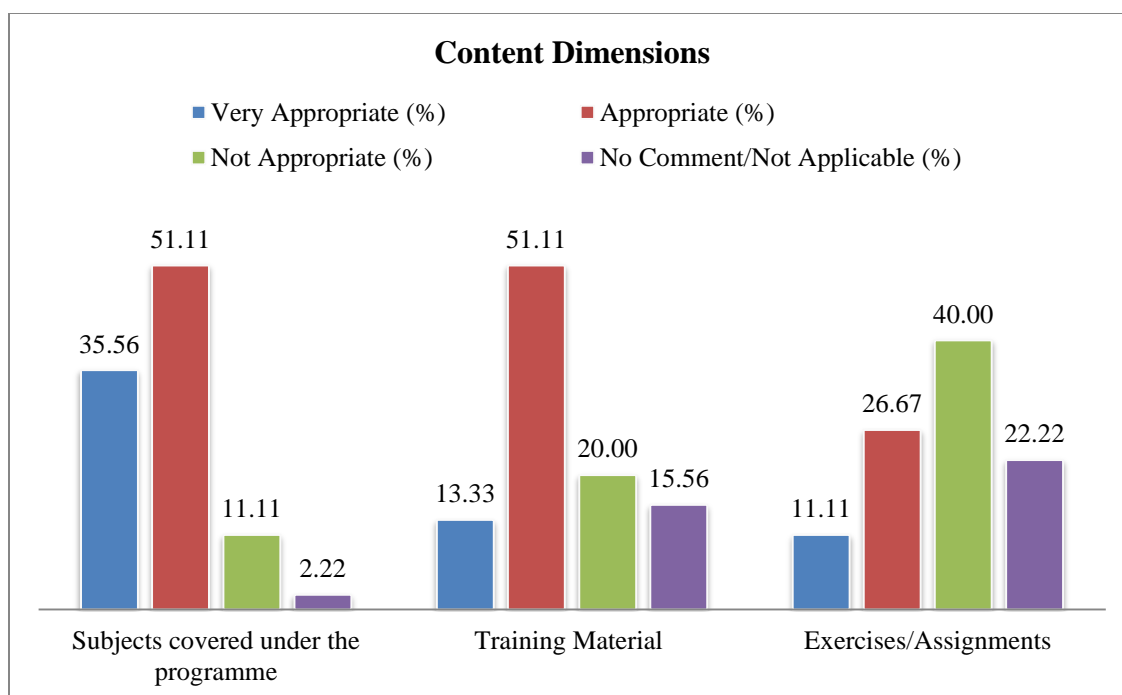
4.2.2 Delivery Aspects

As shown in table 4.2.2, a majority of sample respondents found the contributions made by faculty and coordinators useful. Similarly, the timings, duration, venue, and other such facilities of such activities have been reported to be adequate.

But, about 45 percent of respondents have reported the post-program support to be inadequate or they did not offer any comment on that aspect. This necessitates for the formulation of model delivery norms/mechanisms.

Table 4.6 Delivery Aspects

Particular	Very Useful (%)	Useful (%)	Not Useful (%)	No Comment/Not Applicable (%)
Coordinators	42.22	53.33	4.44	0.00
Faculty	28.89	66.67	4.44	0.00
Timings	13.33	53.33	31.11	2.22
Duration	31.11	48.89	17.78	2.22
Distance to the Venue	11.11	68.89	17.78	2.22
The ambiance of the Venue	15.56	57.78	24.44	2.22
Classroom and other facilities	22.22	64.44	13.33	0.00
Non-classroom support	11.11	55.56	24.44	8.89
After-programme support	11.11	46.67	33.33	8.89

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4.2.3 Programme outcomes

As indicated in table 4.7 below, a majority of the sample respondents reported a high increase in their confidence and entrepreneurial motivation. They shared that their understanding of entrepreneurship and self-employment have increased.

Table 4.7 Programme outcomes

N=48	High increase (%)	Increase (%)	Little increase (%)	No Increase (%)
Confidence	48.89	24.44	15.56	11.11
Motivation to take up entrepreneurship	28.89	40.00	20.00	11.11
Basic understanding of entrepreneurship	22.22	26.67	40.00	11.11
Understanding of self-employment	6.67	55.56	26.67	11.11
Understanding of job prospects	6.67	13.33	42.22	37.78

In contrast, a majority of sample respondents have reported little to no increase in understanding of cluster-specific job prospects (as shown in Table 4.7 and figure 4.5)

Figure 4.5 Increase in entrepreneurial motivation and knowledge
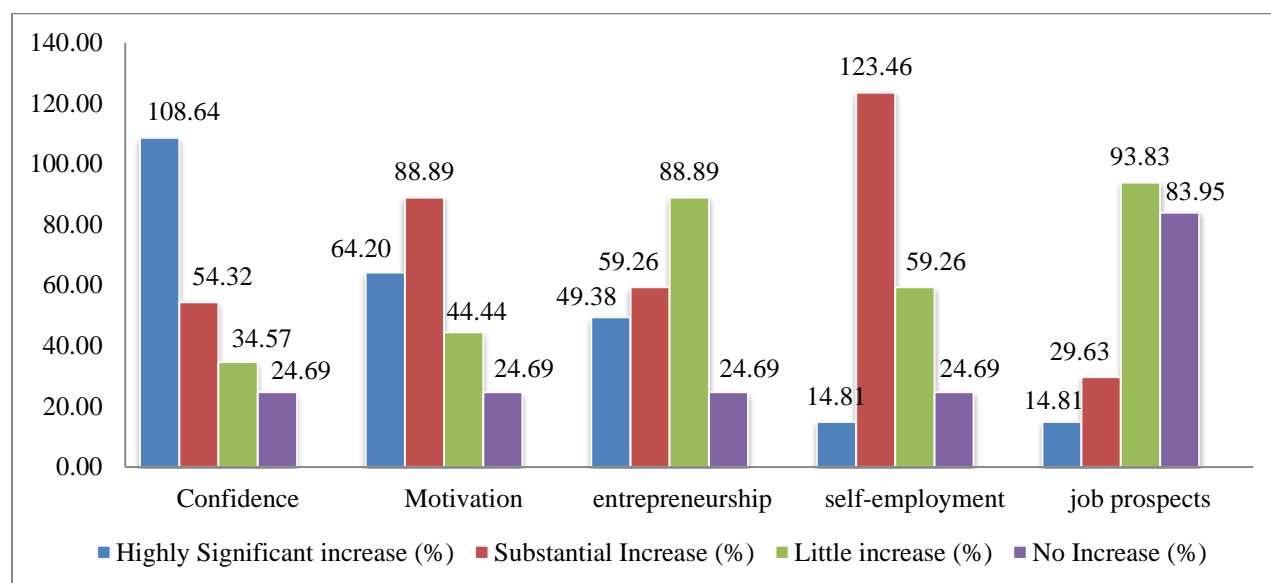
Figure 4.6 gives the status of possession of special skills by sample respondents of IMC-C. About forty percent (40 %) of the sample respondents possess a special skill (e.g. tailoring, welding, etc.) and need entrepreneurial and skill development training to use that skill for livelihood or additional income. This necessitates for follow-up programme on entrepreneurial

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awareness, where there should be sharing of diverse job opportunities in the cluster and else-where.

Figure 4.6 Possession of special skill (e.g. carpentry, forging etc.)
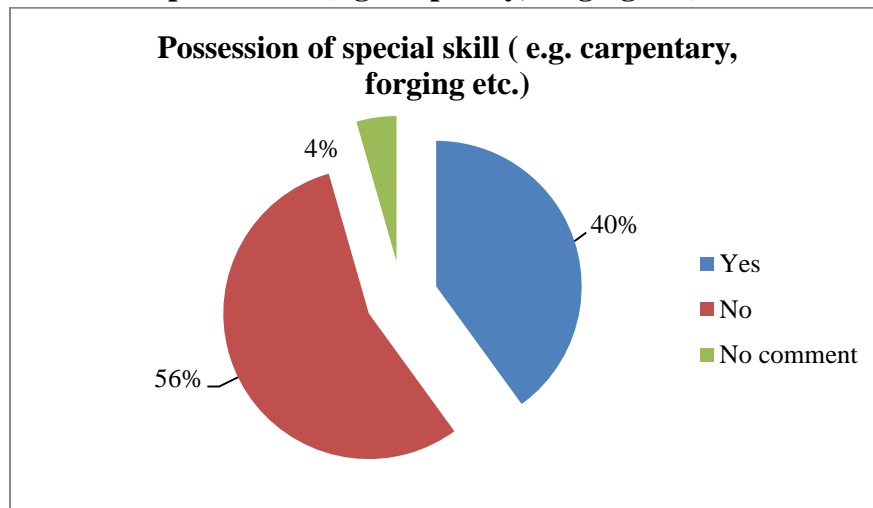
4.2.4 Usefulness of the programme

As indicated in figure 4.7 & 4.8, a majority of the sample respondents considered the programme they attended very useful to use for themselves as well as for their fellow participants,

Figure 4.7 Effectiveness of programme   Figure 4.8 Effectiveness of programme
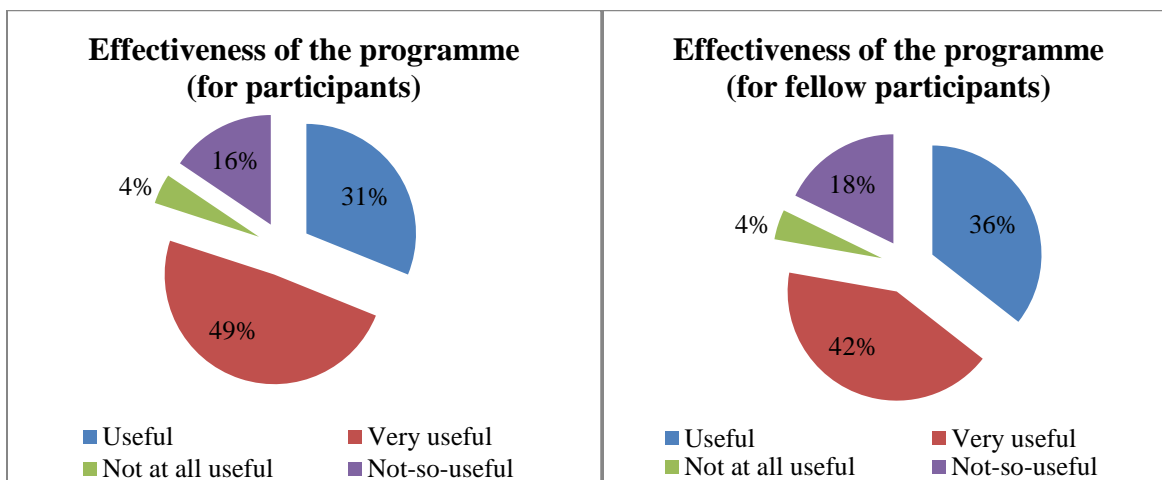
4.2.5 Attending any follow up/next stage entrepreneurship awareness or skill development programme after IMC-Y awareness programme

The next logical step for taking up entrepreneurship after inputs on entrepreneurial motivation should be attendance in follow up entrepreneurial awareness and skill development programmes. On this, it has been reported that only 25 percent of the sample respondents have attended

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subsequent entrepreneurship programmes/training, while the majority could not do so. (Please refer to Table 4.9).

Figure 4.9 Percentage of Participants attending follow up programmes
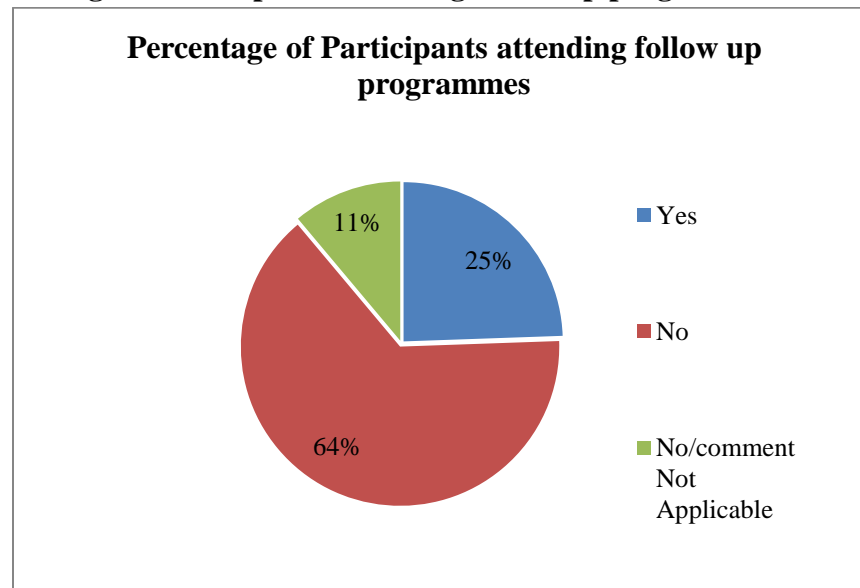
The reasons for not attending include:

- lack of information about the programmes
- personal/ business commitments (minor)

Figure 4.10 gives the status of sharing of Information about follow up entrepreneurship programmes by Implementing Agency. About 38 percent of the respondents reported that the Implementation agency informed them about follow up entrepreneurial programmes (e.g. EAP); while 42 percent of them have reported that they have not been informed of any follow-up programme. This statistics necessitates for implementing agencies to ensure that the information about follow up entrepreneurial programmes reach the IMC-Y participants. They should create and update databases having names, contact details (multiple phone numbers, if applicable)

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Figure 4.10 Information about follow up entrepreneurship programmes
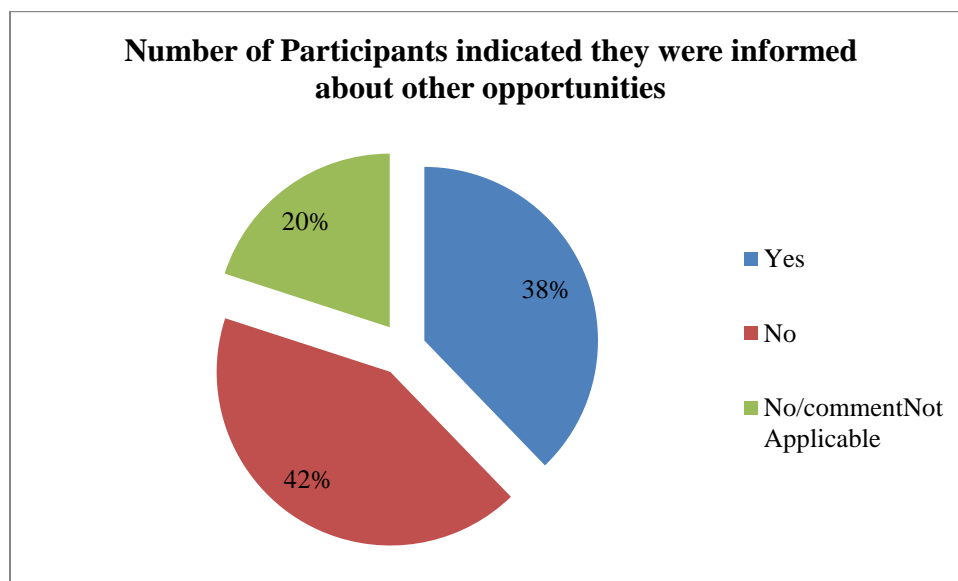
4.2.6 Critical comments/ suggestions from sample respondents:

The major critical comments by a few respondents to act upon and subsequently taken care of in programme implementation are given below.

Likes: Selected and most reported likes are as follows:

- Communication skills of the faculty/experts

- Training place

- Motivation and encouragement

- Course content

- Lecture delivery and teaching method

- Practical illustrations

Dislikes: Selected and most reported dislikes have been listed below:

- No after programme support

- Lack of post programme communication

- Course duration is too short

- Lack of hands-on sessions

- Lecture timing not suitable

- Lack of study material

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Suggestions from participants: Selected suggestions include the following:

- The program is very effective, hence it should be advertised well
- Booklet for the further programme should be given
- Duration should be creased to 2 or 3 days with reduced timings.
- More practical sessions
- More industry exposure
- Printed reading material to every participant
- Details about available financial assistance for entrepreneurs should be provided
- Programmes on Pharmaceutical hub, Industrial oriented Program, export-import Consultancy should be added in programmes list
- More one to one counselling sessions
- Include school children in these training

4.3 Summary

Industrial Motivational Campaign (IMC-Y) & Industrial Motivational Campaign (IMC- C) revolve around identifying and motivating youth and prospective entrepreneurs. Our primary survey indicates that the contents and delivery of these programmes were appropriate and these programmes proved useful for the sample respondents. The survey also highlighted the need for standardization of course content and formulation of model delivery norms along with post programme communication with participants about follow up programmes.

5. ENTREPRENEURSHIP AWARENESS PROGRAMMES (EAPs)

Entrepreneurship Awareness Programmes (EAPs) are aimed to nurture the talent of youth by enlightening them on various aspects of setting up MSMEs. These two weeks programmes are generally conducted in Entrepreneurship Facilitation Centres, ITIs, Polytechnics, and other technical institutions or other colleges/institutes.

5.1 Course Content

When the respondents were told to rate the usefulness of the course content, the majority of them reported the topics covered, the time kept for each topic, and the training material, as well as the exercises, are given useful (please see Table 5.1(1) and 5.1(2)). Standardization of content, including the inclusion of exercises, is suggested for further improvement in the course outcome.

Table 5.1 Content Dimensions

[N=85]	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/Not Applicable (%)
Subjects covered under the programme	25.24	43.69	0.97	30.10
Coverage of the topics	26.21	65.05	0.00	8.74
Timings kept for each topic	24.27	60.19	4.85	10.68
Training Material	16.50	57.28	1.94	24.27
Exercises/Assignments	11.65	50.49	16.50	21.36

Figure 5.1 Figure: Content Dimensions

Figure: Content Dimensions

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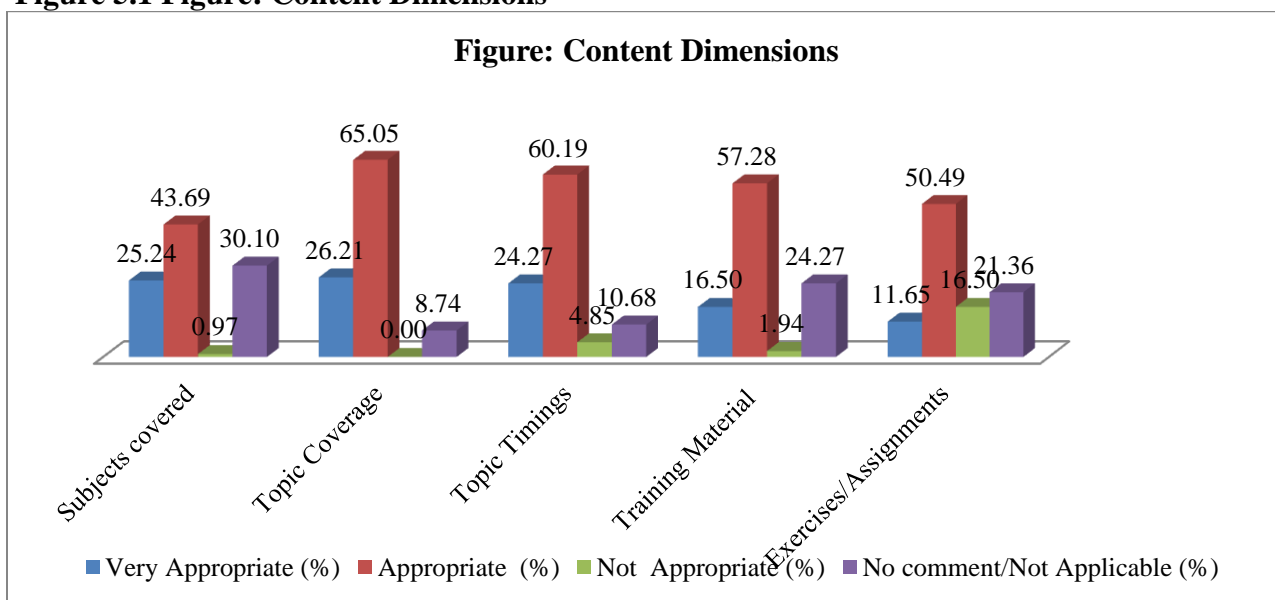
5.2 Delivery Aspects

As presented in Table 5.2, a large number of sample respondents of EAPs, found the delivery in terms of coordinators and faculty useful. Similarly, the timings, duration, venue, and other such facilities have been reported to be adequate. But, about one-third of the sample respondents have reported the post programme support to be inadequate or they do not want to comment on that aspect. Similarly, about 32 percent did not offer any comments on the food aspects.

