CHAPTER NO. IX
RECOMMENDATIONS
RECOMMENDATIONS

Based on the finding of the research study carried out, following recommendations, have been made for the consideration of EDP conducting organization (MCED), to make the EDPs more effective, meaningful and purposeful.

Success of the Entrepreneurship Development Programs depends on many aspects. It is dependent not only on the program structure but also the image of the EDP conducting organization, success ratio of the previous EDPs conducted and various other factors. Considering this facts the recommendations made in this chapter not only concentrate on program structure but also cover recommendations with respect to EDP conducting organization.

Each area mentioned has its own functions, however, in the long run improvement in all the areas will definitely contribute in making every EDP effective in terms of higher success ratio.

Thus, the recommendations given are grouped under two headings, namely,
1. Recommendations with respect to EDP,
2. Recommendations with respect to EDP sponsoring organization i.e. MCED,

9.1. Recommendations with respect to EDPs

9.1.1 Introduction of Industry Focused / Industry Specific EDP

In the General category of EDP, instead of covering every possible industry or more than one industry in the same program, Industry Focused EDP should be developed.

At present, general category EDP covers all type of industries. Instead of this, one single industry should be selected and details of every aspect of
industry in global, national as well as local context, various business opportunities available in this industry focusing not only on Manufacturing activity but also Service and Trading sector, and all other aspects. It should be supported with good advertisement covering more geographical area, with individual counselling for potential participants.

9.1.2 Selection of the trainees

Just like the quality of any finished product broadly depends on two crucial factors; one is quality of the raw material used and other is the process employed for the production, the effectiveness of any training programme depends on two major factors namely, the quality of intake and nature of academic inputs.

Entrepreneurial capacity is a latent quality. Because, of this a person may have the qualities required for becoming entrepreneur, however he may not be aware of it. However with proper training such a person can be transformed into a successful entrepreneur. This is the basic idea behind the EDPs. In other words, proper selection and proper training inputs are most crucial aspects for developing an entrepreneur.

Because of requirement of these special / basic qualities entrepreneurs cannot be created like degree holders. It is necessary to eliminate those who do not possess the basic capabilities required for becoming entrepreneurs. Generally in the common parlance the success ratio of any EDP conducted is directly related to how many of trainees have started their own independent business. If the participants are not properly selected, the entire purpose of program may be defeated and obviously ,this has a direct bearing on the success ratio. Therefore to increase the success ratio of the EDP conducted, there is a great need for proper selection of the trainee’s right at the beginning. It should be ensured that as far as possible the trainees are really interested in setting up industries and that they do not
arrangement or part time activity for taking up a job subsequently as seen in our sample study. For this purpose, new ways, means, new techniques new parameters are required to make the process of selection more appropriate, which can be specifically studied by new researchers.

Following points should be given more stress while selecting participants, the points are based on current research.

- Experience / exposure to industrial environment
- Main reason for joining EDP
- Knowledge about market
- Existent and developable entrepreneurial traits.
- Activity at the time of EDP.
- Awareness / study done about the industry / area in which trainee wants to make his/ her career.
- Ready with the some product / business idea
- Prior decision of going into business before joining EDP.
- Reason for leaving the service
- Motivation level /desired

9.1.3 Nature of Target groups.

If selected target group is homogeneous rather than heterogeneous it is going to be more beneficial to prepare or design the content of the total program. Various parameters / aspects should be used to make homogeneous group. E.g. Interest in the particular industry, sector etc. Initially give general inputs and then separating (Making group according to their interest).
Need based Training input

As the quality of the entrepreneurs would differ from region to region and batch-to-batch, the training contents must be modified to suit the level of the participants selected.

The type of inputs that a particular group of entrepreneurs would require should be understood clearly and the training programs should be arranged accordingly. Here selection of homogenous group will become more useful.

The training inputs will have direct impact on the quality of the entrepreneurs produced. Therefore the course design should get maximum attention considering the target group for whom the course is designed. In other words, needs of group should be the guideline for the course to be designed.

The need of the training inputs can be identified by using specially drafted questionnaire. This can be done at the time of selection.

The emphasis of training has to shift from information inputs to development of entrepreneurial skills and competencies as just start a business is not the only objective of the EDP, it should enable the entrepreneurs to run the same successfully over the years. Therefore training should be more focused on development of human factors, which will help him in day-to-day life, with reference to attitude, desire and motivation of the individual, his capacity to perceive the environmental changes and opportunities and his ability to react to the changing environment and solve problems.

