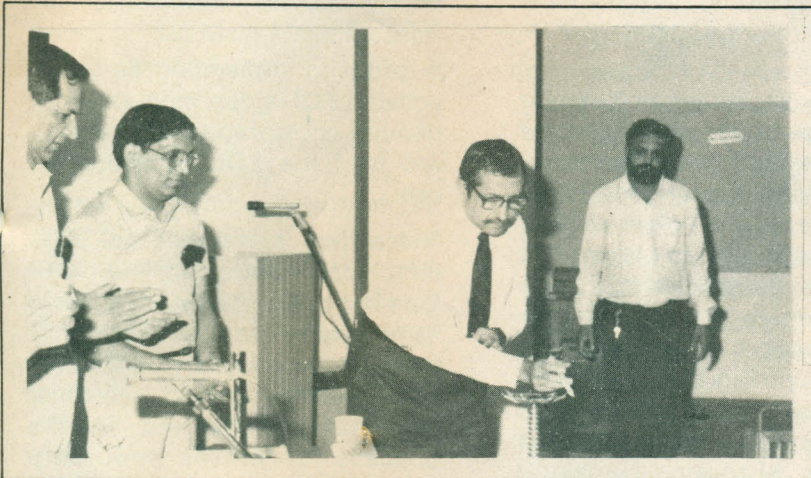
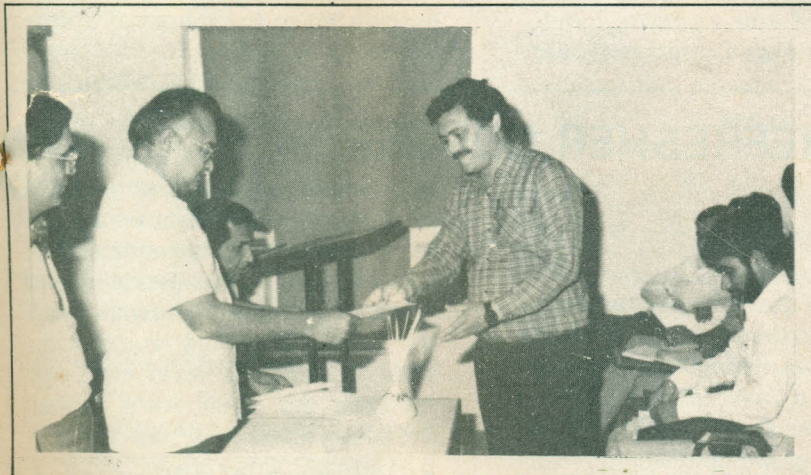


# EDI REPORTS

**Entrepreneurship Development Institute of India**  
(Sponsored by IDBI, ICICI, IFCI & SBI)



1) Shri Areez Khambatta of Pioma Industries, Chief Guest, lit the lamp to mark the inauguration of the Western Region Technical Teachers' Training Programme. To his right are Dr. P.N. Misra, Programme Co-ordinator and Dr. H.C. Raval, Chief-Training. Report on page-4.



2) Dr. V.G. Patel Director, awarding the certificate of Accreditation to the Trainers at the Vth ATC Refresher Course. Report on Page-2.

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## TWO CHALLENGING TASKS

Institutionalising the Entrepreneurship Development movement is one of the strategic objectives of the Institute. Operationally this means assisting and strengthening existing entrepreneurship development organisations and extending full support in the creation and operation of new ones.

EDI is presently lending support to Institute for Entrepreneurship Development at Patna which has been set up under the aegis of the all India Financial Institutions led by IDBI along with the State Govt. of Bihar and its agencies. EDI has accepted the responsibility of building up IED, Bihar through organisational and operational support.

To achieve this, EDI will depute a senior person as it's Executive Director and assist him with faculty support every month. An annual plan for IED, Bihar will be worked out and a team of competent trainer-motivators will be recruited. A supporting environ-

ment for the organisations as well as for entrepreneurs will be cultivated. The focus would be on establishing IEDs as catalysts within the state network for industrial and regional development and employment generation programmes.