Table 5.2 Delivery Aspects

N=81	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/ Not Applicable (%)
Coordinators	30.10	46.60	0.00	23.30
Faculty	33.01	63.11	0.97	2.91
Clearing of doubts	31.07	57.28	0.97	10.68
Mode of delivery	33.98	58.25	0.00	7.77
Timings	20.39	68.93	2.91	7.77
Duration	25.24	63.11	0.97	10.68
Distance to the Venue	18.45	62.14	8.74	10.68
Ambience of the Venue	22.33	64.08	10.68	2.91
Food/beverage	17.48	44.66	6.80	31.07
Classroom and other facilities	19.42	71.84	4.85	3.88
Peers	19.42	66.99	2.91	10.68
Non-classroom support	19.42	62.14	5.83	12.62
After-programme support	14.56	50.49	22.33	12.62

5.3 Programme outcomes

With respect to the outcomes of the programme, the majority of sample respondents reported that these programmes have boosted their confidence, have increased their level of awareness about entrepreneurship, government schemes, and job opportunities (please see figure 5.2). Moreover, it has been reported by the majority of sample respondents that by participating in EAPs, they could make useful contacts and EAPs have increased their job prospects and self-employability significantly.

Figure 5.2 Programme Outcomes for Participants
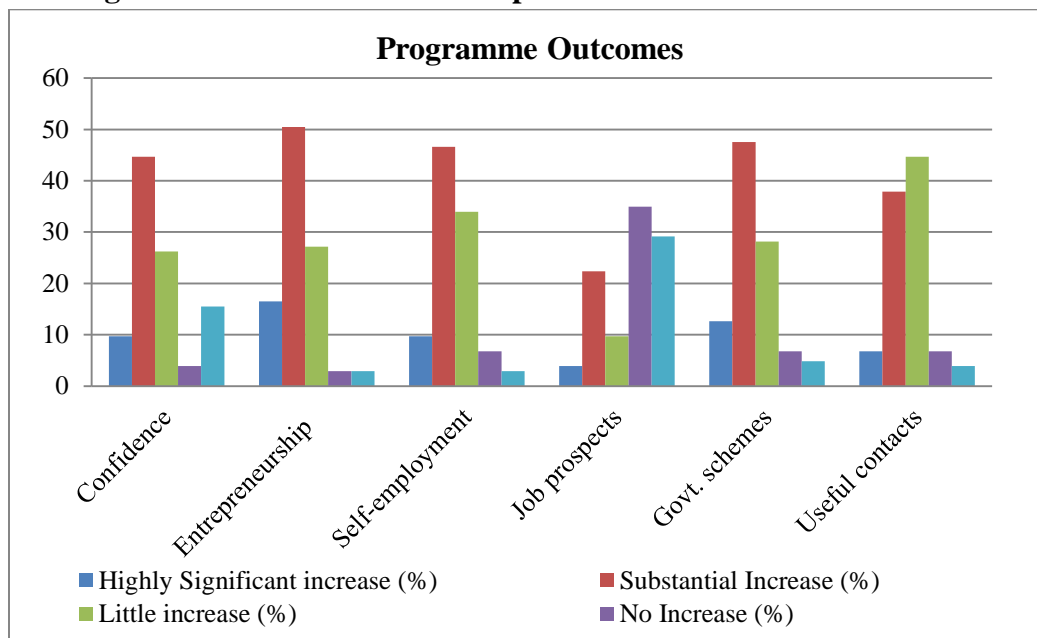
5.4 Effectiveness of the programme

Figure 5.3 and 5.4 gives the effectiveness of the program for participants themselves as well as for the fellow participants. A majority of the sample respondents have found the programmes very useful to useful

Figure 5.3 Effectiveness of programme   **Figure 5.4 Effectiveness of programme**
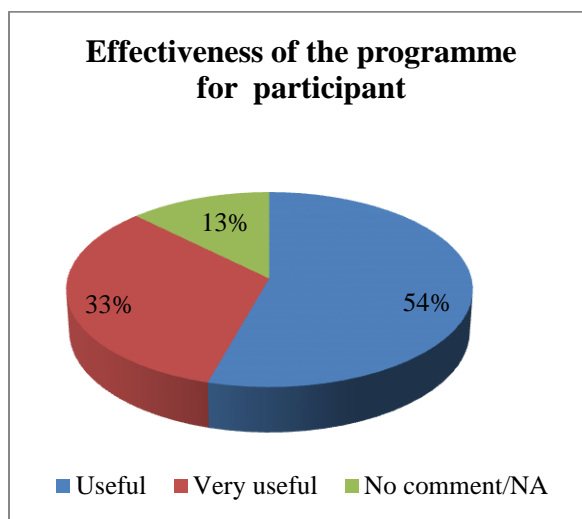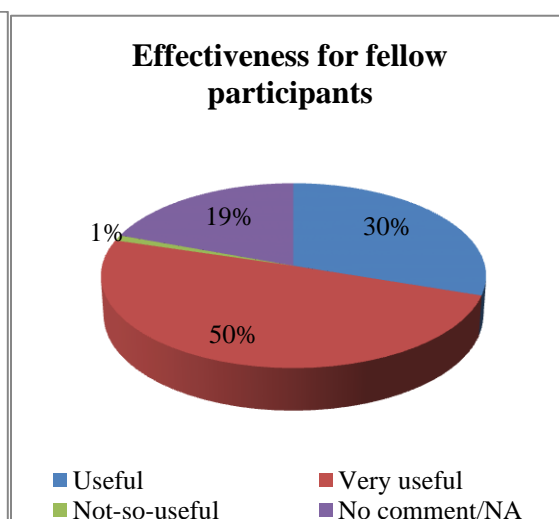
Similarly when the sample respondents were asked about different dimensions of effectiveness of EAPs conduct etc., a majority of them rated the content, conduct, duration as good or excellent and reported the programmes/trainings highly useful.

Table 5.3 Dimensions of effectiveness

Elements	Excellent	Good	Satisfactory	Below average To Poor	Can't say
Content	43.69	48.54	4.85	0.00	2.91
Conduct	34.95	55.34	5.83	0.97	2.91
Duration	26.21	58.25	5.83	1.94	7.77
Usefulness	32.04	58.25	5.83	0.00	3.88
Overall	26.21	64.08	6.80	0.00	2.91

The above statistics necessitate a follow-up programme for a long duration on entrepreneurship and skill development. The next logical step will be for successful enterprise creation, where there should be learning and enhancement of sector-specific skills. This is essential as we can see in figure 5.5 that about forty percent (40 %) of the sample respondents possess a special skill (e.g. tailoring, welding, etc.).

Figure 5.5 Possession of special skill by respondents
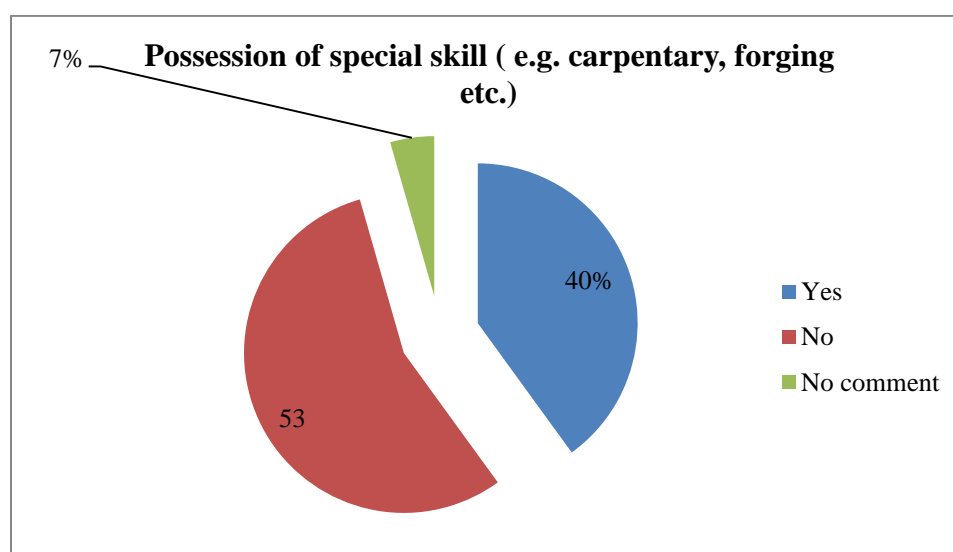
5.5 Attending any follow up/next stage entrepreneurship awareness or skill development programme after IMC-Y awareness programme

It has been reported that only 22 percent of the sample respondents attended subsequent entrepreneurship programmes/training, while the majority could not do so. (Please refer to figure 5.6 below). Those who attended have shared that their programmes/training deals with Plastic

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product quality control, computer awareness, mask making, candle making, Agarbati Rolling, Stitching, painting, sweater weaving, etc.

Figure 5.6 Percentage of Participants attending follow up programmes
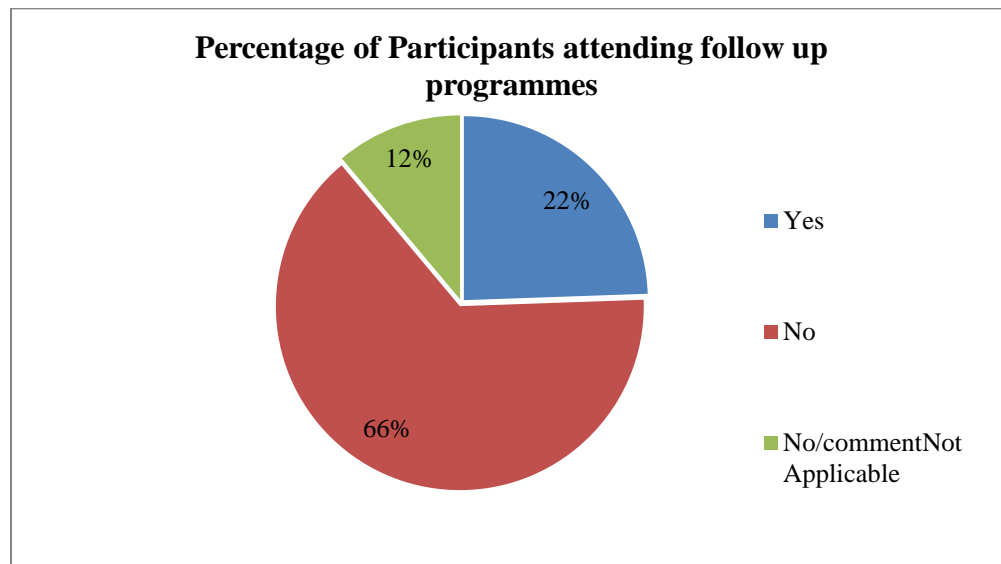
The next logical step for taking up entrepreneurship after entrepreneurial awareness is attending follow up E-SDP, but many sample respondents did not do that. The reasons for not attending included:

- lack of information about the programmes
- personal/ business commitments (minor)
- the distance of the venue
- opportunity costs

About 31 percent of the respondents reported affirmatively, while 54 percent of them have reported that they have not been informed by their implementing agencies about the ESDP programme. These statistics necessitates for implementing agencies to ensure that the information about details about E-SDP programmes must reach the EAP participants. They should create and update databases having names, contact details (multiple phone numbers, if applicable) and disseminate information about different programmes from time to time.

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Figure 5.6 Information about follow up programmes

Number of Participants who indicated they were informed about follow up programmes

- Yes: 31%
- No: 54%
- NA/No comment: 15%
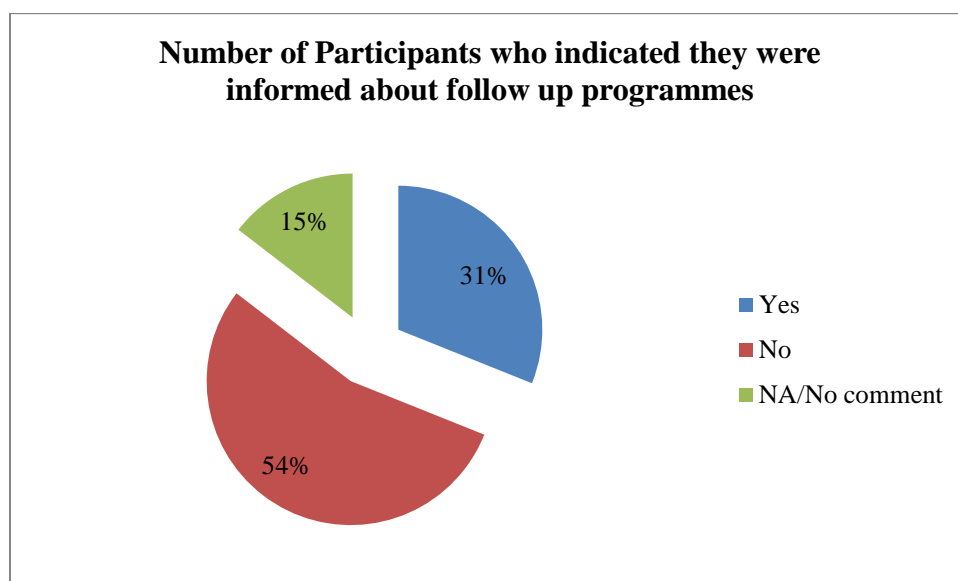
5.6 Programme Impact

There could be the various dimension of the programme impact. The most tangible logical impact indicator could be self-employment, the creation of an enterprise employing others as well, and getting a job.

Table 5.4 shows the impact of EAP programmes on the above mentioned three dimensions.

Table 5.4 Impact of EAP

N=164	Because of the programme (%)	Somewhat Because of the programme (%)	Not because of the programme (%)
You set up your own enterprise	86.96	4.35	8.70
You got a job	90.91	0.00	9.09
You became self-employed	23.08	23.08	53.85

The table indicates that of the total sample trainees who set up their enterprise, about 86 percent of them reported that it is majorly because of the EAP participation. Another 91 percent of all the respondents who got jobs to give the credit of getting their job to EAP participation. Similarly, of all those respondents who got self-employed, half of them consider EAP vital for their self-employment. Another half who got self-employed; do not consider EAP having a significant role in them getting self-employed.

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A further probing to find out the reasons for not creating the enterprises or getting self-employment (though interested) reveal that mostly it is due to personal circumstances like lower risk appetite, lack of required resources, etc. A detailed list of reasons is listed in the table below:

Table 5.5 Circumstances that hindered self-employment/enterprise creation

	Explain circumstances
❖ **Self – employment**	Too risky Family problem Lack of skills
❖ **Enterprise**	Lack of resources Family problem
❖ **Job**	Due to marriage Not enough skills Lack of education

5.7 Critical comments/ suggestions from sample respondents:

The major critical comments by a few respondents to act upon and taken care of in programme implementation are given below.

Likes: Selected and most reported likes have been listed below:

- Experienced faculty
- The content was excellent,
- Lecture Delivery
- Peers Interaction and Mutual learning
- Post-training support
- Teaching method
- Good Facilities for learning
- Information about various Govt. Subsidies and financial schemes
- Hospitality
- Market knowledge
- Training Material
- Communication and Support

Dislikes: Selected and most reported dislikes include the following:

- Lack of hands-on sessions
- No handholding for loan

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- Should be more project-specific

- No after programme support

- Lack of post programme communication

- Lecture timings

- Course duration is too short

- Very far away place for training

- Lack of study material

- Interaction with Entrepreneur missing

- Washrooms were dirty

- Teaching in a common language

- Limited technology aspects coverage

- Faculties late to classes

- Some faculties advertised their own companies

- Refreshments need to be improved

- Required accommodation for an outsider

Suggestions from participants: Selected suggestions are as follows:

- Post programme support and hand holding

- More information about follow up programmes must be provided

- Practical orientation can be kept for 5 days out of 15 days

- District wise more programmes are conducted

- Hand holding for loans

- More information about import, export and government tender".

- More Lab work to be included

- Personal counseling on one to one basis as per their interest and requirements

- Training material should be provided

- The focus should be more on skills and less on entrepreneurship

5.8 Summary

Entrepreneurship Awareness Programmes (EAPs) are aimed to nurture the talent of youth by enlightening them on various aspects of setting up MSMEs. The primary survey indicates that the content of the programme was interdisciplinary and proved useful. The survey also revealed

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that these programmes have boosted the confidence of sample respondents and increased their level of awareness about entrepreneurship, government schemes, and job opportunities. The survey highlighted the need to develop mechanisms for post-programme support and information dissemination. This may include implementing agencies to create and periodically update databases of training participants, and then hand-hold participants and monitor participants' progress from time to time.

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6. ENTREPRENEURSHIP AND SKILL DEVELOPMENT ACTIVITIES

Entrepreneurship cum Skill Development Programme (E-SDP) involves comprehensive training activities of 6 weeks duration. The aim here is to ensure that the aspirations of the youth are well addressed in terms of hand-holding support to those who aspire to be self-employed and create business enterprises and imparting skill training to those who intend to get employed. The following sections give a detailed evaluation of the E-SDPs.

6.1   Course Content

It has been reported by Implementing agencies and sample respondents that EAPs have covered various interdisciplinary dimensions. The topics covered under the programme broadly include the following (as reported by Implementing agencies and respondents):

- Introduction to Entrepreneurship
- Entrepreneurial competencies
- Marketing
- Planning/Management & Leadership
- Business Plan Accounting
- Procedure for Setting up Business
- Introduction to Business Law & Regulation for Small Business
- Entrepreneurship Support System
- Market Research Report Preparation
- New Government Initiative
- Communication Skill
- Financial Aspect
- Basic HR
- Overview of Computer
- Project Report Preparation

In addition to the above content, sector-specific elements have been incorporated in the course content to make the training useful for the participants. The sample respondents could recall the following sectors specific skill-based training:

- Bag/purse making,

- Bakery and products

- Beautician training

- Garments Business

- English class, about entrepreneurship

- Kitchen course/ cooking class

- Lab facility

- Masala-ingredients

- Notebook, manufacturing

- Oil extraction

- Paper industry

- Socks manufacturing

- Soya milk production

- Spices processing and trading

- Plastic products

- Sewing machine

When the respondents were told to rate the usefulness of the different dimensions of course content, the majority of them reported that the topics covered, the time kept for each topic, and the training material, as well as the exercises, are given very useful to useful (please refer to Table 6.1 and Figure 6.1)

Table 6.1: Content Dimensions

[N=164]	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/Not Applicable (%)
Subjects covered	41.46	30.49	1.22	26.83
Topic Coverage	37.20	37.20	1.83	23.78
Topic Timings	30.49	39.02	3.05	27.44
Training Material	23.78	38.41	9.76	28.05
Exercises/Assignments	21.95	47.56	4.27	26.22

About one-fourth of the respondents have offered no comments on all the five content dimensions (as shown in figure 6.1 below). It could either be because of poor recall or participants' lack of knowing what has to be delivered and what was actually delivered.