Therefore inputs like achievement motivation training (AMT), decision-making, creativity, development of interpersonal relation skill and managerial skill should be given more weightage. This will be in sharp contrast with the existing EDP model. The existing model consists of
motivation, business opportunity guidance, project formulation, etc.

**Core inputs**

Existing Entrepreneurship Development Program concentrates more on giving of information on technical aspects of how to start new enterprise and provide necessary inputs of functional areas of the business management. It gives little importance to the inputs required for developing a particular mindset. Developing an entrepreneurial mindset is very important to become a successful entrepreneur. Both the inputs should be properly balanced.

In this ever changing world and economy inputs for developing entrepreneurial mindset with inputs for developing required entrepreneurial skills, should get more weightage in EDP, which are especially designed and promoted for First Generation Entrepreneurs.

Emphasis should be placed on developing personalized thinking, goal setting, imagination, innovation, creativity, achieving positive attitude, risk-taking ability, decision making, more inputs to sharpen skills to develop new business idea and convert these ideas into opportunities etc.

**9.1.5 Teaching Methods**

It seems that the entire EDP is taught on the same traditional classroom teaching method. Except few days given for market survey all is taught in the classrooms. Entrepreneurial traits can be sharpened in the classroom. However there is a need to use and develop new teaching methods and techniques even in the classroom teaching.
traits, business identification, obtaining finance, market research, market assessments, product launching, etc. should be taken and discussed in the classes.

Group discussions should be arranged. This will help in creating a free and communicative environment, exchange of knowledge etc. Specific topics should be given for discussions like feasibility of the business / product selected by the trainees, topics related with entrepreneurship, economic policy. Later on, standard list of the important topics for group discussions can be developed.

Presentation by the trainees should be arranged. Every trainee should present his work and defend it. This will not only help in finding out the shortcomings of the work a trainee has completed, but also develop confidence to face challenges that he has to face in the future and also develop his ability to look practicality at every work / step.

Interactive sessions should be arranged with the entrepreneurs. Successful entrepreneurs as well as unsuccessful ones should be invited for this session. Trainees should take active part in understanding the whole narration by asking questions to the entrepreneurs. After end of the session, trainees should be asked to write a report highlighting all the aspects and present it. This whole process will help to understand the weak and strong aspects of the participants and develop communication skills, ability to understand the situation, analytical ability, and interpretations of the facts, unbiased attitude, and presence of mind.

Many subjects can be taught with the help of management games. It is also recommended that panel discussions of successful entrepreneurs can be held with expert faculty in the chair. Each entrepreneur will present idea with 5 to 7 minutes.
Experienced faculty should be invited for imparting various skills including management skills.

Another quality MCED should look for, while selecting the faculty is, that the faculty should be in a position to understand the need of participants. Every faculty should be given general idea about the profile of the EDP participants, including their qualifications, experience, and interest in various projects, investment capacity, and language understood by them, so that all this would be considered by the faculty member while preparing and delivering the lecture. Knowledge of average investment capacity of the EDP group will provide guidelines for suggestions on the projects.

In the city like Pune, in fact MCED should not face problems of locating good faculty. Those having industrial experience should be preferred. Academic qualifications should not be the sole criteria for selecting faculty for entrepreneurial education.

9.1.7 Developing In-built financial backing from the financial institutions

For effective functioning of EDPs MCED should have financial Institutions strongly backing the Entrepreneurship Development Programmes. This can be done by inviting bank officers (nationalized as well as co-operative banks) at the time of selection of trainees. MCED authorities can have direct dialogue with the Nationalized Banks / Co-operative Banks and develop this type of arrangement. It is possible to have tie-up for one to one basis with banks at the time of selection only. This arrangement will help in developing confidence and the sense of security among the trainees and will make the participants more sincere in their effort to start business. Another advantage would be that the participants won’t face last minute refusal from the bank.
9.1.8 Continuous evaluation of the course to improve the quality

There is a need for the continuous evaluation of each and every program conducted by MCED. Evaluation of every EDP will provide basis for improvement of next program. Continuous evaluation should be the very part of the EDP itself. Progress card concept will be useful for continuous evaluation of the EDPs. These cards will provide the data required for the analysis. Outcome of the evaluation of each EDP can be utilized for the modification of the course. This modification should be part of the course improvement process.

9.1.9 Business Opportunity Guidance (BOG) (Business identification)

Selection of the project for real life project is a very crucial task for participants.