An equally important assignment taken up by EDI is working in the North East Region with the newly created North Eastern Industrial Consultancy Organisation (NECON) at Imphal in Manipur. In close consultation with NECON, a comprehensive activity plan, for entrepreneurship development has been worked out. This involves selection and appointment of two trainers in each of the 4 states (Manipur, Mizoram, Nagaland and Tripura), training them at EDI's next Accredited Trainers' Course which begins in September, initiation of 12 EDPs in the first year, Orientation and Extension Motivation programmes for officers of the support institutions, Business Opportunity iden-

tification surveys and development of audio-visual, training and promotional material. IDBI has also agreed to assist NECON through its various training and special programmes assistance schemes.

In order to implement the above activity, EDI is deputing an experienced entrepreneur trainer who will lead the EDP co-ordination cell.

These two tasks will be EDI's direct contribution in the development of the states which fall in its priority list and the experience that will be gained at grassroot level would be shared with other organisations involved in the process of entrepreneurship development.

Seeking out new opportunities which offer a challenge is what entrepreneurs are expected to do. It is only natural that we too follow the same, being an organisation committed to the cause of entrepreneurship.

## Vth ATC REFRESHER COURSE

The Vth ATC Refresher Course was conducted at the Institute's Campus from 4-13 April, 1988. In all 14 participants attended the course including those who could not attend earlier.

During the refresher programme, the participants were initiated to share their experience about the EDPs they conducted. Problems and issues faced by them were analysed and a strategy for dealing with them was discussed. Inputs on key areas such as

Project Identification, Project Report Preparation etc., were also provided.

All the participants were evaluated for their performance on the basis of the documentation prepared by them while conducting their first EDP. They were also given field assignments to find out their capability to handle a specific task in a location which is quite unfamiliar to them.

In order to examine their knowledge in key aspects of ED

and to find out their competency level, each participant was given an opportunity to deliver a talk on a given topic. This exercise helped in assessing their knowledge on the topic, language, vocabulary, their confidence level in taking lectures etc. They were further assessed through written test and personal interview. Also a committee consisting of EDI faculty members and an outside expert evaluated the participants and out of 15 participants, 14 were awarded accreditation.

# ED ORIENTATION PROGRAMME FOR OFFICERS OF KSFC

The Institute organised an Entrepreneurship Development Orientation Programme for officers of Karnataka State Finance Corporation at Bangalore from 11-14th May, 1988 for their branch level officers.

The programme aimed at assisting the officers in understanding the process of Entrepreneurship Development, getting acquainted with the assessment of entrepreneurial potential, imbibing skills in counselling, interpersonal communication and also exposing them to various tools and techniques in identifying potential entrepreneurs.

The forum style of the programme appealed to the participants and they felt they could now examine their own approach, derive a better understanding of Entrepreneurship Development, the need for a conducive environment and also make changes in their operational style.

While discussing about the Industrial Motivation Campaigns (IMCs)/ Awareness Programmes conducted by KSFC to enhance Entrepreneurship Development, some interesting suggestions were made :

(a) Instead of organising general programmes to create awareness about financial

schemes, target oriented ones such as for traders, artisans, technical personnel etc. should be initiated as the requirements of each target group is different.

(b) In order to accelerate the spirit of Entrepreneurship and enterprise building, 2-day IMCs should be conducted in maximum no. of talukas in a given district and participants who evince interest should be classified into three categories and treated accordingly.

(i) Those who already have a project idea and need necessary escort services only - this group can be assisted at branch level itself.

(ii) Those who have a general idea about the product line, they want to take up and are aware about SSI, but have not yet crystalised their project idea - this group can be counselled using man-power resources available at KSFC or if necessary asked to go through an EDP or to seek consultancy services.

(iii) Those who neither have a project idea nor any exposure to SSI but have a strong desire to take up an entrepreneurial career - this group needs the maximum developmental inputs and can be asked to join specialised EDPs.

(c) The officers also suggested

the maintaining of special data cards of participants of IMCs indicating their area of interest, requirements in terms of escort services, counselling support, training programmes etc. Such cards could be documented at the district level, where participants having homogenous requirements could be singled out and then integrated with the three tier approach of KSFC's ED activities viz. special target group oriented IMCs at taluka level, counselling/escort services at district level and EDPs at district level for the participants who need developmental inputs.

A need was also felt to dispense with using labels such as default unit/sick unit and instead used 'Special Attention Unit' so that it would make the officials at the operational level take a developmental approach towards defaulters who have genuine problems.