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It is interesting to note here that most of the sample respondents made us lists down various entrepreneurial and skill topics and corresponding faculty for those topics. Thus, it could well be because of a lack of knowing what has to be delivered and what is being delivered actually. Thus, standardization of content and duration of each topic's coverage including the inclusion of exercises is suggested for further improvement in the course outcome.

Figure 6.1 Content Dimension
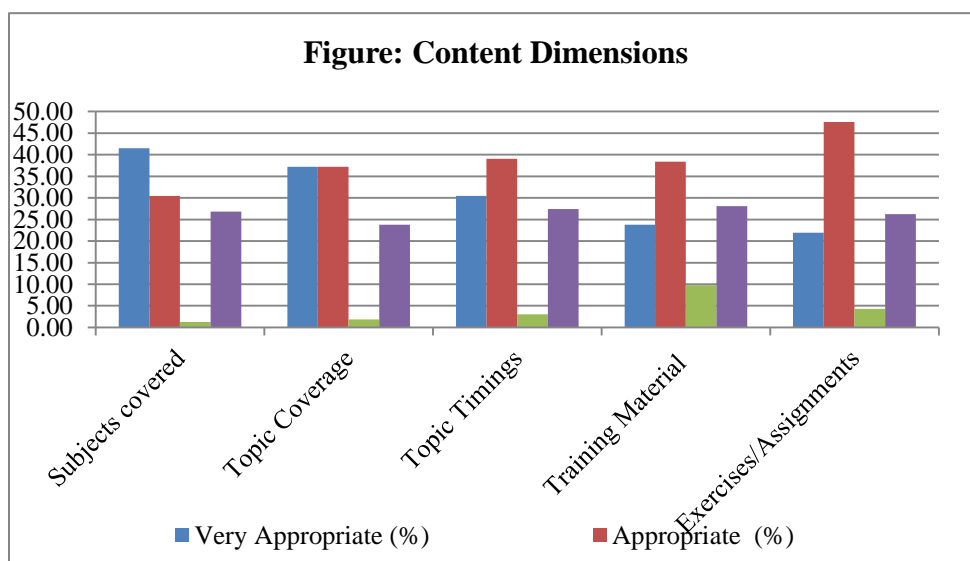
6.2   Delivery Aspects

With respect to delivery of E-SDP activities/training, the role of faculty, programme coordinators, and peer interaction were rated highly useful to useful (please see table 6.2).

Table 6.2 Delivery Aspects 1

[N=164]	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/Not Applicable (%)
Coordinators	34.76	36.59	1.22	27.44
Faculty	36.59	40.24	0.61	22.56
Peers Interaction	24.39	42.07	4.88	28.66

Similarly, the delivery mode, timings as well as duration of the sessions were perceived to be highly appropriate to appropriate (as shown in table 6.3).

Table 6.3 Delivery Aspects 2

[N=164]	Very Appropriate (%)	Appropriate (%)	Appropriate (%)	No comment/Not Applicable (%)
Mode of delivery	41.46	34.76	0.61	23.17
Duration	30.49	43.29	5.49	20.73
Timings	34.15	39.02	6.71	20.12

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On other delivery aspects like classroom infrastructure and facilities, a majority of respondents have found them appropriate (as shown in figure 6.4)

Table 6.4 Delivery Aspects 3

[N=164]	Very Appropriate (%)	Appropriate (%)	Appropriate (%)	No comment/Not Applicable (%)
Distance to the Venue	37.20	54.27	5.49	3.05
Ambience of the Venue	25.00	46.95	4.88	23.17
Classroom and other facilities	31.71	43.29	1.22	23.78

But, as shown in table 6.5, over 42 percent of sample respondents chose not to comment on the post-programme support and non-class support. Another, 15 percent of sample respondents reported that the post-programme support and non-classroom support were not appropriate. These delivery aspects need due consideration while planning and conduct of the training.

Table 6.5 Delivery Aspects 4

[N=164]	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/Not Applicable (%)
Non-classroom support	10.98	32.93	14.02	42.07
After-programme support	7.93	29.27	15.85	46.95

6.3   Choice of skill development programmes

About half of the sample respondents have made their choice of a skill development programme to enroll on the basis of heredity. Being their hereditary skill, they felt that they could take it forward more effectively. About 31 percent of the respondents have chosen their skill development programmes out of string interest in them.

Figure 6.2 Choice of skill development programmes

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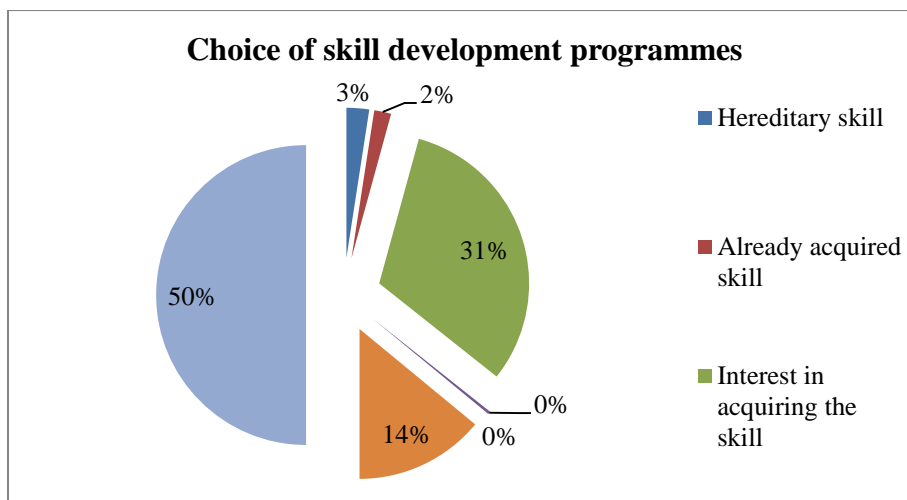
6.4   Programme outcomes

With respect to the outcomes of the programme, the majority of sample respondents reported that these programmes have boosted their confidence, have increased their knowledge about entrepreneurship, government schemes, and self-employment and job prospects.

Table 6.6   Programme outcomes

N=164	High increase (%)	Increase (%)	Little increase (%)	No Increase (%)	No Comment/Not Applicable (%)
Confidence	36.59	36.59	7.93	0.00	18.90
Entrepreneurship	17.07	37.20	22.56	3.66	19.51
Self-employment	24.39	34.15	18.29	3.05	20.12
Job prospects	12.80	32.32	23.17	11.59	20.12
Govt. schemes	15.85	24.39	15.24	22.56	21.95
Useful contacts	10.37	22.56	12.80	32.93	21.34

In contrast (as shown in table 6.6), it has been reported by about one-third of respondents that concerned E-SDP training, although useful on other counts, could not increase their useful contacts/network (please refer to table and graph mentioned below.

6.5   Effectiveness of the programme

When asked about the effectiveness of the program for participants, the sample respondents E-SDPs, a majority of them rated the content, conduct, duration as good or excellent and reported that the programmes/training were highly useful.

Table 6.7   Effectiveness of the programme

Elements	Excellent	Good	Satisfactory	Below average To Poor	Can't say
Content	31.71	44.51	4.27	0.00	19.51
Conduct	34.76	34.76	9.76	0.61	20.12
Duration of programme	32.32	40.85	6.71	0.61	19.51
Usefulness	26.22	37.80	9.15	6.10	20.73
Overall	26.22	50.61	3.66	0.00	19.51

6.6   Programme Impact

Figure 6.3 presents the programme impact on the dimensions of self-employment, the creation of an enterprise employing others as well, and getting a job. About 22 % percent of the total sample respondents have either created their own enterprise or became self-employed. Another, 12

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percent of sample respondents got employed. All the above respondents have shared that their participation in E-SDP programmes has contributed significantly to their success.

Figure 6.3   Programme Impact
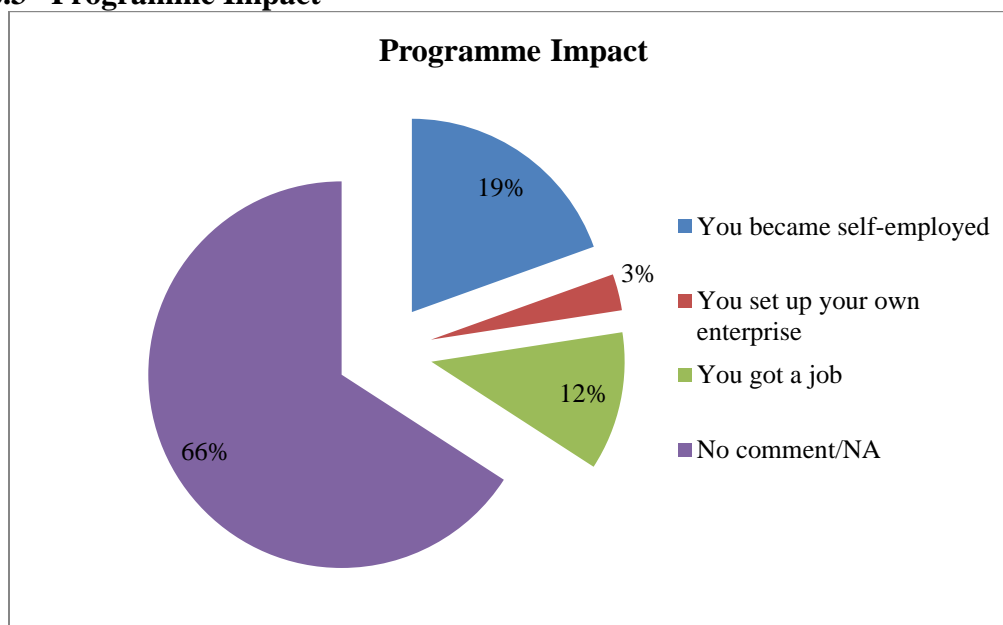
About 29 percent of sample respondents have reported that they have made some progress and acquired enough skills to get self-employed. About 24 percent of respondents have informed that they have identified the opportunity and may start their enterprise or get self-employed in near future. Another 10 percent of sample respondents have reported that they have secured the certification needed to get self-employed. Please see table 6.8 for more details.

Table 6.8: Progress made towards self – employment

N=164	Number of participants	Percent
Enough skill	48	29%
Premises tied up	1	1%
Certification secured	17	10%
Partnership formed	1	1%
Opportunity identified	39	24%
Loan applied for	2	1%
Loan sanctioned	1	1%

About 21 percent of sample respondents have informed that they have identified the opportunity and ready to start their enterprise in near future. Another 4 percent respondents have reported

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that they have arranged for the premises and yet another 4 percent of respondents have informed that they could arrange for the money needed to start their own enterprise (please refer to table 6.9).

Table 6.9: Progress made in the creation of enterprise

(N=164)	Number of Participants	Percent
Opportunity identified	34	21%
Premises tied up	6	4%
Own money arranged	6	4%

It has been reported by 4 percent of sample respondents that they have received a job offer and another 4 percent informed that they have appeared for the test and awaiting its result future (please see table 6.10). The survey reveals that about 15 percent of sample respondent have prepared their CVs to be submitted for jobs in near

Table 6.10: Progress made on the job front

	Number of Participants (N=164)	Percentage
CV prepared	25	15%
CV posted on portals/mailed	6	4%
Test/interview done	6	4%
Offer received	6	4%

Further probing to find out the reasons for not creating the enterprises or getting self-employment (though interested) revealed that mostly it is due to personal circumstances like poor economic condition and financial constraints, lower risk appetite, marriage, and other personal reasons (as shown in table 6.11 below).

Table 6.11: Reasons that prevented enterprise creation or getting self-employment

	Explain circumstances
❖ **Self – employment**	Poor economic condition and financial constraints Lower risk appetite Marriage
❖ **Enterprise**	Lack of resources Family Responsibility Too many competitors Family problem
❖ **Job**	Poor economic condition Marriage Lack of education

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6.7 Critical comments/ suggestions from sample respondents:

The major critical comments by a few respondents to act upon and taken care of in programme implementation are given below.

Likes: Selected and most reported likes included the following:

- Information about various Govt. Subsidies and financial schemes
- Market knowledge
- Good Course Content
- Experienced faculty
- Training Material
- Communication and Support
- Peers Interaction and Mutual learning
- Post-training support
- Teaching method
- Good Facilities for learning
- Hospitality

Dislikes: Selected and most reported dislikes have been listed below:

- No after programme support
- Lack of post programme communication
- More focus on entrepreneurship than skill development
- Less number of hands-on sessions
- Long Course duration
- Lack of quality study material
- No handholding for loan
- Unpunctual Faculties

Suggestions from participants: Selected suggestions received from sample respondents are as follows:

- More focus on skill development is needed
- Handholding support (at least 2-3 post programme meetings) must be organized
- Job placement support

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- Incorporation of new-age skills and incorporation of e-commerce

- Business Facilitation like contact details of key suppliers, partners, etc. be provided

- More group activities are included in the course delivery

- More practical exposure

- Separate batches for differently able participants

- More advertisement to spread information about similar programmes

- Provisioning of raw material to be used in skill development classes (e.g. cloth in tailoring class)

6.8   Summary

The primary survey has indicated that different types of E-SDPs of 6 weeks duration have benefited the participants significantly. The majority of respondents have found the course contents and course delivery very useful. Also, the majority of sample respondents reported that these programmes have boosted their confidence, have increased their knowledge about entrepreneurship, government schemes, and self-employment and job prospects. However, a large number of respondents reported poor post programme support. The survey highlighted that E-SDP has a good overall impact as about 19 percent of the sample respondents have become self-employed, another 3 percent could create their own enterprise, and about 12 percent of sample respondents got their job. In addition, a significant number of sample respondents have reported that they have identified the opportunity and may start their enterprise, or get self-employed in near future.

7. MANAGEMENT DEVELOPMENT PROGRAMMES (MDPs)

Management Development Programmes (MDPs) are one-week programmes designed for capacity building of existing MSEs through inputs on management practices and systems to improve their decision-making capabilities resulting in higher productivity and profitability of existing enterprises.

7.1 Course Content

Course content is an important element of MDPs. The majority of sample respondents have found the course content useful. Most of them have reported that they are satisfied with the subjects selected for the programmes, the topic-coverage, and the time kept for each topic. A significant number of them have made no comments on the quantity and quality of raw material; indicating scope for improvement on part of Implementation Agencies (please refer to the table below). Thus standardization of content, including the inclusion of exercises is suggested for further improvement in the course content

Table 7.1: Content Dimensions

N=51	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/Not Applicable (%)
Subjects covered under the programme	17.65	47.06	7.84	27.45
Coverage of the topics	19.61	60.78	7.84	11.76
Timings kept for each topic	17.65	54.90	15.69	11.76
Training Material	9.80	41.18	13.73	35.29
Exercises/Assignments	9.80	45.10	15.69	29.41

7.2 Course Delivery

With respect to delivery of E-SDP activities/training, the role of faculty, programme coordinators, and peer interaction were rated highly useful to useful (please see table 7.2).

Table 7.2 Delivery Aspects 1

[N=51]	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/Not Applicable (%)
Faculty	54.90	54.90	54.90	54.90
Coordinators	27.45	27.45	27.45	27.45
Peers Interaction	0.00	0.00	0.00	0.00

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Similarly, the delivery mode, timings as well as duration of the sessions were perceived to be highly appropriate to appropriate (as shown in table 7.3).

Table 7.3 Delivery Aspects 2

[N=51]	Very Appropriate (%)	Appropriate (%)	Appropriate (%)	No comment/Not Applicable (%)
Mode of delivery	29.41	62.75	1.96	5.88
Duration	11.76	60.78	19.61	7.84
Timings	21.57	54.90	15.69	7.84

On other delivery aspects like classroom infrastructure and facilities, a majority of respondents have found them appropriate (as shown in figure 7.4)

Table 7.4 Delivery Aspects 3

[N=51]	Very Appropriate (%)	Appropriate (%)	Appropriate (%)	No comment/Not Applicable (%)
Distance to the Venue	17.65	72.55	1.96	7.84
Ambience of the Venue	19.61	70.59	3.92	5.88
Food/beverage	17.65	60.78	5.88	15.69
Classroom and other facilities	15.69	74.51	3.92	5.88

As shown in table 7.5, a majority of the sample respondents have found the post programme and non-class support adequate.

Table 7.5 Delivery Aspects 4

[N=51]	Very Useful (%)	Useful (%)	Not Useful (%)	No comment/Not Applicable (%)
Non-classroom support	15.69	54.90	17.65	11.76
After-programme support	15.69	58.82	17.65	7.84

7.3   Programme Outcomes

With respect to the outcomes of the programme, the majority of sample respondents reported that these programmes have boosted their confidence, have increased their understanding of entrepreneurship, government schemes, and job opportunities, and improved their decision-making ability. Moreover, it has been reported by the majority of sample respondents that by participating in MDPs, they could make useful contacts and MDPs have increased their job prospects and self-employability significantly. In contrast, about one-third of the sample respondents have shared that their understanding of the job prospects has not increased due to

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their participation in the respective MDPs. This highlights the need for more exercises and management games, along with focus on enhancing managerial efficiency.

Table 7.6: Programme Outcomes

[N=51]	High Increase (%)	Increase (%)	Little increase (%)	No Increase (%)	No Comment/Not Applicable (%)
Confidence	15.69	37.25	21.57	5.88	19.61
Understanding of entrepreneurship	15.69	47.06	27.45	3.92	5.88
Understanding of self-employment	17.65	35.29	27.45	9.80	9.80
Understanding of job prospects	7.84	29.41	19.61	31.37	11.76
knowledge of various govt. schemes (financing included)	19.61	31.37	35.29	5.88	7.84
Useful contacts	15.69	35.29	21.57	19.61	7.84

7.4 Effectiveness of the programme

When asked about the usefulness of the program for participants themselves as well as for the fellow participants, a majority of the sample respondents have found the programmes very useful to useful (as indicated in the pie charts below)

Figure 7.1 Effectiveness of the programme   Figure 7.2 Effectiveness of the programme
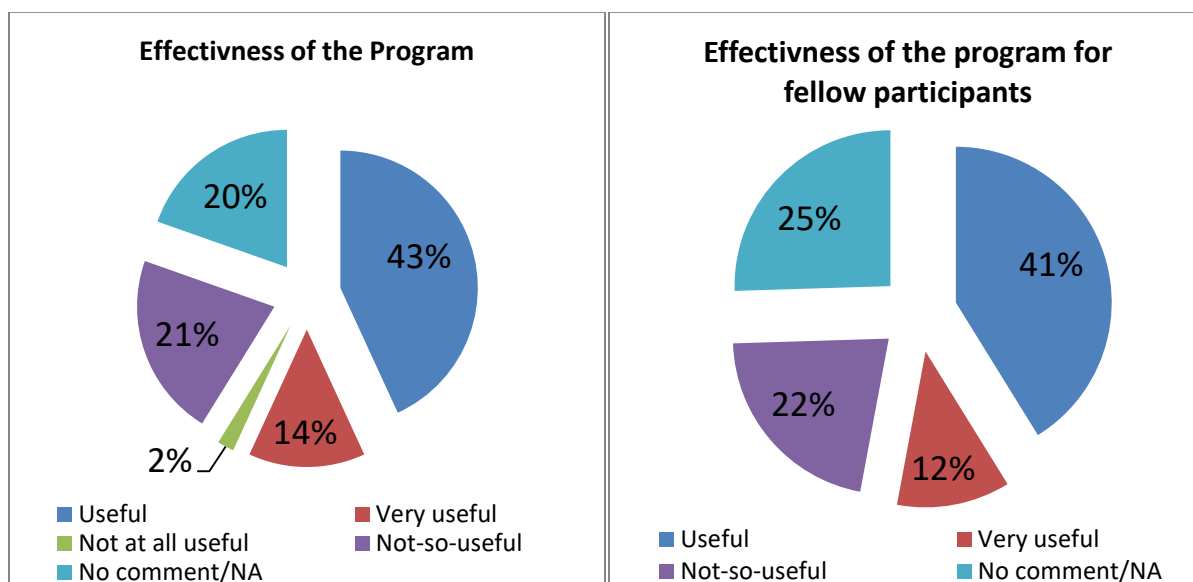
Similarly, when the sample respondents were asked about different dimensions of the effectiveness of MDPs conduct etc., a majority of them rated the content, conduct, duration as good or excellent and reported the programmes/training highly useful (as shown in table 7.4).

Table 7.7: Effectiveness of the MDPs

Elements [N=51]	Excellent	Good	Satisfactory	Below Average	Poor	Total (%)
Content	13.73	31.37	21.57	9.80	23.53	
Conduct	27.45	39.22	19.61	7.84	5.88	
Usefulness	25.49	35.29	27.45	7.84	3.92	
Duration of programme	17.65	35.29	29.41	11.76	5.88	
Overall	21.57	37.25	27.45	7.84	5.88	

7.5   Critical comments/ suggestions from sample respondents:

The major critical comments by a few respondents to act upon and taken care of in programme implementation are given below.

Likes: Selected and most reported likes have been listed below:

- Good Facilities for learning
- Experienced faculty
- Excellent Content
- Focused learning
- Teaching method
- Information about various Govt. Subsidies
- Hospitality
- Market knowledge
- Training Material
- Communication and Support

Dislikes: Selected and most reported dislikes are as follows:

- Inadequate after programme support
- Lack of post-programme communication
- Limited inputs were provided on technology aspects

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- Programmes were generic and not domain-specific

- Hands-on sessions are inadequate

- Course duration is too short

- No study material has been provided

- No provision of accommodation for an outsider

- Infrastructure for specially-abled not adequate

Suggestions from participants: Selected suggestions offered include the following:

- Include Faculties with better communication skills

- It can be reduced to 3 days from 5 days content was not much, people coming from other districts and villages felt it was much time consuming

- Group Photograph should be taken at the end of programme

- Personality grooming should get focused

- Programme must get extended to block level and village level

- More aggressive Promotion of programme, better selection of participants, Regular follow sessions required,

- Information on line departments for business support should be provided

- More discussion on export documentation, Advanced programmes, Regular notification about such programmes

- Industrial visits should be there

- Direct Information through SMS

- Publicity about program; in social media and other platforms, online payment for registration

- Refresher training should be given

- Establishment of Incubation centre in every district should be considered\

- Video Recording of the program and continuous feedback

- Online sessions should be introduced

7.6   Summary

MDPs are aimed at enhancing the managerial efficiency of participants resulting in their higher productivity and profitability of their existing enterprises. The primary data analysis indicates

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that the majority of sample respondents are satisfied with the subjects selected for the programmes, the coverage of the topic, the time kept for each topic, and the programme delivery. In contrast, about one-third of the sample respondents have shared that their understanding of the job prospects has not increased due to their participation in the respective MDPs. This highlights the need for more exercises and management games, along with a focus on enhancing managerial efficiency.

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8. IMPLEMENTING AGENCY SURVEY

8.1 The Survey

Due to COVID 19, we have contacted all 73 agencies who have implemented the programme during 2016-20. We have requested them to share with us the following:

- Beneficiaries (participants) name, name of the programme attended by them, and mobile numbers.
- Filled structured questionnaire
- Sample programme schedules,
- Sample Study material, and

Scan copies of a few filled feedback forms.

Numerous follow-up calls and emails over a period of 3-4 months (June-September) were made to collect the beneficiary details and Implementing Agency data. We were informed by some agencies that they could not share data with us as their officers and staff were working from home due to COVID 19 and could not access data present on their office desktops. Similarly, some agencies informed us that the data is managed in parts with different officials and some of them are working from home. Amid the above gloomy picture, some of the agencies were very forthcoming and shared with us data to conduct some analysis.

We received the beneficiaries' related information from about 27 agencies and implementing agencies' data from about 20 agencies.

The information or data received from implementing agencies has been partial and most of our implementing agency' questionnaires came incomplete. This made our tasks of comprehensive assessment through Implementing Agencies extremely difficult. Please find below the details of agencies who have been contacted and the response status).

Table 8.1 Response status of Implementing Agencies

	MSME DI	Contacted (Yes/No) Phone and emails	Responded and Shared Beneficiary Details (Yes/No)	Responded and Shared Implementing Agency Details (Yes/No)
1.	MSME-DI-Agartala	Yes	Yes	Yes
2.	MSME-DI-Agra	Yes	No	No
3.	MSME-DI-Ahmedabad	Yes	Yes	Yes
4.	MSME-DI-Allahabad	Yes	No	No
5.	MSME-DI-Bangalore	Yes	No	No
6.	MSME-DI-Chennai	Yes	No	No
7.	MSME-DI-Cuttack	Yes	No	Yes
8.	MSME-DI-Delhi	Yes	No	No
9.	MSME-DI-Gangtok	Yes	No	No
10.	MSME-DI-Goa	Yes	No	No

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11.	MSME-DI-Guwahati	Yes	Yes	Yes
12.	MSME-DI-Haldwani	Yes	Yes	Yes
13.	MSME-DI-Hubli	Yes	No	No
14.	MSME-DI-Hyderabad	Yes	Yes	Yes
15.	MSME-DI-Imphal	Yes	No	No
16.	MSME-DI-Indore	Yes	No	No
17.	MSME-DI-Jaipur	Yes	Yes	No
18.	MSME-DI-Jammu and Kashmir	Yes	No	No
19.	MSME-DI-Kanpur	Yes	No	No
20.	MSME-DI-Karnal	Yes	No	No
21.	MSME-DI-Kolkata	Yes	Yes	Yes
22.	MSME-DI-Ludhiana	Yes	No	Yes
23.	MSME-DI-Mumbai	Yes	Yes	No
24.	MSME-DI-Muzaffarpur	Yes	No	No
25.	MSME-DI-Nagpur	Yes	Yes	Yes
26.	MSME-DI-Patna	Yes	Yes	No
27.	MSME-DI-Raipur	Yes	Yes	Yes
28.	MSME-DI-Ranchi	Yes	No	Yes
29.	MSME-DI-Solan	Yes	Yes	No
30.	MSME-DI-Thrissur	Yes	Yes	No
	MSME-TCs			
31.	MSME-TC-Bhopal	Yes	Yes	Yes
32.	MSME-TC-CDGI, Firozabad	Yes	No	No
33.	MSME-TC-CFTI, Agra	Yes	No	No
34.	MSME-TC-CFTI, Chennai	Yes	No	No
35.	MSME-TC-CIHT, Jalandhar	Yes	No	No
36.	MSME-TC-CITD, Hyderabad	Yes	No	No
37.	MSME-TC-CTR, Ludhiana	Yes	No	No
38.	MSME-TC-CTTC, Bhubaneswar	Yes	No	No
39.	MSME-TC-CTTC, Kolkata	Yes	No	No
40.	MSME-TC-ESTC, Ramnagar	Yes	No	No
41.	MSME-TC-FFDC, Kannauj	Yes	No	No
42.	MSME-TC-IDEMI, Mumbai	Yes	No	Yes
43.	MSME-TC-IDTR, Jamshedpur	Yes	No	No
44.	MSME-TC-IGTR, Ahmedabad	Yes	No	Yes
45.	MSME-TC-IGTR, Aurangabad	Yes	Yes	Yes
46.	MSME-TC-IGTR, Indore	Yes	Yes	No
47.	MSME-TC-PPDC, Agra	Yes	No	No
48.	MSME-TC-PPDC, Meerut	Yes	No	No
49.	MSME-TC-TRTC, Guwahati	Yes	No	No
	Other Agencies			
50.	Central Institute of Plastics Engineering & Technology (CIPET), Chennai	Yes	No	No
51.	Centre for Entrepreneurship Development Madhya Pradesh (CEDMAP)	Yes	Yes	Yes
52.	Entrepreneurship Development Institute of India (EDII) Ahmedabad	No	No	No
53.	Government Tool Room and Training Centre, Dumka	Yes	No	No

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54.	HP Centre for Entrepreneurship Development (HPCED)	Yes	No	No
55.	Institute of Entrepreneurship Development Odisha (IEDO), Bhubaneswar	Yes	No	No
56.	Jammu & Kashmir Entrepreneurship Development Institute (JKEDI)	Yes	No	No
57.	Jharkhand Government Mini Tool Room and Training Centre, Ranchi	Yes	Yes	Yes
58.	Karnataka council for technological Upgradation (KCTU)	Yes	No	No
59.	Kerala Institute for Entrepreneurship Development (KIED)	Yes	No	No
60.	Maharashtra Centre for Entrepreneurship development(MCED)	Yes	No	No
61.	Nagaland Industrial Development Corporation Limited (NIDC)	Yes	No	No
62.	Nagaland Tool Room & Training Centre (NTTC),	Yes	Yes	Yes
63.	National Institute for Micro, Small and Medium Enterprises (NI-MSME),	Yes	No	No
64.	Telangana State Trade Promotion corporation Limited (TSTPC)	Yes	No	No
65.	The Centre for Entrepreneurship Development (CED), Gujarat	Yes	No	No
66.	The National Small Industrial Corporation Ltd. (NSIC), Okhla	Yes	Yes	Yes
67.	The Odisha Small Industries Corporation Ltd (OSIC)	Yes	No	No
68.	Tribal Cooperative Marketing Development Federation of India Ltd (TRIFED)	Yes	No	No
69.	Tripura Industrial Development Corporation Limited (TIDC)	Yes	No	No
70.	Udhyam Protsahan Sansthan (UPS)	Yes	No	No
71.	UP Industrial Consultants Limited (UPICO)	Yes	Yes	Yes
72.	UP Khadi Tatha Gramoudyog Board	Yes	No	No
73.	She and We Women Entrepreneurship Foundation	Yes	Yes	Yes

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8.2 Implementing agencies coverage

The implementing agencies covered for the survey include 10 MSME DIs, 5 MSME TCs, and 5 other agencies. The following table gives the list of IAs covered under the study region wise.

Table 8.2 Implementing Agencies covered for IA survey

S.No.	Implementing Agency	Region	Numbers
1	MSME-DI, NAGPUR		
2	MSME-DI-AHMEDABAD		
3	CEDMAP CHHASTTISGARH		
4	MSME TECHNOLOGY CENTRE,BHOPAL	Central	4
5	MSME-DI, CUTTACK		
6	MSME-DI-RAIPUR		
7	MSME-DI, KOLKATA		
8	MSME-DI RANCHI		
9	JHARKHAND GOVT MINI TOOL ROOM & TRAINING CENTRE	East	5
10	MSME-DI-HALDWANI		
11	MSME-DI-LUDHIANA		
12	NSIC-TECHNICAL SERVICES CENTRE, OKHLA		
13	NAGALAND TOOL ROOM & TRAINING CENTRE		
14	U. P. INDUSTRIAL CONSULTANTS LIMITED	North	5
15	MSME-DI-AGARTALA	North East	1
16	MSME DI, HYDERABAD	South	1
17	MSME TC- MUMBAI		
18	MSME_TC AURANGABAD		
19	MSME-TC, AHMEDABAD		
20	SHE & WE – WOMEN ENTREPRENEURSHIP FOUNDATION	West	4

8.3 Designing, of course, outline/programme schedule

Implementing Agencies have mentioned that they followed the following criteria to design the course content:

- The course content was made keeping the guidelines and target of the program in perspective

- The course content was kept such that it should be useful to the participants

- The course content was kept brief, direct, and easy to comprehend.

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The survey found no uniformity in the course content across the implementing agencies and across regions. This highlights the need for the standardization of the course content at the level of the empowered committee itself.

Some sample implementing agencies shared that the programme content, that they have been using, was designed by a well-qualified team of intellectuals from various fields such as human engineering, philosophy, psychology, economics management expert, entrepreneurs, financial experts, Govt. machinery experts, some local self-employed on basis of a survey of youth and some experts on govt. schemes under the guidance of ministry. After a survey and research data basis and discussion with entrepreneurs core team developed a course focusing on entrepreneurship development and knowledge of setting up a start-up at the local level. This is very welcoming.

8.4   Faculty profile and selection process

Across various implementing agencies, the typical profile for faculty providing services in ESDP is NET qualified/Ph.D/B. Tech/M Tech/MBA and the faculty is used as per the need of the course content.

There is no uniformity in the selection of the faculty or trainers across implementing agencies and regions. Some standardization or minimum qualification for entrepreneurial trainers and skill trainers (maybe in terms of experience or certificate) may be useful. This standardization could be achieved through the training of trainers at the national level.

Many Implementing Agencies, particularly MSME-DIs and MSME TCs have shared that the in-house committee of officials/experts, scrutinizes and qualifications & experience and select faculties based on requirements of programme. In some agencies, course faculties were selected from various training institutes which were scrutinized by the HR team in order to deliver the training in the form and goals it was designed to deliver. They were selected for their exceptional performance in the field as running successful businesses, a skilled trainer with a wide knowledge of the skill and instruments.

Some agencies have mentioned that they have one or more educated and financial expert assistants for the support of the trainer and solve the trainees' queries. As our primary participants' survey indicates the presence of a full-time financial expert at Implementing Agencies, who can also handhold participant is essential.

8.5   Coordinator Profile

The parameters for the selection of coordinators, as shared by many of the sample implementing agencies are as follows:

- He/she should are well educated (mostly postgraduate)

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- He /she should have the ability to managing and handling the centre

- He/she should have vast experience in running the skill and training programmes.

- He/she should have the know-how to mobilize the candidates

8.6   Study Material

There is no uniformity or commonality in the study material across implementing agencies and regions. Some standardization or a detailed list of mandatory topics and subtopics is required This standardization could be achieved through the creation of standardized study material on entrepreneurship and skill development in different languages.

Implementing Agencies reported that they have shared an ample amount of study material for long-duration programmes like E-SDPs, and EAPs. Typical study material included the following topics:

- Introduction to Entrepreneurship

- Entrepreneurial competencies

- Marketing

- Planning/Management & Leadership

- Business Plan Accounting

- Procedure for Setting up Business

- Introduction to Business Law & Regulation for Small Business

- Entrepreneurship Support System

- Market Research Report Preparation

- New Government Initiative

- Communication Skill

- Financial Aspect

- Basic HR

- Overview of Computer

- Project Report Preparation

They further reported that they did not feel the need to share more than a couple of pages of study material with IMC-Y, IMC-C, and MDP participants. The implementing agency reported that the study material is generally shared at the beginning of the programme, and it is supplemented by session-specific material as and when needed. The language of the study material is generally English. Many agencies here mentioned that they also use some study material written in regional language.

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When asked who prepared the study material, most of the implementing agencies suggested they complied this material based on the recommendations of their group of experts. There is no copyright on the material in most of the cases.

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8.7 Feedback from participants

Implementing agencies shared that they have mechanisms for taking feedback from the participants on various aspects of the programme, including

- Programme content
  - subjects covered,
  - topics coverage,
  - timings kept for each topic,
  - training material, and
  - exercises/assignments used)
- Programme delivery
  - Faculty
  - Coordinators
  - Peers Interaction
  - Mode of delivery
  - Duration of sessions
  - Timings of sessions
  - Distance to the Venue
  - Ambience of the Venue
  - Food/beverage
  - Classroom and other facilities
  - Non-classroom support
  - After-programme support

The agencies shared that in practice the formal feedback is taken on the last day of the programme. But, they take oral feedback at the end of each day or beginning of a new day and also, make mid-course corrections, if required. Implementing agencies further mentioned that they have made it a habit to carefully look at the feedback post programme and incorporate the needed changes in the next programmes. No mid-program for the long-duration programme was reported by the sample implementing agencies. Mid-programme feedback is essential for improving the quality of the learning experience and worth incorporating in the operational norms.

8.8 Suggestions from Implementing Agencies for better designing of ESDP programmes

Selected suggestions offered by Implementing Agencies are listed below

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- The programme on skilled development should be organized in association with exemplary/ standard MSME units for practical manufacturing exposures

- Training duration may be different for a different sector.

- Monitoring and proper data collection of the beneficiary. Additional/separate budget for follow up should be provided

- IMC-C & IMC Y to be one day programme

- Standardize heads of expenditure for each component of ESDP activities

- Both private & Government faculties should be allowed

- Establishment of local offices at Vikas Bhawan level to promote local entrepreneur and give them the right direction to boost their businesses

- TA/DA of MSME-DI officer

- Programme for SHGs should be introduced

- Budget should be extended for MDPs & IMC-C programmes to maintain the quality and inculcate more advanced topics

- Permission and support to conduct programmes in villages

- Full or partial Online based training should be introduced

- Financial help should be given to the implementing agencies to develop infrastructure facilities for conducting permanent in-house training rather than on-site training. It is sometimes difficult to find locations/institutions with proper infrastructure and faculties/experts in remote places. The movement of faculties and experts to these remote venues is difficult.

- No. of trainees should not be fixed and flexibility should be permitted

- Linkages with banks and financial institutions should be incorporated in the programme guidelines

- There should be flexibility in the duration of the programme and the number of sessions.

- Bank linkages and coordination is required for fruitful outcomes of training programmes Thus an MOU or a financial linkage with banks should be done at the Ministry level.

- While approving a loan under PMEGP by the bank, the name of MSME-DI /Br.MSME-DI is not given as an EDP training institute provider. So it is suggested that the name of MSME-DI /Br. MSME-DI may be incorporated in Central Portal of KVIC as a training provider

- Virtual training must be initiated, in which there must be the provisions of online inviting online applications and selection of the participants and online certificates can be

- If the certification could be approved by some certain skill qualification frameworks such as NSQF.

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- Biometric attendance becomes difficult at remote locations. Thus, alternatives should be shared with IAs.

8.9   Overall Assessment

The survey highlighted the need for standardization of the quality of entrepreneurial trainers and skill trainers, which could be achieved through training of trainers at the national level. Similarly, the survey also pointed at the requirement of the creation of standardized study material on entrepreneurship and skill development in various regional languages. The survey pointed at the emerging need for online training and training of trainers in the domain of online teaching and training. Further, it was felt that a mid-programme feedback is essential for improving the quality of the learning experience and worth incorporating in the operational norms. The implementing agencies suggested for institutionalize the post-programme monitoring and data collections of the beneficiary to hand-hold them and requested for provisioning of an additional/separate budget in that regard. Further, the agencies suggested bank linkages at the institutional level (through an MOU or as found suitable).