All the participants felt that the Focused Behavioural Event Interview Technique (FBEI) could be of considerable value to Appraisal Officers and they felt that additional training inputs in FBEI would be appreciated to make them more comfortable in using the technique.

**"Progress is assessed by looking forward to see how much of the task is yet to be done rather than by looking backwards to see what has already been achieved."**

# TECHNICAL TEACHERS' TRAINING PROGRAMME

## (WESTERN REGION)

A Technical Teachers' Training Programme for Western Region was organised at the Institute's Campus from 6th June 1988, as an off-shoot of the Department of Science & Technology's (DST) endeavour to enhance the growth of first generation entrepreneurs. Since there is a growing emphasis on creating awareness about entrepreneurship at an early age, the DST has realised the importance of introducing it as a subject in the curriculum of Technical Institutions and colleges and also training well equipped teachers to teach the subject.

The main aims of the training programme were

- to provide an effective package of EDP inputs to the technical teachers.
- to develop and train them in

implementing the same at the colleges and institutions and also help them to motivate students to take-up entrepreneurial careers.

to share with them the rich experiences of EDP conducting agencies and also help them identify issues and problems related to developing S&T target group.

The programme was inaugurated by Mr. Areez Khambatta of Pioma Industries Pvt. Ltd., and chaired by Dr. V.G. Patel, Director of the Institute.

Twenty-five teachers from Gujarat and Maharashtra attended the programme. Teachers from Rajasthan and Goa could not participate because their colleges were in the midst of final exams. In 1987, the Institute organised such a training programme for

S&T teachers of North East Region and in June this year, it has also lent full support to Regional Engineering College, Rourkela during its Technical Teachers Training Programme.

The programme was planned to give maximum exposure to the participants in the area of ED.

The participants were provided inputs on selection techniques, BOG, project feasibility and project report preparation, developmental, motivational inputs along with management, market survey operations, decision making, problem solving, information seeking and communication skills. The participants appreciated the inputs provided to them and requested the Institute to render them necessary support in their work.

## SHARING THE RASNA EXPERIENCE

The chief guest at the inauguration of the training programme Mr. Areez Khambatta of Pioma Industries Pvt. Ltd., (manufacturers of RASNA) shared his experiences as an entrepreneur with the teachers. He stressed the need for entrepreneurs to pay attention to research and development because it provides opportunities to explore new products as well as new markets and also facilitates stabilization in the total workup of an enterprise.

Giving the example of his soft drink concentrate product 'Rasna' he explained that this is first of its kind in the world where liquid and powder soft drink concentrates are supplied separately to prepare soft drink.

The first flavour 'Orange' that he

introduced in the market was popular for a long time but introduction of new flavours and new competitors entering in the market led him to improve his position by adding new flavours of popular choice.

Mr. Areez Khambhatta explained that imitation of the product and threat from new entrants in the business will always remain. However, an entrepreneur to secure his position should be always conscious of changes and developments in the market and keep updated data on customers' tastes and preference.

Mr. Khambhatta emphasised on the Quality of the product. Inferior quality products should not be launched in the market and on the other hand a product should not

compromise on its quality in future otherwise the trend of the market will be disastrous, people will not rely on the product.

He also explained the methodology of launching a product in the market at the outset, the advertisement technique his organisation adopted and even the selection of his product brand name and how he switched over from the manual methods of manufacturing concentrate to the automatic process to increase production.

Mr. Khambhatta is really a motivating successful entrepreneur whose product has found its way in almost all homes in the country. He is indeed a torch bearer for young S&T potential entrepreneurs.

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# ENTREPRENEURSHIP FOR STUDENTS

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C.H. PATHAK

The relevance of entrepreneurship development in our country has led educationalists and policy makers to think of introducing an Entrepreneurship Development Course (EDC) in schools and colleges.

The idea/concept is just taking shape but with lots of doubts and queries. While most are convinced about and keen to introduce it, very few are clear about, how to best align it with our educational system.

In this article, I have attempted to suggest some solutions to pertinent queries regarding the introduction of entrepreneurship as a subject at school level. The article is based on the experimental efforts of EDI while collecting feedback from some 69 selected schools in the vocational stream in Gujarat where the subject was introduced at the 10+2 level.