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9. DOMAIN EXPERT PERSPECTIVE

9.1 The Exercise

The participant and IA survey provide the essential extensive understanding into the conduct, effectiveness, and impact of various programmes. However, there is a need to supplement this with a well-informed, qualitative perspective. It was felt that we should discuss the scheme with experts in the entrepreneurship domain to generate such a perspective. We organized a telephonic discussion with ten such experts on this behalf. A list of these is provided under Annexure-2. The salient observations and views emerging from the discussion are summarized below.

9.2 Overall Perspective

There is near unanimity for reducing IMC duration to a single day and toning up its participant profile. The view on EAP is mixed. Some regard it as excellent and hence advocate its stepping up, while others think it is a sub-optimal concept and needs to be given up. There are several suggestions for improving ESDP and there is support for the concept. There are reservations, on the part of some, regarding the practice of IA delivering MDP in physical mode, and a small fee for participating enterprise is suggested in order to enhance participant involvement in the programme.

9.3 The Industrial Motivation Campaign (IMC)

IMC, experts felt, is a useful feature. However, the semantic, according to some experts, is inaccurate – industrial motivation. They suggested that the title should be in line with its purpose – entrepreneurial awareness or orientation for prospective entrepreneurs. The distinction between IMC-C and IMC-Y is regarded as unwarranted. The overall view is that it should be a one-day event and that participant homogeneity is not essential. In other words, we should give up the concept of two day IMC. It also means that mixed groups should be admissible and the design/content should be robust enough to fulfill the purpose of introducing all groups to the concept of entrepreneurship and encouraging them to consider it as a career option.

IMC's standard design consists of four sessions.

There is a need to review the session plan. It should become a multi-themed, stimulating, introductory event. The motivation, finance (bank officer), khadi and village enterprises (KVIC officer), business opportunities (experts), government schemes (DIC-GM), real-life experience (a successful entrepreneur), and such other themes, creatively aligned, would make an effective introductory offering.

The presence of/interaction with a successful entrepreneur is essential for IMC to make an impact. This was conspicuous by its absence in respect of programmes, which the experts are familiar with. The IMC-cluster programme design does not recognize the business opportunities or

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priorities of the cluster. These should be built into the design of the cluster element should be dropped.

The effective duration of IMC should be limited to four hours.

The IA's deserve some latitude in working out the design of IMC. The budget for IMC (one day) is Rs.20,000/-. The norm for honorarium for a single session (90 to 120 minutes per session) is Rs.1000/-. Most speakers would speak for 15 to 30 minutes and hence paying Rs.1000/- per speaker is not workable. This administrative issue needs to be sorted out.

At another level, the budgeting and management of IMC need to be re-examined. While the budget is Rs.20,000/-, the IAs outsource it and the agency, which carries out work receives, say, Rs.10,000/-. It pays honorarium to the expert out of this receipt. Evidently, it would not invest in purposeful mobilization or even a preliminary scan of the participant profile. While the agencies need not be restrictive in admitting participants, they should avoid those who are disinterested. The agencies are prone to focusing on a large number of IMC-Y because they provide easy access to captive audience-students. There is a need for reviewing outsourcing norms and ensuring relevant participant-profiles.

IMC, in fact, should act as a conduit to generate candidates for EAP/ESDP. Do IMC participants become, in course of time EAP/ESDP candidates? This is not tracked and hence the experts do not know. It will help, if IMC candidates, in the course of IMC itself, are informed about EAP/ESDP, and their intention to join EAP/ESDP is ascertained on completion of IAC. Likewise, EAP/ESDP participants need to be asked whether they have attended IMC earlier. For IMC to become a conduit to EAP/ESDP, it is essential that IMC's are organized, to some extent, in the early part of the financial year (tracking becomes easy, if participants join ESDP in a few months). Some experts observed that IMC's are concentrated in the last quarter of the financial year and this needs to be avoided.

Some experts felt that IMC needs to be delivered to school children in order to "catch them young". The pedagogy and content for school children will have to be developed. The model followed by schools in Delhi was cited on this behalf.

The experts also pointed out the need to fashion two separate offerings – awareness and sensitization. Awareness programmes should be meant for those who are interested, on a prima facie basis, in becoming entrepreneurs, while sensitization programme participants may not have an immediate interest in becoming entrepreneurs.

On the whole, IMC is a useful method for outreach – reaching a large number of participants across locations. However, there is a need to tone up the profile of the target participants and the IMC content and to align its outcome with further programmes under the ESDP scheme.

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9.4 Entrepreneurship Awareness Programme (EAP)

EAP is a two-week programme. In essence, it is a compressed entrepreneurship development programme. It's being called an awareness programme is an understatement. Some experts believe that EAP impact in terms of enterprise materialization is better than that of ESDP. Hence, they advocated greater resources for EAP. On the other hand, other experts felt that EAP is too long, given its stated purpose of being an awareness programme and too short to qualify for an EDP. According to them, it is an ambiguous concept/offering and needs to be abandoned altogether.

9.5 Entrepreneurship and Skill Development Programme (ESDP)

This attracted most of the experts' interest. The programme is intended to be a mix of skill and entrepreneurship development. However, the target-skills, in terms of programmes delivered, are relatively low-end skills and do not warrant intensive entrepreneurship development inputs, according to some experts. Some experts observed that the ITI pass-outs unless they are interested in other skills, should be discouraged from attending ESDP's, which entail repeat training in identical skill for them some. The experts felt that the skill component, though justified, is rather heavy – 4 out of 6 weeks and this imparts a strong skill training character to the programme, diluting the entrepreneurship segment. They maintain that the Ministry of Skill Development and Entrepreneurship (MoSDE) is already carrying out the Skill Mission and ESDP should focus on entrepreneurship.

It is also suggested that IA should do skill mapping of a given area or utilize mapping already done and delineate skill-gaps and skills, which need to be promoted. The task of skill-training can be entrusted directly to competent agencies, with a self-employment component built into it. The trainees interested in entrepreneurship may be trained by IAs.

There is a central panel of faculty and the IA's limit themselves to the panel. This precludes IA's from utilizing entrepreneurs and experts who can make an effective contribution to ESDP. The empanelment is done by DC-MSME. The task can perhaps be better performed by MoSDE. There is faculty - GM-DIC, Manager-KVIC- which is engaged in an ex-officio position. However, the approved panel does not reflect the transfer of these officials in good time.

The IMC-EAP-ESDP, some experts maintain, is a sequence. ESDP, in this sequence, is the final stage and it is natural that few will participate in this final programme. They, therefore, recommend a ceiling on the number of ESDP's, which on IA should carry out in relation to total programmes in a year – 10% of total programmes.

Since ESDP entails skill training and most IAs do not have the facilities for skill training, IAs enter into an arrangement with other, mostly governmental, agencies to provide facilities and support - premises, utilities, equipment, raw material and consumables, and technical manpower

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for training. Presently, there are payment/fee norms for each of these components. This warrants complicated accounting. It will help, if an all-inclusive and composite rate is fixed based on a number of days and number of participants for compensating such partner agencies. The agencies treat ESDP-work as an integral part of the job of their regular internal faculty, implying that the faculties do not have a special financial incentive to deliver ESDP work. The agencies do not utilize external faculty actively. The internal faculty, sometimes, is not motivated arrangement dilutes the programme effectiveness. The issue needs a creative solution.

The ESDP duration is not adequately defined. While it is six weeks, whether a week consists of five or six working days is not clear. There are 4 sessions but the session duration is 1½ to 2 hours. It is widely felt that eight hours/day is an excessively heavy workload for participants. It should not exceed 4 hours/day. In fact, an evening programme built around 2 hours/day is an option, which needs to be offered.

There is a case for relaxing Aadhar-enabled attendance compulsion on a selective basis. The programme is sometimes held in remote villages, which do not have connectivity. There is NAC server, which may pose problems. Under such circumstances, compulsion for Aadhar enabled attendance needs to be relaxed.

The budget for ESDP is regarded as adequate. On the whole, ESDP is a good model. However, some experts believe that it is a low-impact programme. The programme does not envisage any post-programme hand-holding support to participants or fee for such support.

Some experts emphasize that bank finance is a major requirement and that the programme does not meet this requirement sufficiently.

There is scope for involving large industries on the marketing front in terms of promoting large industry-participant tie-up. ESDP defines its deliverables is very generic terms and is weak in terms of specifics. It does not set out any target for enterprise materialisation. The programme does not layout any other milestones e.g. preparation of business plan. The participant feedback is too close-ended and the feedback process does not bring out the whole picture adequately. There is a need for enhancing the eligibility profile of participants for ESDP.

9.6 Management Development Programme (MDP)

Many experts expressed praise for MDP. However, some experts felt that there are new several and effective options for interested individuals for managerial training and ESDP should exit from this work. Alternatively, it should concentrate on developing and disseminating online modules. MDP, if done, should be carried out in partnership with the concerned association and there should be a token fee to be borne by the participating enterprise.

The MDP should incorporate in itself avenues for technology up-gradation in respect of major industries to which the participants belong.

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9.7 Pedagogy and Material

There are various types of IA. There is a need to standardize pedagogy and training material. There is work done to develop study material, instructions for trainers, and presentation for trainers. However, the work is not reviewed and progress on its translation into vernacular is unclear.

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10.RECOMMENDATIONS

10.1 Overall Direction

There is a significant appreciation of the ESDP scheme by programme participants, IAs, and domain experts. While there is scope for improvement, the scheme needs to be continued.

10.2 IA Typologies

The scheme is delivered substantially through MSME-DIs. They are endeavoring to deliver the scheme efficiently. They have the advantage of brand equity, human resource, ready support from the Ministry, and regional knowledge. MSME-TCs and other institutions are also engaged in delivering the scheme. However, there are other organizations, e.g., state-level entrepreneurship development centers, industry-associations, generic chambers of commerce, city-level management associations, which command excellent local image and possess the physical infrastructure, organizational wherewithal, and resource-person network. Such organizations are not driven by the profit motive, are well-placed to attract motivated participants, and deliver the scheme effectively. While MSME-DIS may remain active delivery agencies, it would help to bring in the above-cited and similar organizations for delivery. This would also impart greater visibility to the scheme.

10.3 Scoping and Mobilization / Selection of participants

The scheme work is, in relative terms, concentrated in some districts/states. The budget does not provide for any expenditure for scoping or location-assessment. The IAs, it appeared in the course of the discussion, choose locations based on ease of mobilizing participants. Consequently, some deserving towns are likely to get excluded.

It is time IAs, particularly MSME-DIS, are encouraged/financially supported to undertake a scoping study of locations in their respective jurisdiction and submit a three-year plan for implementing the scheme. At another level, there is a need to invest in scheme promotion in order to generate a wider response, particularly from better-profile candidates. The response should be such that IAs have an opportunity to select candidates from amongst many and to ensure a minimum standard in terms of participant-profile.

10.4 Approved Faculty Panel and Orientation

It will be useful to review this in consultation with IAs. The successful entrepreneurs, it is reported, do not figure adequately on the panel. It will also help if competent faculty are attracted to join the panel; some are unlikely to apply on their own. There have been few reports of faculty spending disproportionate time on promoting his/her own agenda. A short, written brief for the faculty and oral feedback from IA would help us avoid such slippage on the part of the faculty.

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The participants also need to be oriented to the purpose, content, outcome, and other dimensions of the programme through an initial session. We noticed that some faculty are rated high primarily because of their oratorical skills rather than content-usefulness. Participant-orientation, hopefully, will promote objective feedback from participants.

10.5 Budget

The admissible budget for various programmes did not evoke any significant reaction. However, there are ground realities that seem to suggest that the inter-programme budget relationship warrants a review. For instance, IMC-Y is often delivered to a captive, not-so-motivated audience, the guidelines are compromised and so the IAs find it attractive – from a budgeting and physical achievement standpoint – to deliver IMC-Y. To some extent, this is also true for MDP's. The budgetary limits, in view of this, need to be reviewed.

In addition, it is necessary to promote an appropriate mix among IMC/EA/ESDP programmes, depending on local conditions rather than a particular type of programme being excessively offered. While we do not suggest rigid guidelines on this behalf, the annual plan of MSME-DIS should amplify the rationale for the proposed mix in terms of types of programme.

10.6 Job-Orientation

The scheme, particularly ESDP, refers to creating awareness of job prospects and training for jobs. While jobs are a priority, bringing job-seekers, self-employment aspirants, and prospective entrepreneurs together for motivation and training throws up a delivery challenge. The tangible offering to job aspirants, under ESDP, is skill training. There is a skill Mission. Ministry of Skill Development and Entrepreneurship (MoSDE) and others are pursuing skill training ambitiously. ESDP scheme is likely to perform better if the objective of awareness/readiness regarding jobs is given up in favour of a greater focus on self-employment and entrepreneurship.

10.7 Partnership

The programmes attract women, scheduled caste and scheduled tribe candidates, and other priority groups. Exclusive programmes are also organised for three groups. There are well functioning state-level corporations for these priority groups-women, SC, ST, etc. and it will help in terms of location-selection, participant-profile, and delivery, if the Ministry enters into partnership, through MSME-DIS, with these agencies. The partnership may also include reputed, impact-making NGOs working among these groups.

10.8 Feedback

The programmes entail participant feedback. However, most feedback follows the structural pattern and is given in the classroom setting. It is embedded into the programme. It will be useful

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if an independent agency pools feedback a month or three (depending on the type of the programme) after programme completion and analyses it.

10.9 Discipline

There are some reports of participants joining the programme halfway through the programme and dropping out. Likewise, late reporting and early departure. While it is difficult to avoid drop-out, there is a need for promoting better discipline among participants.

10.10 Post-programme Monitoring

The programmes particularly EAP and ESDP, are expected to cause participants to take a specific action on the enterprise promotion front. Hence, the need for post-program monitoring. Such monitoring would also encourage IAs to tone up the quality of participants as also programme delivery.

10.11 IMC Semantics

IMC is an awareness programme. The words – industrial motivation-confuse some persons. It is better to rechristen it appropriately. Likewise, EAP is regarded as a compressed entrepreneurship development programme. It's being called Awareness Programme is an understatement and hence requires to be remedied.

10.12 IMC Duration and Content

It is widely felt that two-day IMC is not necessary, one day is adequate. Both IMC's, hence, need to be one-day programmes. The participants/experts also expect cluster-specific content from IMC-C. We could not find such content in enough measure.

The IMC-C proposals need to highlight cluster-specific content, which the programme would offer if IMC-C is continued.

10.13 Awareness vis-à-vis Sensitization

Many experts made out a case for sensitizing school children to entrepreneurship through a half-day programme. The IMC-Y being offered now, often, is addressed to not-so-motivated college students. The experts suggested that such college students also need to be sensitised. It will help to draw a line between sensitization and awareness. The target audience for sensitization may or may not be interested in entrepreneurship. The target group for the awareness programme would consist of those who, on a prima facie basis, are interested in becoming entrepreneurs. ESDP needs to offer both but merge. IMC-Y and IMC-C into a single awareness programme.

10.14 ESDP: Participant Profile

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There is a need to tone up participant profiles through better programme promotion, the response from prospects, and selection. The participants also need to be oriented so that they pitch their expectations at a level, which leads to improved programme delivery.

10.15 Skill Component

It is felt by some experts/participants that the skill component (4 out of 6 weeks) is heavy and imparts skill training character to ESDP. The skill training is being carried out by a separate ministry and we need to focus on entrepreneurship. In other words, skill training should be excluded from ESDP. However, if skill training is continued, participant feedback underscores weak practical/lab training and hence there is scope for strengthening it.

10.16 ESDP Duration

There is fluidity in terms of a number of working days/week and session duration. This needs to be defined. The daily workload of six to eight hours would discourage most working individuals from joining the six-week programme. An alternative to cater to the needs of this particular segment of prospective entrepreneurs – say, 2 hours in the evening over 3 months – needs to be developed.

10.17 Post-ESDP Handholding

This is a strongly felt need and imparts enterprise-materialization decisively. The programme budget as also delivery guidelines needs to provide for such support. The process to extend such support should be designed in consultation with IAs.

10.18 Vernacular Material

As observed earlier, the PowerPoint presentations for trainers have been developed in English and translated into Hindi. The translation into vernacular languages is due.

10.19 Financial Assistance

ESDP and EAP participants have voiced the need for guidance and facilitation in respect of bank loans. The issue of bank loans for participants needs to be brought into sharper focus, preferably to the appropriate district committed. In addition, IAs need to work closely with selected banks on this behalf.

10.20 EAP: Withdrawal or Proliferation

We have come across mixed views on EAP. However, if the skill component is dropped from ESDP and it is made completely an entrepreneurship development programme, EAP would become redundant. On the other hand, if ESDP continues in the present form, there is a need to scale up EAP work as also upgrade it.

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10.21 MDP: Financial Contribution

The MDP needs to be held in close association with industry associations and the concerned associations should make a token financial contribution. This will raise expectations from the programme, enhance participant involvement and programme impact, and hopefully lead to greater demand for MDP. The IAs also needs to look out for and forge knowledge partnership with other organizations for the design and delivery of MDP.

10.22 Annual Report and Awards

While there is an MIS on ESDP Scheme, we could not get full information on work done under the scheme during the evaluation period. The information is piecemeal and the aggregate or cumulative picture is not readily available. There is a need to strengthen MIS as also to prepare a meaningful and analytical annual report to showcase the work done. At an appropriate time, annual awards for various types of best programmes and IAs may also be instituted.

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12.Annexure 1 A review and comparison of ESDP schemes under the study

		ESDP Schemes Review and Comparison (2010- 2020)		
Sr. No.	Particulars	EDP 2010 Guidelines of 10th May, 2010	ESDP Guidelines of 12.11. 2018	ESDP Guidelines of 21.11.2019 (Up-scaled ESDP)
1.	**Preamble (Key differences only)**	The Office of DC (MSME) conducts a large number of vocational and entrepreneurship development programmes. While vocational training is implemented by various Departments of the Govt., the responsibility of entrepreneurship development lies largely with this office. EDPs are conducted with focus on entrepreneurial development coupled with specific skills relating to trades like electronics, electrical, food processing, etc, which enables the trainees to start their own ventures.	Ministry of MSME has been organizing a number of Entrepreneurship and skill development programmes for the existing & potential entrepreneurs, in order to build their capacity to take up successful ventures. ESDP is an important component under the vertical of "Development of MSMEs", which has been ***re-structured and re-designed now to bring it*** in consonance with the changing landscape of the MSME Ecosystem and its present challenges in India	Ministry of MSME has been organizing a number of Entrepreneurship and skill development programmes for the existing & potential entrepreneurs, in order to build their capacity to take up successful ventures. ESDP is an important component under the vertical of "Development of MSMEs", which has been ***up-scaled*** in consonance with the changing landscape of the MSME Ecosystem and its present challenges in India.
2.	**Aims and Objectives**	Not separately listed in the guideline document.	The objective of the programme is to motivate ***young persons (Men and women)*** representing different sections of the society including SC/ST/Women, physically handicapped, Ex-servicemen and BPL persons to consider self employment or entrepreneurship as one of the career options. The ultimate objective is to promote new enterprises, capacity building of existing MSMEs and inculcating entrepreneurial culture in the country.	The objective of the programme is to motivate ***youth*** representing different sections of the society including SC/ST/Women, differently abled, Ex-servicemen and BPL persons to consider self employment or entrepreneurship as one of the career options. The ultimate objective is to promote new enterprises, capacity building of existing MSMEs and inculcating entrepreneurial culture in the country.
3.	**Target Group**	***20%*** of the targeted EDP and ESDP should be conducted exclusively for the weaker sections of the Society (SC /ST/Women/Physically Handicapped)	***40%*** of the targeted beneficiaries of EAPsand E-SDPsshould be from ***weaker sections of the Society*** (SC/ST/Women/ Physically Handicapped).	Overall ***40%*** of the targeted beneficiaries of EAPs and E-SDPs should be ***Women***. If needed, special programmes for women beneficiaries can be organized.

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4.	Implementation bodies	Through MSME-DIs and Branch MSME-DIs	Through Enterprise Development Centres (EDCs) in addition to MSME-DIs and Branch MSME-DIs. These EDCs are set up at District level, within the administrative control of the MSME Development Institutes/ Technology Centre. The EDCs would primarily have two verticals viz, Enterprise Development Vertical and Skill Development Vertical. These EDCs shall be connected with National Resource Centre to be set up in the office of DC-MSME	Through Enterprise Facilitation Centres (EFCs) addition to MSME-DIs and Branch MSME-DIs. EFCs can be set up by any of the Implementing Agencies (IAs) out of their own funds. The EFCs would primarily have two verticals viz, Enterprise Facilitation Vertical and Skill Development Vertical.These EFCs shall be connected with National Resource Centre to be set up in the office of DC-MSME
5.	Role of Institutions created specially for implementation-EDCs and EFCs	No specific institution has been created	1. The EDCs would primarily have two verticals viz, Enterprise Facilitation Vertical and Skill Development Vertical to well address the aspirations of the youth in terms of hand holding support to those who aspire to be self employed and create business enterprise and imparting Skill training to those who intend to get employed. 2. Enterprise Deveopment Vertical inter alia among other thing would focus primarily on: a. Ideation; b. Mentoring and incubation; c. Credit facilitation & Market accessibility; and d. Enterprise Clinic: Diagnostic studies in the event of sickness, counseling and other facilities. 3. The Skill Development Vertical would primarily provide information such as potential jobs availability in the market based on in-depth market intelligence and advise the potential job seekers to get relevant skill sets through prominent institutions/agencies in pertinent sector(s).	1. The EFCs would primarily have two verticals viz, Enterprise Facilitation Vertical and Skill Development Vertical to well address the aspirations of the youth in terms of hand holding support to those who aspire to be self employed and create business enterprise and imparting Skill training to those who intend to get employed. 2. Enterprise Facilitation Vertical inter alia among other thing would focus primarily on: a. Ideation; b. Mentoring and incubation; c. Credit facilitation & Market accessibility; and d. Enterprise Clinic: Diagnostic studies in the event of sickness, counseling and other facilities. 3. The Skill Development Vertical would primarily provide information such as potential jobs availability in the market based on in-depth market intelligence and advise the potential job seekers to get relevant skill sets through prominent institutions/agencies in pertinent sector(s).

6.	**Key Activities**	1 Industrial Motivation Campaigns (IMCs) 2 Entrepreneurship Development Programmes (EDPs) 3 Entrepreneurship Skill Development Programme (ESDPs) 4 Management Development Programmes (MDPs)	1. Industrial Motivational Campaign (lMC) 2. Entrepreneurship Awareness Programme (EAP) 3. Entrepreneurship-*cum-*Skill Development Programme (E-SDP) 4. Management Development Programme (MDP)	1. Industrial Motivational Campaign (IMC) 2. Entrepreneurship Awareness Programme (EAP) 3. Entrepreneurship-*cum-*Skill Development Programme (E-SDP) 4. Management Development Programme (MDP)
7.	**Procedure for selection of candidates**	The applications are invited from the candidates through advertisement in Newspapers and websites of office of DC (MSME) as well as MSME-DIs. Selection Committees at MSME-DIs select the candidates taking into considerations their qualification, past experience and suitability for the course. The minimum age of the candidate is 18 years and there is no upper age limit. The qualification for the participant for a particular programme is mentioned in the advertisement taking into consideration the subject of the training programme. Preference is given to the candidates from weaker sections (SC/ST/Women/Physically Handicapped).	Web base MIS shall be developed for developing an integrated database of the existing and potential entrepreneurs. All the field offices of DC MSME shall be involved in identifying the candidates for the programme, through inviting applications. 2. The minimum age of participants in the programmes should be 18.years (with some relaxation permitted by programme head). Generally, there would be no upper age limit. The qualification for the participation into a particular programme shall be mentioned in the programme notification taking into consideration the subject of the training programme. 3. Preference would be given to the candidates from SC,ST, Women, Ex-Service Persons of Defence Forces, Differently Abled and BPLcategory persons	Web base MIS shall be developed for developing an integrated database of the existing and potential entrepreneurs. All the field offices of DC MSME shall be involved in identifying the candidates for the programme, through inviting applications. 2. The minimum age of participants in the programmes should be 18.years (with some relaxation permitted by programme head). Generally, there would be no upper age limit. The qualification for the participation into a particular programme shall be mentioned in the programme notification taking into consideration the subject of the training programme. 3. Preference would be given to the candidates from SC,ST, Women, Ex-Service Persons of Defence Forces, Differently Abled and BPLcategory persons
8.	**Involvement of Specialised Agencies in content development and delivery**	No Specialised or professonal agency is involved	Services of Specialized/ Professional Institutes like EDII Ahmedabad, PPDC Agra, ni-msme Hyderabad, IDEMI Mumbai, or any other specialized organisation may also be utilized for developing industry specific training content, training manuals and trainers' manual and organizing National/Regional workshops/seminars for experience sharing and capacity building of the field institutes.	Services of Specialized/ Professional Institutes like EDII Ahmedabad, PPDC Agra, ni-msme Hyderabad, IDEMI Mumbai, or any other specialized organisation may also be utilized for developing industry specific training content, training manuals and trainers' manual and organizing National/Regional workshops /seminars for experience sharing and capacity building of the field institutes.

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| 9. | **Course Content under Entrepreneurship Training and Skill Development** | The course content for Entrepreneurship training may incude product/process design, manufacturing practices involved, testing and quality control, selection and usage of Useful machinery and equipment, project profile preparation, marketing avenues/techniques, product/service pricing, export opportunities, infrastructure facilities available, finance and financial institutions, cash flow, etc. Under skill development, the programmes may include Machine Shop Practice, Heat Treatments, Electroplating, Sheet metal, Welding, Tool & Die Making, Glass & Ceramics, Industrial & Art Wares, Herbal Cosmetics, Fashion Garments, Hosiery, Food & Fruit Processing Industries, Information Technology, Hardware Maintenance, Soap and Detergents, Leather Products/Novelties, Servicing of Household Electrical Appliances and Electronic Gadgets, Gem Cutting & Polishing, Engineering Plastics, Tour operators, Mobile repairing, Beautician etc. | Some examples of courses conducted under ESDPs are in Agro Based Products, Herbal Cosmetics, Fashion Garments, Hosiery, Food & Fruit Processing Industries, Soap and Detergents/House-Hold Chemicals, Leather/Jute/Rexene Products/Novelties, Carpet Weaving, Mechanical Engineering Workshop/ Machine Shop, Heat Treatment, Electroplating, Basic/Advance Welding/Fabrication/Sheet metal work, Basic/Advance Carpentry, Glass & Ceramics, Industrial & Art Wares, Servicing/Repairing of Household Electrical Appliances and Electronic Gadgets, TV Repairing, Washing Machine Repair, Stereo/Sound System/Speaker Assembly & Repair, Gem Cutting & Polishing, Engineering Plastics, Solar/Non-Conventional Energy Equipment Installation/Maintenance, Plumber Work, Information Technology, Computer Hardware Maintenance, Computerized Accounting, DTP and Screen Printing, Tour operators, Mobile Repairing, etc. | Some examples of courses conducted under ESDPs are in Agro Based Products, Herbal Cosmetics, Fashion Garments, Hosiery, Food & Fruit Processing Industries, Soap and Detergents/House-Hold Chemicals, Leather/Jute/Rexene Products/Novelties, Carpet Weaving, Mechanical Engineering Workshop/ Machine Shop, Heat Treatment, Electroplating, Basic/Advance Welding/Fabrication/Sheet metal work, Basic/Advance Carpentry, Glass & Ceramics, Industrial & Art Wares, Servicing/Repairing of Household Electrical Appliances and Electronic Gadgets, TV Repairing, Washing Machine Repair, Stereo/Sound System/Speaker Assembly & Repair, Gem Cutting & Polishing, Engineering Plastics, Solar/Non-Conventional Energy Equipment Installation/Maintenance, Plumber Work, Information Technology, Computer Hardware Maintenance, Computerized Accounting, DTP and Screen Printing, Tour operators, Mobile Repairing, etc. |
| 10. | **Programme Monitoring & Evaluation** | The progress on training programme will be monitored on monthly basis. Each MSME-DIs will send monthly progress report to Director/DD In-charge of Skill Development Programme in Office of DC(MSME) in the prescribed format and he will monitor/evaluate the progress / effectiveness of the training programmes. | ***Project Monitoring Unit (PMU)*** has been set up in the office of the Development Commissioner to oversee and monitor the activities on regular basis. ***Online Monitoring and Evaluation Portal:*** The progress on training programme is monitored on real time basis through the Web based MIS. ***Empowered committee*** under AS& DCMSME with the concerned. ADC, JS, a nominee of IFW, representatives of Industry Associations is responsible for overall monitoring and evaluation. | ***Online Monitoring and Evaluation Portal:*** The progress on training programme is monitored on real time basis through the Web based MIS. Implementing agencies have their own MIS and they are required to integrate the same with MIS under ESDP managed by O/o DC MSME. ***Empowered committee*** under AS & DC-MSME with the concerned. ADC,JS, a nominee of IFW, representatives of Industry Associations is responsible for overall monitoring and evaluation. |

Source: Authors' own creation

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13.Annexure-2 List of Domain Experts

1. Shri Vikas Gupta, DCMSME-Jaipur
2. Shri Meena, DCMSME-Jaipur
3. Shri Jayant Athawale, independent entrepreneurship expert, Ahmedabad
4. Shri N.M. Maity, Entrepreneurship Development Institute, Kolkata
5. Shri Gautam Datta, Director-Indian Institute of Entrepreneurship-Guwahati
6. Shri C.H. Pathak, independent entrepreneurship expert, Ahmedabad
7. Dr. Chandan Chatterjee, Ex-Director, Centre for Entrepreneurship Development, Gujarat
8. Shri B.P. Murali, independent entrepreneurship expert, Bengaluru
9. Shri Sanjeev Chaturvedi, Ex-Director, NIMSME-Hyderabad

14.Annexure 3 Contact Details of Implementing Agencies

A	MSME DIs	Contacted Person (s) (Nodal Officer)	Mobile Number
1.	MSME-DI-Agartala	MSME-DI, Indranagar,(Near ITI Play ground),PO-Kunjaban, Agartala-799006	Ph :0381-2352013/9742 Fax :0381-2356570
2.	MSME-DI-Agra	MSME-DI, 34, Industrial Estate, Nunhai, (U.P.), Agra -282 006. UP,	Ph :0562-2280879 Fax :0562-2280882
3.	MSME-DI-Ahmedabad	MSME-DI, Harsiddh Camber, 4thFloor, Ashram Road,(Gujarat), Ahmedabad -380 014. Gujarat	Ph :079-27540619 , 079-27544248 079-27543147
4.	MSME-DI-Allahabad	MSME-DI, E-17/18, Industrial Estate, Naini, Allahabad -211 009. U.P,	Ph :0532-2697468/6810 Fax :0532-2696809
5.	MSME-DI-Bangalore	MSME-DI, Rajaji Nagar, Industrial Estate Bangalore -560 044. Karnataka,	Ph :080-23151540/582/583 Fax :080-23144506
6.	MSME-DI-Chennai	MSME-DI, 65/1,G.S.T. Road, Guindy, P.B. 3746, Chennai -600 032. Tamilnadu,	Ph :044-22501011 044-22501475 044-22501785 Fax :044-22341014
7.	MSME-DI-Cuttack	MSME-DI, Vikas Sadan, College Square, Cuttack -753 003. Odisha,	Ph :0671-2548006 /077 /049 Fax :0671-2611958
8.	MSME-DI-Delhi	MSME-DI, Okhla Industrial Estate New Delhi -110 020.	Ph : 011-26847223, 26838118/269 Fax :011-26838016
9.	MSME-DI-Gangtok	MSME-DI, Tadong Housing Colony, P.O. Tadong, Gangtok -737102 Sikkim,	Ph :03592-231262 /880 Fax :03592-231262
10.	MSME-DI-Goa	MSME-DI, Opp. Konkan Railway Station. (Kepem Road), P.O. Box 334, Margao -403 601. Goa	Ph :0832-2705092/93, 2725979 Fax :0832-2705094
11.	MSME-DI-Guwahati	MSME-DI, Industrial Estate Bamuni Maidam, Guwahati -781021 Assam.	Ph :0361-2550052, 2550073 Fax :0361-2550298
12.	MSME-DI-Haldwani	MSME-DI, Kham Bungala Campis, Kaladungi Road, Haldwani -263139 Uttaranchal,	Ph :05946-228353 Fax :05946-221053
13.	MSME-DI-Hubli	MSME-DI, Industrial Estate, Gokul Road, Hubli -580 030 Karnataka,	Ph :0836-2332334/2330589/2335634 Fax :0836-2330389
14.	MSME-DI-Hyderabad	MSME-DI, Narsapur Cross Roads,	Ph :040-23078857 Fax :040-23078131/32/33

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		Bala Nagar, Andhra Pradesh Hyderabad -500 037	
15.	MSME-DI-Imphal	MSME-DI, C-17/18, Takyelpat Industrial Estate, Imphal -795 001. , Manipur	Ph :0385-2449096 / 2449096
16.	MSME-DI-Indore	MSME-DI, 10, Industrial Estate, Polo Ground, Indore -452 003. MP	Ph :0731-2420723
17.	MSME-DI-Jaipur	MSME-DI, 22, Godown, Industrial Estate, Jaipur -302 006. Rajasthan,	Ph :0141-2212098/3099/ 0553 Fax :0141-2210553
18.	MSME-DI-Jammu and Kashmir	MSME-DI, 36, B/C, Gandhi Nagar, Jammu -180 004. , J and K,	Ph :0191-2431077 Fax :0191-2450035
19.	MSME-DI-Kanpur	MSME-DI, 107, Industrial Estate, Kalpi Road, Kanpur -208 012. UP	Ph :0512-2295070 , 0512-2295071, 0512-2295073 Fax :0512-2220831
20.	MSME-DI-Karnal	MSME-DI, Industrial Development Colony, Near Iti, Kunjpura Road Karnal -132 001 Haryana,.	Ph :0184-2230910 Fax :0184-2231862
21.	MSME-DI-Kolkata	MSME-DI, 111&112,B.T.Road, Kolkata -700035. Bengal	Ph :033-25770595/598 Fax :033-25775531
22.	MSME-DI-Ludhiana	MSME-DI, Industrial Area B, Ludhiana -141 003 Punjab,	Ph :0161-2531733 /735 Fax :0161-2533225
23.	MSME-DI-Mumbai	MSME-DI, Kurla Andheri Road, Sakinaka, Mumbai - 4000072 Maharashtra,	Ph :91-22-28576090 / 3091 / 4305 Fax : 91-22-28578092
24.	MSME-DI-Muzaffarpur	MSME-DI, Institute,Goshala Road, P.O. Ramna, Muzaffarpur -842 002. Bihar	Ph :0621-2282486 Fax: 2284425
25.	MSME-DI-Nagpur	MSME-DI, C- Block, C.G.O. Complex, Seminary Hill, Nagpur -440 006. Maharashtra	Ph : 0712-2510352/0046 Fax : 0712-2511985
26.	MSME-DI-Patna	MSME-DI, Patilputra Industrial Estate, Patna -800 013. Bihar,	Ph :0612-2262719 , 0612-2262186 , 0612- 2262208 Fax :0612-2261677
27.	MSME-DI-Raipur	MSME-DI, Near Urkura Railway Station,Bhanpuri Industrial Area, Raipur(C.G)-493221 Chhatisgarh	Ph: 0771-2562312 Fax: 0771-2562719
28.	MSME-DI-Ranchi	MSME-DI, Kokar Industrial Estate, Ranchi -834001. Jharkhand,	Ph :0651-2546133/2546266 Fax :0651-2546235
29.	MSME-DI-Solan	MSME-DI, CHAMBAGHAT, Solan -173213. Himachal Pradesh	Ph :01792-230766 Fax :01792-230265
30.	MSME-DI-Thrissur	MSME-DI, Kanjany Oad, Ayyanthole, Thrissur -680 003. Kerala,	Ph :0487-2360216/686 Fax :0487-2360216

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MSME TCs			
31.	MSME-TC-Bhopal	MSME-TS, Shed No.W.47e, Indl. Area Govindpura, Bhopal-462023, Madhya Pradesh	Ph: 0755-2586075
32.	MSME-TC-CDGI, Firozabad	Shri Sanjeev Chinmalli Principal Director(I/C) MSME-Technology Development Centre (Centre for the Development of Glass Industry), A-1/1, Industrial Area, Jalesar Road, P.O. Muiddinpur, Firozabad-283203 (U.P.)	Tel:05612- 203238 -291218
33.	MSME-TC-CFTI, Agra	Shri Sanatan Sahoo Director, MSME-Technology Development Centre (Central Footwear Training Institute) C - 41& 42, Site 'C' Sikandra, Industrial Area Aqra-282007 (U.P.)	Tel:0562-2642004-05 Fax: 0562-2640502 -2642004
34.	MSME-TC-CFTI, Chennai	Shri K. Murali Director, MSME-Technology Development Centre (Central Footwear Training Institute) 65/1 G.S.T. Road Guindy, Chennai-600032	Tel:044-22501529 Fax:044-22500876
35.	MSME-TC-CIHT, Jalandhar	Shri A.K. Bathla Principal Director MSME-Tool Room (Central Institute of Hand Tools) G.T. Road, Bye Pass, Jalandhar-144008 (Punjab)	Tel:0181- 2290225 -26 Fax:0181-2290457
36.	MSME-TC-CITD, Hyderabad	Shri Shujayat Khan Principal Director MSME-Tool Room (Central Institute of Tool Design) A-1 to A-8 APIE, Balanagar Hyderabad 500037 (A.P.)	Tel:040- 23772747-48 Fax:040-23772658
37.	MSME-TC-CTR, Ludhiana	Shri A.P. Sharma General Manager MSME-Tool Room (Central Tool Room) A-5, Focal Point Ludhiana 141 010 (Punjab)	Tel:0161- 2670058 / 9 -2676166 Fax:0161-2674746,
38.	MSME-TC-CTTC, Bhubaneswar	Shri S. Maity Managing Director MSME-Tool Room (Central Tool Room & Training Centre) B-36, Chandka Indio Area P.O. Patia Bhubaneswar 751 024 (Odisha)	Tel: 0674-2742100 -3011700 Fax: 0674-2743061
39.	MSME-TC-CTTC, Kolkata	Shri Debdutta Guha General Manager MSME-Tool Room (Central Tool Room & Training Centre) Bonhooghly Indl. Kolkata 700 108 (W.B.)	Tel:033- 25776350 -25771068 Fax:033-25772494
40.	MSME-TC-ESTC, Ramnagar	Shri S. K. Chetti Principal Director MSME-Technology Development Centre (Electronics Service & Training Centre)	Tel:05947-251201 -251530 -255951 Fax:05947-251294