## Is It The Right Time to Introduce the Subject ?

Our Government through the new education policy has realised that there is a need for re-orienting the education system and for initiating a practical and result-oriented approach.

In view of the rampant unemployment among educated youth, it is desirable to enable students find self-employment by becoming entrepreneurs hence the necessity to introduce a course in entrepreneurship at school level.

An early introduction of EDC will

help students think more widely and also plan their careers. It will also sow seeds of entrepreneurship at an early age which can be cultivated later on.

## What can be Achieved ?

The first reaction of many to this is, "Do you think a 14-16 years old boy/girl is mature enough to become an entrepreneur or to take up an entrepreneurial career ?" The obvious answer is 'No'. Then what is it that can be achieved through EDC in School? The objective is to make school students aware about entrepreneurial opportunities. It is to inculcate a spirit of entrepreneurship in them and to prepare them for thinking in an entrepreneur's language for e.g.

- \* I would like to be independent economically
- \* I will take personal responsibility for my result
- \* I will set up my goal and pursue it
- \* I would like to do something new/different, unlike others
- \* I am not going to run away from problems
- \* I will realistically plan and anticipate success

The task can be spelt-out as follows :

- i) to make students understand and appreciate the role of an "Entrepreneur" and inculcate entrepreneurial spirit and values.
- ii) to distinctly spell out entrepreneurial and non-entrepreneurial behaviours.
- iii) to take students through

various stages/processes to become an entrepreneur and enlarge his thinking in terms of its application in various fields & professions.

- iv) to develop an aptitude and skill for identifying and exploring entrepreneurial opportunities.
- v) to provide interaction with the business environment.

## What Should Be The Approach ?

The present activities and knowledge in our country, as far as Entrepreneurship is concerned, are centered around how to promote small and cottage industries, by training those who want to set up their own ventures. If we understand Entrepreneurship as a combination of 'Entrepreneur' and 'Enterprise', then present programmes are result oriented to promote new enterprises for first generation entrepreneurs.

Unlike in present EDPs where more or less people have decided to do something on their own, for students one has to make a new beginning of inducing and motivating them to think of becoming entrepreneurs/self-employed.

Secondly, the scope and coverage of entrepreneurial activities also needs to be enlarged, rather than limiting it to small scale industries. This means in our approach of teaching students we have to cover a wider spectrum of entrepreneurial opportunities such as social entrepreneurship, group entrepreneurship, servicing entrepreneurs, marketing entrepreneurs,

innovative entrepreneurs and all those new avenues where entrepreneurial career can be explored.

Introduction of EDC in vocational schools would motivation for students to become entrepreneurs. The emphasis and concentration is on an individuals thinking and development.

One might ask the question: Does it mean that this approach is not result-oriented? One clarity that all of us should have is, all students whom we teach EDC need not become entrepreneurs. Let us not forget that though entrepreneurs can be developed, yet everybody cannot become one. And do we need only entrepreneurs in our society? The expected outcome when we teach EDC is difficult to anticipate. Even if it is as low as 5% of students, the projection will run in millions, in our country. So it is not the statistical output which is of major concern, but "Directional Movement" which is more important.

If we take this view and approach, it is very essential to know how effectively we can do it. That is to know how non-traditional and

experimental learning needs to be adopted, to teach entrepreneurship in schools. Students unlike mugging the subjects or knowing mechanically in the prevailing system, must be given an opportunity to experiment, experience and handle the activities by themselves. It is very essential that some simulation exercises, case studies, real life stories and practical/field work are given to students, to let them have a feel of it themselves. The teaching has to be participative and oriented towards individuals, rather than dealing with masses/numbers. Only such an approach can yield desired results, otherwise one more "guide" and "tuition" opportunity will emerge in schools.

#### **What should the subject include ?**

To achieve the objectives, a need for comprehensive package of training, demands careful planning. It is necessary to understand the nature of inputs to develop knowledge, skills and attitudes of students, to lead them towards entrepreneurship/self-employment.

The package can suitably be formulated from following inputs :

1. Creativity and Innovative Spirit

2. Entrepreneurial Values & Awareness
3. Entrepreneurial Motivations and Competencies
4. Entrepreneurial Opportunity assessment and selection
5. Enterprise Management
6. Entrepreneurial Information & Support needs.