		Kaniya, Ramnagar, Dist. Nainital-244715 Uttarakhand	
41.	MSME-TC-FFDC, Kannauj	Shri S.V. Shukla Principal Director MSME-Technology Development Centre (Fragrance & Flavour Development Centre), Industrial Estate GT Road, P.O. Makrand Nagar Kannauj -209726 (U.P.)	Tel:05694-234465 -234791 Fax:05694-235242 234465
42.	MSME-TC-IDEMI, Mumbai	Shri S.V. Rasal Principal Director MSME-Techechnology Development Centre (Institute for Design of Electrical Measuring Instruments) S.T. Tope Marq Chunabhatti Sion P.O. Mumbai-22	Tel: 022-24056239 -24050301-04 Fax:9522-24050016
43.	MSME-TC-IDTR, Jamshedpur	Shri Anand Dyal General Manager MSME-Tool Room (Indo Danish Tool Room) M-4 (Part) Phase-VI, Tata Kandra Road, Gamharia Jamshedpur 832 108 (Jharkhand)	Tel:0657-2201261 / 2 Fax: 0657-2202723
44.	MSME-TC-IGTR, Ahmedabad	Shri Indrakumar Hariramani General Manager MSME-Tool Room (Indo German Tool Room) Plot-5003, Phase-IV, GIDC Vatva Mehmedabad Road, Ahmedabad 382 445 (Gujarat)	Tel: 079- 25840964, 25840966 Fax:079 -25841962
45.	MSME-TC-IGTR, Aurangabad	Shri H.D. Kapse General Manager, MSME-Tool Room (Indo German Tool Room), P-31, MIDC, Chikalthana Indl. Area, Aurangabad 431 006	Tel:0240- 2480578 Fax:0240-2484028
46.	MSME-TC-IGTR, Indore	Shri Pramod Joshi General Manager, MSME-Tool Room , (Indo German Tool Room) Plot No. 291/B-302/A, Sector - 'E' Sanwer Road, Industrial Area, Indore 452 003 (MP)	Tel:0731- 4210755, 4210700, 4210704 Fax: 0731-2720353
47.	MSME-TC-PPDC, Agra	Shri R. Panneer Selvam Principal Director MSME-Technology Development Centre (Process and Product Development Centre) Foundry Nagar Agra-282006 (U.P.)	Tel:0562-2344006 2344673 Fax:0562-2344381
48.	MSME-TC-PPDC, Meerut	Shri Sunil Gupta Director, MSME-Technology Development Centre (Process cum Product Development Centre) Sports Goods Complex, Delhi Road Meerut-250002 (U.P.)	Tel:0121-2511779 Fax:0121-2404991
49.	MSME-TC-TRTC, Guwahati	Shri K.K. Saha Project Manager , MSME-Tool Room	Tel: 0361- 2655542 -2654042 Fax:0361-2654042

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		(Tool Room & Training Centre) Amingaon Industrial Area, North Guwahati Road, Amingaon, Guwahati 781 031	
		Other Agencies	
50.	Central Institute of Plastics Engineering & Technology (CIPET), Chennai	J.Bosco - Manager Mr. Shanmugam	9662517009 9445798059
51.	Centre for Entrepreneurship Development Madhya Pradesh (CEDMAP)	Dinesh Kumar Khare Regional Co-ordinator Navniit Siingh Chatwal Executive Director	9827016501, 99811 88811
52.	Entrepreneurship Development Institute of India (EDII) Ahmedabad	Dr. Sanjay Pal-Senior Faculty Rakesh Mehta-Manager (F & A) Sarita Modi- Sr. Manager - F&A	9825867445, 6359860766, 9978910162
53.	Government Tool Room and Training Centre, Dumka	Anoop Kumar Principal	9430755981 9674766412 9199240260
54.	HP Centre for Entrepreneurship Development (HPCED)	Veena Thakur	8219287286
55.	Institute of Entrepreneurship Development Odisha (IEDO), Bhubaneswar	A. K. Dhal, EO	9437163828
56.	Jammu & Kashmir Entrepreneurship Development Institute (JKEDI)	Nafia Nazir, Senior Manager, Personnel & Administration Dr. Majid Khan, Director Dy. Director	7006158422, 9906868832 9469211675, 9419216208 01933-222265/66
57.	Jharkhand Government Mini Tool Room and Training Centre, Ranchi	Sh. Mangal Toppo (Training Incharge) MK Gupta (Principal)	9470977382, 9431129589 06512265966
58.	Karnataka council for technological Upgradation (KCTU)	B Mahesh Managing Director Mr. Shashi Kumar (Accounts)	9632402986 9611094900
59.	Kerala Institute for Entrepreneurship Development (KIED)	Drishya	9605542061, 8526339798
60.	Maharashtra Centre for Entrepreneurship development(MCED)	Mr. S. K. Thote	9403078753
61.	Nagaland Industrial Development Corporation Limited (NIDC)	Temjenyanger Jamir (Manager),Hussain	9436266379,9436213174
62.	Nagaland Tool Room & Training Centre (NTTC),	Er. Petehetuo Miasalhou - Principal Awalo Keppen - SPOC	9436005766, 8258977353
63.	National Institute for Micro, Small and Medium Enterprises (ni-msme),	Gaddam Sudarshan Faculty Member	9490420372, 9494959108
64.	Telangana State Trade Promotion corporation Limited (TSTPC)	Nagalinga Chary Mr. Shyam Sunder J.RAJA RAM,CGM(F&TP)	9985437923 9000991831 9908718003
65.	The Centre for Entrepreneurship Development (CED), Gujarat	Alpesh Gajjar Project Leader Dr. R N Prasad	63596 01735, 79 22814137 079-23256672, 22814137

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66.	The National Small Industrial Corporation Ltd. (NSIC), Okhla	Rajiv Nath - Chief Manager SATVINDER SINGH	9818433323
67.	The Odisha Small Industries Corporation Ltd (OSIC)	(Mr. Santatnu Tripati) Mr. Pradeepta Kumar Sahani, Managing Director.	9861251875 9337120370 0671-2341204
68.	Tribal Cooperative Marketing Development Federation of India Ltd (TRIFED)	Amit Bhatnagar -DGM Sandeep Pahalwan - Sr. Manager Om Prakash - Asst. Manager	9818198009, 9871380623, 9211794630
69.	Tripura Industrial Development Corporation Limited (TIDC)	Rajesh Chowdhury (Accountant) Mr.Sudip Das Er.RAJESH KUMAR DAS Officer on special Duty	9436568404, 9436465984
70.	Udhyam Protsahan Sansthan (UPS)	Sh.S.S Shah excutive director Sanjeev Saxena	9414320421 7665055556 0141 2227727
71.	UP Industrial Consultants Limited (UPICO)	Nishant Srivastava, Manoj Gupta, Praveen Singh - MD	7572041194, 9971112970, 9454833333
72.	UP Khadi Tatha Gramoudyog Board	Virendra Prasad - Principal	7408410721

15. Annexure 4 Implementation Agency Questionnaire

Evaluation Study of Entrepreneurship and Skill Development Programme (ESDP) Scheme

The goal of this survey is to gather information and opinions about the Entrepreneurship and Skill Development Programme (ESDP) Scheme and its usefulness for all the stakeholders. The information gathered here will help us suggest policy recommendations to Department of MSME for improving the effectiveness of these programmes. Agency name and details provided by you will be kept confidential.

IMPLEMENTING AGENCY QUESTIONNAIRE

1. Details/data base

Programme	Loca tion	Sanction		Actual		No. of participants					Drop out No.
		Date	Budget	Date	Money Received	SC	ST	Women	Minority	Differently abled	

Questionnaire for Implementing Agency

1   Name
2   Year of Establishment
3   Activity Profile (2018-19)

Activity	Physical Scale (no.)

4   Manpower Profile (current)

Category	No.
Director/Head	
Senior Professional	
Other Professional	
Managerial (account, admin,etc.)	
Support staff	
Total	

5   Annual Budget

Year	Budget	Actual Spend
2019-20		
2018-19		
2017-18		
2016-17		

6   External Experts/Associates (current)

Subject	No.

7   Details of engagement in entrepreneurship development, self-employment promotion and skill development (other than up scaled ESDP)

Programme	Activity	Physical Scale (no.)	
		2018-19	2017-18

8   Reasons For Carrying out up scaled ESDP
9   Learning From ESDP, programme-wise
     IMC-1
     IMC-2
     EAP
     ESDP
     MDP

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10   Suggestion To Tone-up up scaled ESDP

11   Motivation
        –   official priority
        –   financial assistance
        –   accumulated experience

12.   Area Assessment made   Yes [   ]   No [   ]   Limited [   ]

13.   Findings of such assessment (copy, if report)

14.   Coordinator profile

15.   IA profile

16.   Course design outline. Who made it? How?

17.   A copy of the schedule

18.   A copy of the material distributed

19.   mid-programme feedback

20.   programme-end feedback

21.   Faculty selection process

22.   Condensed CV of faculty

23.   Result expected

24.   Result achieved

25.   Explanation of gap, if any, between 14 and 15

26.   problems encountered

27.   learnings

28.   suggestions

29.   views on the concept – separately for IMC-1, IMC-2, EAP, ESDP and MDP

30.   other points/suggestions

16.Annexure 5 Participant/Beneficiary questionnaires IMC Y

Evaluation Study of Entrepreneurship and Skill Development Programme (ESDP) Scheme

READ THE FOLLOWING TO THE RESPONDENT BEFORE PROCEEDING. The goal of this survey is to gather information and opinions about the Entrepreneurship and Skill Development Programme (ESDP) Scheme and its usefulness for you and your fellow participants. The information gathered here will help us suggest policy recommendations to Department of MSME for improving the effectiveness of these programmes. You name and details provided by you will be kept confidential.

QUESTIONNAIRE -- Industrial Motivation Campaign (IMC Y)

Year in which benefit is drawn: ………………………….(DD/MM/YY)

Implementation Agency:	Interviewer (s):	Date of interview:
Address:	Contact Details:	

❖ Biographic profile

1. Name

2. Address and Mobile No.:

3. **Gender**   M ☐   F ☐   Third ☐

4. **Age**   up to 20 ☐   20 to 25 ☐   25 to 30 ☐
   30 to 35 ☐   35 to 40 ☐   Above 40 ☐

5. **Occupation**

   Student ☐   Job-holder ☐   Unemployed ☐

   Self-employed ☐   Home-maker ☐   Businessperson/Entrepreneur ☐

   Social Worker ☐   Other (specify) ☐

   ☐   ☐   ☐   ☐

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6. **Religion** (optional) Hindu   Muslim   Sikh   Christian

   Buddha ☐   Other ☐

7. **Caste (optional)**:
   Scheduled Caste ☐   Scheduled Tribe ☐   Other Backward Caste ☐

   Nomadic Tribe ☐   Differently Abled ☐   Other ☐

8. **Education:** up to 10th standard ☐   up to 12th standard ☐   college-dropout ☐

   Degree/Diploma holder ☐   post graduate ☐   Ph.D. ☐

9. **Do you own or run an enterprise (Yes/No) (if yes) specify type?**

10. **Possession of special skill (specify, e.g., tailoring, welding):**

11. **How did you come to know about this programme (source of information)**

12. **Your motivation for joining the programme (rank)**

    a. Pressure/encouragement from Implementing Agency ☐

    b. Friends/relatives joining ☐

    c. Idle time ☐

    d. desire for knowledge/learning ☐

    e. desire for certificate ☐

    f. help in getting a job ☐

    g. preparation for self-employment ☐

    h. preparation for enterprise launching ☐

    i. help in getting a bank loan ☐

    j. pressurized by family/parents ☐

    k. other (specify) ☐

13. Please rate the following (Content Dimensions)

	Very Useful	Useful	Not Useful

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❖ Subjects covered under the programme			
❖ Training Material			
❖ Exercises/Assignments			

14. Please rate the following (Delivery Aspects)

	Very Useful	**Useful**	**Not Useful**
a. Coordinators			
b. Faculty			
c. Timings			
d. Duration			
e. Distance to the Venue			
f. Ambience of the Venue			
g. Food/beverage			
h. Classroom and other facilities			
i. Peers			
j. Non-classroom support			
k. After-programme support			
l. Other (specify)			

15. Please rate the following

❖ **Programme Impact**	**High Increase**	**Increase**	**Little increase**	**No Increase**
a. Confidence				
b. Motivation to take up entrepreneurship				
c. Basic understanding of entrepreneurship				
d. understanding of self-employment				
e. understanding of job prospects				

16. Effectiveness of the programme (for you)

Very useful ☐ useful ☐ Not-so-useful ☐ Not at all useful ☐

17. Effectiveness of the programme (for your fellow participants)

Very useful ☐ Useful ☐ Not-so-useful ☐ Not at all useful ☐

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19. Did you attend any entrepreneurship awareness or skill development programme after this awareness programme (if yes, specify)

20. Did the implementation agency informed you about the other activities of the this programme that you may get benefitted with (Yes/No)

21. Please specify reasons for not attending the entrepreneurship or skill development programme

22. Three things that you liked about The Programme

   a. ..
   b. ..
   c. ….

23. Three things that you disliked about The Programme

   a. ..
   b. ..
   c. ….

24. Please provide your valuable suggestions to improve the effectiveness of such programmes

Thanks for your support

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17.Annexure 6 Participant/Beneficiary questionnaires IMC C

READ THE FOLLOWING TO THE RESPONDENT BEFORE PROCEEDING. The goal of this survey is to gather information and opinions about the Entrepreneurship and Skill Development Programme (ESDP) Scheme and its usefulness for you and your fellow participants. The information gathered here will help us suggest policy recommendations to Department of MSME for improving the effectiveness of these programmes. You name and details provided by you will be kept confidential.

QUESTIONNAIRE -- Industrial Motivation Campaign (IMC C)

Year in which benefit is drawn: ………………………….(DD/MM/YY)

Implementation Agency:	Interviewer (s):	Date of interview:
Address:	Contact Details:	

❖ Biographic profile

1. Cluster Name:

2. Name

3. Address and Mobile No.:

4. **Gender**   M ☐   F ☐   Third ☐

5. **Age**   up to 20 ☐   20 to 25 ☐   25 to 30 ☐

     30 to 35 ☐   35 to 40 ☐   Above 40 ☐

6. **Occupation**

     Student ☐   Job-holder ☐   Unemployed ☐

     Self-employed ☐   Home-maker ☐   Businessperson/Entrepreneur ☐

     Social Worker ☐   Other (specify) ☐

7. **Religion** (optional) Hindu ☐   Muslim ☐   Sikh ☐   Christian ☐

     Buddha ☐   Other ☐

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8. **Caste (optional)**:

Scheduled Caste ☐   Scheduled Tribe ☐   Other Backward Caste ☐

Nomadic Tribe ☐   Differently Abled ☐   Other ☐

9. **Education:** up to 10th standard ☐   up to 12th standard ☐   college-dropout ☐

Degree/Diploma holder ☐   post graduate ☐   Ph.D. ☐

10. Do you own or run an enterprise (Yes/No) (if yes) specify type?

11. Possession of special skill (specify, e.g., tailoring, welding):

12. How did you come to know about this programme (source of information)

13. Your motivation for joining the programme (rank)

l.   Pressure/encouragement from Implementing Agency   ☐

m. Friends/relatives joining   ☐

n.   Idle time   ☐

o.   desire for knowledge/learning   ☐

p.   desire for certificate   ☐

q.   help in getting a job   ☐

r.   preparation for self-employment   ☐

s.   preparation for enterprise launching   ☐

t.   help in getting a bank loan   ☐

u.   pressurized by family/parents   ☐

v.   other (specify)   ☐

14. Please rate the following (Content Dimensions)

	Very Useful	Useful	Not Useful

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	Very Useful	Useful	Not Useful
❖ Subjects covered under the programme			
❖ Training Material			
❖ Exercises/Assignments			

15. Please rate the following (Delivery Aspects)

	Very Useful	**Useful**	**Not Useful**
m. Coordinators			
n. Faculty			
o. Timings			
p. Duration			
q. Distance to the Venue			
r. Ambience of the Venue			
s. Food/beverage			
t. Classroom and other facilities			
u. Peers			
v. Non-classroom support			
w. After-programme support			
x. Other (specify)			

16. Please rate the following

❖ **Programme Impact**	**High Increase**	**Increase**	**Little increase**	**No Increase**
f. Confidence				
g. Motivation to take up entrepreneurship				
h. Basic understanding of entrepreneurship				
i. understanding of self-employment				
j. understanding of job prospects				

17. Effectiveness of the programme (for you)

Very useful ☐ Useful ☐ Not-so-useful ☐ Not at all useful ☐

18. Effectiveness of the programme (for your fellow participants)

Very useful ☐ Useful ☐ Not-so-useful ☐ Not at all useful ☐

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20. Did you attend any entrepreneurship awareness or skill development programme after this awareness programme (if yes, specify)

21. Did the implementation agency informed you about the other activities of the this programme that you may get benefitted with (Yes/No)

22. Please specify reasons for not attending the entrepreneurship or skill development programme

23. Three things that you liked about The Programme

    d. ..
    e. ..
    f. ….

24. Three things that you disliked about The Programme

    d. ..
    e. ..
    f. ….

25. Please provide your valuable suggestions to improve the effectiveness of such programmes

Thanks for your support

18.Annexure 7 Participant/Beneficiary questionnaires EAP

READ THE FOLLOWING TO THE RESPONDENT BEFORE PROCEEDING. The goal of this survey is to gather information and opinions about the Entrepreneurship and Skill Development Programme (ESDP) Scheme and its usefulness for you and your fellow participants. The information gathered here will help us suggest policy recommendations to Department of MSME for improving the effectiveness of these programmes. You name and details provided by you will be kept confidential.

QUESTIONNAIRE – Entrepreneurship Awareness Programme (EAP)

Year in which benefit is drawn: ………………………….(DD/MM/YY)

Implementation Agency: Address: 	Interviewer (s): Contact Details:	Date of Interview :

❖ Biographic profile

1. Name

2. Address and Mobile No.:

3. **Gender**   M ☐   F ☐   Third ☐

4. **Age**   up to 20 ☐   20 to 25 ☐   25 to 30 ☐

     30 to 35 ☐   35 to 40 ☐   Above 40 ☐

5. **Occupation**

   Student ☐   Job-holder ☐   Unemployed ☐

   Self-employed ☐   Home-maker ☐   Businessperson/Entrepreneur ☐

   Social Worker ☐   Other (specify) ☐

6. **Religion** (optional) Hindu ☐   Muslim ☐   Sikh ☐   Christian ☐

   Buddha ☐   Other ☐

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7. **Caste (optional)**:

Scheduled Caste ☐   Scheduled Tribe ☐   Other Backward Caste ☐

Nomadic Tribe ☐   Differently Abled ☐   Other ☐

8. **Education:** up to 10th standard ☐   up to 12th standard ☐   college-dropout ☐

Degree/Diploma holder ☐   post graduate ☐   Ph.D. ☐

9. **Do you own or run an enterprise (Yes/No) (if yes) specify type?**

10. **Possession of special skill (specify, e.g., tailoring, welding):**

11. **How did you come to know about this programme (source of information)**

12. **Your motivation for joining the programme (rank)**

   w. Pressure/encouragement from Implementing Agency   ☐

   x. Friends/relatives joining   ☐

   y. Idle time   ☐

   z. desire for knowledge/learning   ☐

   aa. desire for certificate   ☐

   bb. help in getting a job   ☐

   cc. preparation for self-employment   ☐

   dd. preparation for enterprise launching   ☐

   ee. help in getting a bank loan   ☐

   ff. pressurized by family/parents   ☐

   gg. other (specify)   ☐

13. Your attendance at the programme

-------- to ------- days ☐   -------- to ------- days ☐

-------- to ------- days ☐   -------- to ------- days ☐

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14. Cost Borne By You For Attending The Programme

❖ loss of earnings: up to Rs._____

❖ Commute: up to 2 kms ☐   2 to 5 kms ☐   5 to 10 kms ☐   Above 10 kms. ☐

15. Please rate the following (Content Dimensions)

	Very Useful	Useful	Not Useful
❖ Subjects covered under the programme			
❖ Coverage of the topics			
❖ Timings kept for each topic			
❖ Training Material			
❖ Exercises/Assignments			

16. Mode of delivery

Lecture ☐   Discussion based ☐   Hands on ☐

17. Please rate the following (Delivery Aspects)

	Very Useful	Useful	Not Useful
y. Coordinators			
z. Faculty			
aa. Clearing of doubts			
bb. Mode of delivery			
cc. Timings			
dd. Duration			
ee. Distance to the Venue			
ff. Ambience of the Venue			
gg. Food/beverage			
hh. Classroom and other facilities			
ii. Peers			
jj. Non-classroom support			
kk. After-programme support			
ll. Other (specify)			

18. Try and recall topics, which you learnt and tell how useful they were (maximum 10 topics)

Topic	Very useful	Useful	Not-so-Useful
a.			