The proper mix of these inputs, consistent with learning capabilities of students can be designed. The strategy that one can adopt is, lower the standard, orientation should be towards topics 1 to 4 and higher the standard more orientation towards 4,5,6, topics.

However, the challenge for those who are designing the curriculum for students is :

- to keep a balance between existing academic structure and practical approach to develop Entrepreneurs.
- to have proper mix of these inputs at different levels in education, so as to gradually prepare students for Entrepreneurship and not give overdose of the same.
- to appropriately create the needed culture and expertise in Educational Institutions, to teach Entrepreneurship.

## **NAGALAND EDP**

The 2nd EDP in Nagaland commenced during April, 1988 with 25 participants.

The participants completed the 1st Phase of EDP in Kohima wherein they finalised their projects. Thereafter, participants visited Ahmedabad and spent about 4 weeks at EDI Campus. During 2nd Phase, important inputs such as, Project

report Preparation, financial management and motivation were imparted. For in-plant training, the participants were placed at various units to provide them an exposure to production process and also for collecting necessary information for setting up their units.

It is interesting to note that the projects selected by the

participants are not traditional ones—to name a few, ginger dehydration, PVC wires & cables, carpet weaving, hardware materials, mosaic tiles, disposable syringes, wooden tiles, hydraulic lime, ferric alum, oil paints etc.

On completion of the 2nd phase, the participants left for Kohima for undergoing the 3rd Phase of the programme.

# SOME THOUGHTS ON FOLLOW-UP OF EDPs

Joint Adviser  
Maj. R. Thiagarajan Dept. of Science & Technology

The National Science and Technology Entrepreneurship Development Board (NSTEDB) has been engaged in promoting entrepreneurship among science and technology persons since its inception in January 1982. One of the mechanisms adopted by NSTEDB is the sponsorship of Entrepreneurship Development Programmes (EDPs) in different parts of the country in association with IDBI, IFCI and ICICI.

From the experience so far gained in the promotion of entrepreneurship over the years, it is possible to arrive at some guidelines for ensuring that a large number of persons trained through these EDPs (if not in all of them) establish their own enterprises, whether such enterprises are in the manufacturing sector, non-manufacturing sector, service sector etc.

It has been seen that whatever be the actual style adopted by the EDP conducting institutions, by and large, the following pattern is found to be in vogue :

- (a) Popularisation of entrepreneurship as a possible vocation through various media.
- (b) Selection of candidates for the EDPs.
- (c) Actual conduct of the EDPs.
- (d) Follow-up

While majority of the activities outlined above are being handled in a reasonable manner by the EDP conducting institutions, the follow-up mechanism leaves much to be desired.

It is, therefore, proposed to outline some activities which would go a long way in ensuring success of the EDPs being

conducted by various institutions. The follow-up mechanism to be adopted by trainers of EDP conducting institutions on completion of formal training needs be studied under the following :

## (1) What is involved in the follow-up ?

While discussing the follow-up, it would be appropriate to assume that the participant of an EDP is a first generation entrepreneur usually hailing from a middle class family with the following characteristics :

- (a) Parents look forward to the day when he/she shares the family responsibility as soon as studies are completed.
- (b) Not in a position to muster enough finance to start an enterprise.
- (c) Constantly assailed by doubts as to whether he/she would be able to start a venture when no one else in the family has done so before.
- (d) Knows nothing about marketing of products.
- (e) Constantly pressurised by parents, neighbours, seniors in college as well as by classmates to go for higher studies may be to advanced countries if he/she is a topper.
- (f) Highly impatient to get results in his/her venture and will not be able to suffer bottlenecks whether they are from Govt. departments, municipality, banks or others.

Assuming that the above parameters hold good in majority of the cases, the task of trainers becomes all the more difficult. Arranging any training which consists mostly of class room

lectures for the EDP participants is only one part of the whole story. What is more important is the dedication and devotion on the part of the trainer to ensure that the trainee does not give up easily. Thus, the follow-up mechanism becomes, in scope and content, vastly different from the relationship that exists between an academic institution and its alumni.

Follow-up in the case of EDPs would involve the following :

- (a) A clear-understanding of the make up, aspiration, family background, strong points and weak points of each trainee in specific terms by the trainer.
- (b) Indefatigable energy on the part of the trainer in ensuring that the trainee is supported whenever he/she encounters difficulties.
- (c) Support extended by the trainer should not be visible as otherwise the trainee would constantly be expecting to be spoonfed.
- (d) A close liaison and working relationship between the trainer on the one hand and the DIC officials, municipal officials, loan giving bankers, etc. on the other.
- (e) Periodic meetings (say at least once a fortnight) by the trainer with not only the trainee but also his/her family members. If formal meetings were to be called at a central location, the chances are that the trainee may not turn up.
- (f) Maintenance of an updated data base (not necessarily on computers) even on library cards containing all relevant

details concerning the trainee. While the above are only illustrative in nature, each trainer, could elaborate on these depending upon inclination.

**(2) How long should the follow-up be undertaken ?**

There can be no rigid timeframe for the follow-up. Suffice it to say that the follow up duration will vary from trainee to trainee. Further, while some trainees may be aggressive in their outlook, some other trainees may be different and may give up on encountering difficulty. Therefore the trainer has to shoulder a very heavy responsibility in ensuring that the trainee does not get carried away by short-term gains losing in the bargain the foundation laid for his becoming an entrepreneur.

As a rough estimate, a period of about 18 months after completion of the formal EDP may be adequate to launch a trainee in a venture of his choice.

**(3) How can we measure the success of the follow-up ?**

In any activity of this kind, precise units of measure for success are

difficult to formulate. However, the following parameters would indicate how success has been achieved in the follow-up :

- (a) Whether the trainee has established his unit ?
- (b) Whether there is good market for his product ?
- (c) Is the trainee able to manage his workers ?
- (d) Does the trainee know how to manage money (both fixed and working capital) ?
- (e) Does he know how to influence decision makers, such as DIC officials, municipal officials, bankers etc. ?
- (f) Does the trainee display an indomitable spirit in ensuring success of his venture ?

In order to measure such of these activities, a number of methods may be adopted, some of which are :

- (a) Questionnaire technique
- (b) By observation
- (c) By physical visits.

One must sound a word of caution here that in majority of cases, respondents, namely trainees, would feel shy of giving

information. In such cases, only a sample population may have to be studied.

**(4) What will be the quantum of money likely to be involved in the follow-up ?**

The follow-up mechanism would not normally involve any large scale expenditure. However the trainer must be given adequate financial support for not only organising meetings but also for making personal visits to the trainee's workplace as well as his home. Further, the trainer may have to make frequent visits to the offices of government, municipality, bankers etc.

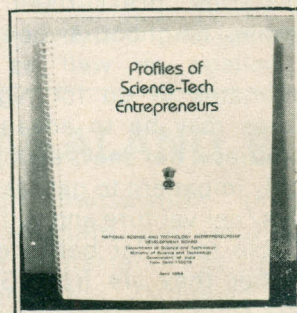
**Conclusion**

The above guidelines have been recorded purely as an illustrative attempt. No claim is being made for this being very exhaustive. Local conditions will demand and dictate the type of follow-up to be adopted by the trainer. In addition, each trainee will need a different approach during the follow-up. The success of the follow-up would largely depend on the dedicated effort put-in by the trainer to a large extent.

## NSTEDB PUBLICATIONS

Profiles of Science-Tech Entrepreneurs' is a publication of the National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science and Technology, Govt. of India, New Delhi.

The publication contains 90 stimulating and motivating success stories of S&T entrepreneurs from all over the country, sketched in a clear and concise manner. Each story



has a message for young potential entrepreneurs. ,

"The publication is an attempt at highlighting the 'agony and ecstasy' that a number of persons

have experienced while carving out a niche for themselves in the entrepreneurial world"— (foreword) Vasant Gowarikar, Secretary, DST.

The profile areas include Chemicals, Drugs and Pharmaceuticals, Electrical and Electronics, Engineering, Food etc.

This book is useful to the institutions that are involved in spreading the entrepreneurship development movement in the country.

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Ahmedabad Airport-Gandhinagar Highway, Bhat, Chandkheda-382 424 Gandhinagar  
Tele No. : 811331, 812447, Gram : ENDIND Telex 121-6224 EDII-IN

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