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b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			

19. Try and recall entrepreneurship faculty (EDP) which you found most useful   (maximum   5 faculty)

S.No.	Faculty Name	Subject
a.		
b.		
c.		
d.		
e.		
f.		

20. Contacts Made:

Useful ☐   Not-so-useful ☐   Not much contact made ☐

21. Please rate the following

❖ Programme Impact	High Increase	Increase	Little increase	No Increase
k. Confidence				
l. understanding of entrepreneurship				
m. understanding of self-employment				
n. understanding of job prospects				
o. knowledge of various govt. schemes (financing included)				
p. useful contacts				

22. **Please rate the following elements of programme that you have attended on a scale of 5**
(5 means excellent; 1 means, 3 means satisfactory, 1 means very poor)

		5	4	3	2	1
	Content					
	Conduct					
	Usefulness					
	Duration of programme					
	Overall					

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23. After the programme (One tick, maximum two ticks. Explanation, if two ticks)

	Because of the programme	Somewhat because of the programme	Not because of the programme
❖ You became self-employed			
❖ You set up your own enterprise			
❖ You got a job			

24. Description

	Activity	Investment	Annual Sale
❖ Self-employment			
❖ Enterprise			

25. Job Secured: Description
❖ Nature
❖ Annual Salary   (Rs.)

26. Personal circumstances prevented (though interested)

	Explain circumstances
❖ Self – employment	
❖ Enterprise	
❖ Job	

27. **Lost interest in**	**Reason**
❖ Self – employment	
❖ Enterprise	
❖ Job	

28. **Tried but could not establish**	**Reason**
❖ Self – employment	
❖ Enterprise	
❖ Job	

29. Made Progress (tick mark what is applicable)

❖ Self – employment

a. enough skill		f. opportunity identified	
b. premises tied up		g. loan applied for	
c. Tools secured		h. loan sanctioned	
d. Certification secured		i. loan disbursed	
e. partnership formed		j. DPR prepared	

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❖ Enterprise Establishment ☐
    a. opportunity identified ☐
    b. premises tied up ☐
    c. loan applied for ☐
    d. loan sanctioned ☐
    e. loan disbursed ☐
    f. machinery ordered/secured ☐
    g. own money arranged ☐

❖ Job ☐
a. CV prepared ☐
b. CV posted on portals/mailed ☐
c. test/interview done ☐
d. offer received ☐

30. your objective at the time of joining the programme

31. Increase in confidence after the programme
Increase ☐   some increase ☐   little increase ☐

32. Effectiveness of the programme (for you)
Very useful ☐   useful ☐   Not-so-useful ☐   Not at all useful ☐

33. Effectiveness of the programme (for your fellow participants)
Very useful ☐   useful ☐   Not-so-useful ☐   Not at all useful ☐

34. Did you attend any entrepreneurship awareness or skill development programme after this awareness programme (if yes, specify)

35. Did the implementation agency informed you about the other activities of the this programme that you may get benefitted with (Yes/No)

36. Please specify reasons for not attending the skill development programme

37. Three things that you liked about The Programme

    g. ..
    h. ..
    i. ….

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38. Three things that you disliked about The Programme

    g. ..
    h. ..
    i. ….

39. Please provide your valuable suggestions to improve the effectiveness of such programmes

Thanks for your support

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19. Annexure 8 Participant/Beneficiary questionnaires E-SDP

READ THE FOLLOWING TO THE RESPONDENT BEFORE PROCEEDING. The goal of this survey is to gather information and opinions about the Entrepreneurship and Skill Development Programme (ESDP) Scheme and its usefulness for you and your fellow participants. The information gathered here will help us suggest policy recommendations to Department of MSME for improving the effectiveness of these programmes. Your name and details provided by you will be kept confidential.

QUESTIONNAIRE – Entrepreneurship cum Skill Development Programme (E-SDP)

Implementation Agency: Address:	Interviewer (s): Contact Details:	Date:

❖ Biographic profile

1. Name

2. Address and Mobile No.:

3. **Gender**   M ☐   F ☐   Third ☐

4. **Age**   up to 20 ☐   20 to 25 ☐   25 to 30 ☐

    30 to 35 ☐   35 to 40 ☐   Above 40

5. **Occupation**

    Student ☐   Job-holder ☐   Unemployed ☐

    Self-employed ☐   Home-maker ☐   Businessperson/Entrepreneur ☐

    Social Worker ☐   Other (specify) ☐

6. **Religion** (optional) Hindu ☐ Muslim ☐ Sikh ☐ Christian ☐

    Buddha ☐   Other ☐

7. **Caste (optional)**:
    Scheduled Caste ☐   Scheduled Tribe ☐   Other Backward Caste ☐

    Nomadic Tribe ☐   Differently Abled ☐   Other ☐

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8. **Education:** up to 10th standard ☐   up to 12th standard ☐   college-dropout ☐

     Degree/Diploma holder ☐   post graduate ☐   Ph.D. ☐

9. Do you own or run an enterprise (Yes/No) (if yes) specify type?

10. Possession of special skill (specify, e.g., tailoring, welding):

11. How did you come to know about this programme (source of information)

12. Your motivation for joining the programme (rank)

   hh. Pressure/encouragement from Implementing Agency   ☐

   ii.   Friends/relatives joining   ☐

   jj.   Idle time   ☐

   kk. desire for knowledge/learning   ☐

   ll.   desire for certificate   ☐

   mm.   help in getting a job   ☐

   nn. preparation for self-employment   ☐

   oo. preparation for enterprise launching   ☐

   pp. help in getting a bank loan   ☐

   qq. pressurized by family/parents   ☐

   rr.   other (specify)   ☐

13. Your attendance at the programme

     -------- to ------- days ☐   -------- to ------- days ☐

     -------- to ------- days ☐   -------- to ------- days ☐

14. Cost Borne By You For Attending The Programme

❖ loss of earnings: up to Rs._____

   ☐   ☐   ☐   ☐

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❖ Commute: up to 2 kms   2 to 5 kms   5 to 10 kms   Above 10 kms.

15. Please rate the following (Content Dimensions)

	Very Useful	Useful	Not Useful
❖ Subjects covered under the programme			
❖ Coverage of the topics			
❖ Timings kept for each topic			
❖ Training Material			
❖ Exercises/Assignments			

16. Mode of delivery

Lecture ☐   Discussion based ☐   Hands on ☐

17. Please rate the following (Delivery Aspects)

	Very Useful	Useful	Not Useful
mm. Coordinators			
nn. Faculty			
oo. Clearing of doubts			
pp. Mode of delivery			
qq. Timings			
rr. Duration			
ss. Distance to the Venue			
tt. Ambience of the Venue			
uu. Food/beverage			
vv. Classroom and other facilities			
ww. Peers			
xx. Non-classroom support			
yy. After-programme support			
zz. Other (specify)			

18. Try and recall topics, which you learnt and tell how useful they were (maximum 10 topics)

Topic	Very useful	Useful	Not-so-Useful
j.			
k.			
l.			
m.			
n.			
o.			
p.			
q.			

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r.			

19. Try and recall entrepreneurship faculty (EDP) which you found most useful   (maximum   5 faculty)

S.No.	Faculty Name	Subject
g.		
h.		
i.		
j.		
k.		
l.		

Try and recall skill faculty, which you found most useful (maximum 5 faculty)

S.No.	Faculty Name	Subject
1.		
2.		
3.		
4.		
5.		
6.		

20. Contacts Made:

Useful [ ]   Not-so-useful [ ]   Not much contact made [ ]

21. Why did you choose the programme on the given skill?

Hereditary skill [ ]   Already acquired skill [ ]   Interest in acquiring the skill [ ]

Did not have opportunity to train in any other skill [ ]   Other (specify) [ ]

22. Please rate the following

❖ Programme Impact	High Increase	Increase	Little increase	No Increase
a. Confidence				
b. understanding of entrepreneurship				
c. understanding of self-employment				
d. understanding of job prospects				
e. knowledge of various govt. schemes (financing included)				
f. useful contacts				

23. Please rate the following elements of programme that you have attended on a scale of 5 (5 means excellent; 1 means, 3 means satisfactory, 1` means very poor)

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		5	4	3	2	1
	Content					
	Conduct					
	Usefulness					
	Duration of programme					
	Overall					

24. After the programme (One tick, maximum two ticks. Explanation, if two ticks)

	Because of the programme	Somewhat because of the programme	Not because of the programme
❖ You became self-employed			
❖ You set up your own enterprise			
❖ You got a job			

25. Description

	Activity	Investment	Annual Sale
❖ Self-employment			
❖ Enterprise			

26. Job Secured: Description

❖ Nature

Annual Salary   (Rs.)

27. Personal circumstances prevented (though interested)

	Explain circumstances
❖ Self – employment	
❖ Enterprise	
❖ Job	

26	Lost interest in	Reason
❖ Self – employment		
❖ Enterprise		
❖ Job		

27	Tried but could not establish	Reason
❖ Self – employment		
❖ Enterprise		
❖ Job		

28   Made Progress (tick mark what is applicable)

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❖ Self – employment

    k. enough skill ☐

    l. premises tied up ☐

    m. Tools secured ☐

    n. Certification secured ☐

    o. partnership formed ☐

    p. opportunity identified ☐

    q. loan applied for ☐

    r. loan sanctioned ☐

    s. loan disbursed ☐

    t. DPR prepared ☐

❖ Enterprise Establishment

    h. opportunity identified ☐

    i. premises tied up ☐

    j. loan applied for ☐

    k. loan sanctioned ☐

    l. loan disbursed ☐

    m. machinery ordered/secured ☐

    n. own money arranged ☐

❖ Job

e. CV prepared ☐

f. CV posted on portals/mailed ☐

g. test/interview done ☐

h. offer received ☐

29. your objective at the time of joining the programme

30. Increase in confidence after the programme

    Increase ☐   some increase ☐   little increase ☐

31. Could you get hand holding support from coordinators/faculty etc after the programme ? (If yes, specify the type of support)

32. Suggestions for improving the programme

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33. Three things that you liked about The Programme

    j. ..
    k. ..
    l. ….

34. Three things that you disliked about The Programme

    j. ..
    k. ..
    l. ….

35. Please provide your valuable suggestions to improve the effectiveness of such programmes

Thanks for your support

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20.Annexure 9 Participant/Beneficiary questionnaires MDP

READ THE FOLLOWING TO THE RESPONDENT BEFORE PROCEEDING. The goal of this survey is to gather information and opinions about the Entrepreneurship and Skill Development Programme (ESDP) Scheme and its usefulness for you and your fellow participants. The information gathered here will help us suggest policy recommendations to Department of MSME for improving the effectiveness of these programmes. You name and details provided by you will be kept confidential.

QUESTIONNAIRE – Management Development Programme (MDP)
Year in which benefit is drawn: ………………………….(DD/MM/YY)

Implementation Agency: Address:	Interviewer (s): Contact Details:	Date of Interview:

Biographic profile

1. Name

2. Address and Mobile No.:

3. **Gender**   M ☐   F ☐   Third ☐

4. **Age**   up to 20 ☐   20 to 25 ☐   25 to 30 ☐
    30 to 35 ☐   35 to 40 ☐   Above 40

5. **Occupation**

    Student ☐   Job-holder ☐   Unemployed ☐

    Self-employed ☐   Home-maker ☐   Businessperson/Entrepreneur ☐

    Social Worker ☐   Other (specify) ☐

6. **Religion** (optional) Hindu ☐ Muslim ☐ Sikh ☐ Christian ☐

    Buddha ☐ Other ☐

7. **Caste (optional)**:

Scheduled Caste ☐   Scheduled Tribe ☐   Other Backward Caste ☐

Nomadic Tribe ☐   Differently Abled ☐   Other ☐

8. **Education:** up to 10th standard ☐   up to 12th standard ☐   college-dropout ☐

Degree/Diploma holder ☐   post graduate ☐   Ph.D. ☐

9. **Do you own or run an enterprise (Yes/No) (if yes) specify type?**

10. **Possession of special skill (specify, e.g., tailoring, welding):**

11. **How did you come to know about this programme (source of information)**

1. **Motivation For Joining MDP**

   a. Better knowledge ☐

   b. Specific problems in present enterprise/self-employment ☐

   c. Persuasion by Implementation Agency ☐

   d. Friends/Colleagues joining ☐

   e. Persuasion by enterprise owner ☐

   f. Free of cost ☐

2. **Your motivation for joining the programme (rank)**

   a. Pressure/encouragement from Implementing Agency ☐

   b. Friends/relatives joining ☐

   c. Idle time ☐

   d. desire for knowledge/learning ☐

   e. desire for certificate ☐

   f. help in getting a job ☐

   g. preparation for self-employment ☐

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h. preparation for enterprise launching ☐

i. help in getting a bank loan ☐

j. pressurized by family/parents ☐

k. other (specify) ☐

3. Your attendance at the programme

-------- to ------- days ☐

4. Please rate the following (Content Dimensions)

	Very Useful	Useful	Not Useful
❖ Subjects covered under the programme			
❖ Coverage of the topics			
❖ Timings kept for each topic			
❖ Training Material			
❖ Exercises/Assignments			

5. Mode of delivery

Lecture ☐   Discussion based ☐   Hands on ☐

6. Please rate the following (Delivery Aspects)

	Very Useful	Useful	Not Useful
a. Coordinators			
b. Faculty			
c. Clearing of doubts			
d. Mode of delivery			
e. Timings			
f. Duration			
g. Distance to the Venue			
h. Ambience of the Venue			
i. Food/beverage			
j. Classroom and other facilities			
k. Peers			
l. Non-classroom support			
m. After-programme support			
n. Other (specify)			

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7. Contacts Made:

Useful ☐   Not-so-useful ☐   Not much contact made ☐

8. Please rate the following

❖ Programme Impact	High Increase	Increase	Little increase	No Increase
q. Confidence				
r. understanding of entrepreneurship				
s. understanding of self-employment				
t. understanding of job prospects				
u. knowledge of various govt. schemes (financing included)				
v. useful contacts				

9. **Please rate the following elements of programme that you have attended on a scale of 5**
(5 means excellent; 1 means, 3 means satisfactory, 1` means very poor)

		5	4	3	2	1
	Content					
	Conduct					
	Usefulness					
	Duration of programme					
	Overall					

10. Overall Effectiveness of the programme (for you)
Very useful ☐   useful ☐   Not-so-useful ☐   Not at all useful ☐

11. Effectiveness of the programme (for your fellow participants)
Very useful ☐   useful   Not-so-useful ☐   Not at all useful ☐

12. Did you attend any entrepreneurship awareness or skill development programme before this awareness programme (if yes, specify)

13. Could you get hand holding support from coordinators/faculty etc after the programme ? (If yes, specify the type of support)

14. Please specify reasons for not attending the skill development programme

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15. Three things that you liked about The Programme

    a.   ..
    b.   ..
    c.   ….

16. Three things that you disliked about The Programme

    a.   ..
    b.   ..
    c.   ….

17. Please provide your valuable suggestions to improve the effectiveness of such programmes

Thanks for your support

No.5(1)/2016-MDA
Government of India
Ministry of MSME
Office of Development Commissioner
Marketing Service Division
***

Nirman Bhavan, New Delhi
Dated: 17th OCT, 2019

Office Memorandum

Subject: Minutes of the SFC meeting for Draft revised SFC held on 25.09.2019 at 3:30 P.M. at Sameeksha, Room No. 49, Udyog Bhawan, New Delhi on " Development of MSMEs (Entrepreneurship and Skill Development Programme)".

The undersigned is directed to circulate herewith the minutes of the revised SFC on scheme *"Development of MSMEs (Entrepreneurship and Skill Development Programme)"* held on 25.09.2019 at 3:30 P.M. at Sameeksha, Room No. 49, Udyog Bhawan, New Delhi. Copy is enclosed.

2.   This issues with the approval of the Secretary (MSME).

(A.K. Verma)
Dy. Director
Ph. No.:011-23062215
e-mail:akverma@dcmsme.gov.in

Encl: As stated.

To,
1. Secretary, M/o Skill Development and Entrepreneurship, Shivaji Stadium, Annexe Building, New Delhi.
2. Secretary, M/o Social Justice & Empowerment, Shastri Bhavan, New Delhi -01
3. Secretary, M/o Women & Child Welfare, , Shastri Bhavan, New Delhi -01
4. Secretary/o Tribal Affairs, Shastri Bhavan, New Delhi -01
5. Secretary, Department of North Eastern Region, Vigyan Bhavan Annexe, New Delhi
6. Secretary, DIPP, M/o Commerce & Industry, Udyog Bhavan, New Delhi
7. Secretary, M/o Labour & Employment, Shram Shakti Bhavan, Rafi Marg, New Delhi
8. Secretary, M/o Rural Development, Rajpath Area, Central Secretriat, New Delhi
9. Secretary, Department of Science & Technology, Technology Bhavan, New Mahrauli Road, New Delhi -110016
10. Secretary, Department of Agriculture Research and Education, M/o Agriculture & Formers welfare, Krishi Bhavan, New Delhi
11. Secretary, DIPP, Udyog Bhavan, New Delhi
12. Secretary, Higher Education, Shastri Bhavan, New Delhi
13. Secretary, M/o Panchayati Raj, 11th Floor, J.P. Building, Kasturba Gandhi Marg, Cannaught place, New Delhi
14. SS&FA, M/o MSME, Udyog Bhavan, New Delhi
15. JS(SME), M/o MSME, Udyog Bhavan, New Delhi
16. JS(PF-II) Department of Expenditure, M/o Finance, North Block, New Delhi
17. Sr. Advisor (Industry),Niti Aayog, Parliament Street, New Delhi

Copy to:
18. PS to Secretary (MSME), Udyog Bhavan, New Delhi.
19. PS to AS&DC(MSME),O/o DC(MSME), Nirman Bhavan, New Delhi
20. PS to JDC(MK), O/o DC(MSME), Nirman Bhavan, New Delhi

(A.K. Verma)
Dy. Director

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