MCED should lay more stress on opportunity guidance. MCED should make it more convenient by way of maintaining the exhaustive list of the project in every sector viz. Manufacturing, trading and service, rather, it should identify venture opportunities, which the participants can think of taking up for real life project. List can be developed and updated with help of successful industrialists, entrepreneurs, traders, and technical experts from the industry sector, financial institutions, and consultancy organizations.

Every product idea should be supported by the detailed market research conducted by the participant himself compulsorily under guidance of guide from the MCED. Inadequate knowledge of the opportunity or absence of a clear project idea in the mind of a trainee after completion of the EDP is itself against the very objectives of the EDP.

In fact the entire success of EDP largely depends upon linking the potential entrepreneur with a suitable and viable venture. Therefore only maintaining the list of large number of the project is not going to help. It should be supported with well-equipped, more informed project leader. The project leader should have the capacity to perceive opportunity and link it with every potential entrepreneur.
9.1.10 Follow-up support

It has been observed that follow-up support, the most important part in the EDP course has remained highly neglected by the organization as well as the participants. There is a need of strengthening of follow up support. It is a phase where participants need the assistance in the form of consultancy / counselling.

For, making follow up system more concrete, result oriented and accountable, group of participants / entrepreneurs should be allotted one specific guide-cum-counselor who will attend to all problems encountered by participants. The entrepreneur will contact only his guide for any problem he faces or any type of assistance he needs. In turn counselor will provide timely advice / assistance to the entrepreneurs. Proper records should be maintained of every interaction between the trainees / entrepreneurs and counselor. This will help in understanding weak links in the EDP.

9.1.11 Maintenance of record / progress card for every participant

After selection, progress card for every participant should be maintained. It should contain all the information of the participant including his personal information, family background, and reasons for joining EDP, future plans, steps taken for setting up of industry. It should be maintained even after the participant becomes entrepreneur.

This type of progress card will be helpful to the MCED in more than one way. This will not only help the MCED to evaluate performance of the individual entrepreneurs and to identify their problem area but also in future this will create MCED’s own database which could be used for variety of reasons including evaluation of the EDPs.

9.1.12 Development of in house consultation / counselling facility

Participants need consultation and counseling right from the beginning when they join the EDP course and this need remains the same even after
completion of the course and after he starts his own business although his problem area may change, depending on the stage he is in. Every time he faces a problem, he would require help, mostly in the form of counselling and consultation. Progress of First Generation Entrepreneurs may be compared with a toddler. Therefore individual counseling is recommended. This aspect, if considered seriously, will improve effectiveness of EDPs considerably.

Most identified areas where the help is required or sought by the participants and entrepreneurs are opportunity identification and guidance, marketing, project formulation and management inputs. MCED should create in house facility for the consultation by way of appointing full time / Part time professionals for each area. This faculty then may take part in actual training process by way of providing critical guidance. Other type of benefits this arrangement offers are,

1. This will develop confidence about MCED in the minds of the participants. Having permanent, qualified, experienced faculty has its own advantages.
2. Full time availability will make it possible to take part in the development of teaching material.
3. Full time presence of the faculty member is also helpful for conducting regular research and continuous evaluation of every EDP conducted. This will help in overall improvement of EDPs.
4. These members may take part in actual training by way of providing critical inputs like opportunity guidance, project selection, project report preparation and Market Research etc.

9.1.13 Factory visits

Factory visits are arranged by the MCED to various industries as a part of the EDP. The objective of the filed visit is to expose the participants to the industrial environment, make them aware about the actual operating conditions. However looking at the finding of the study, if we wants to
extract more benefits from this crucial input of the EDP, few aspects should be taken care of. Keeping in mind findings related to field visits few suggestions are given below:

- **Regarding selection of industrial units.**
  Selection of industries for a visit should be in accordance with the interest of the trainee. According to their interests, trainees should be grouped.

- **Regarding the number of units to be visited.**
  Minimum three to four factories of the same industry sector should be visited.

- **Regarding the way it should be arranged.**
  Every visit should be pre planned. Details like name of the unit, name of the entrepreneurs, organization structure, products manufactured etc. should be given to participants before visit.

- **Post visit activities**
  Every participant should write the report on the factory visit. Report should include details of the visit, discussions held with the entrepreneurs in light of what the participant have seen / understood about the unit / entrepreneur, entrepreneur's characteristics, problem faced by the entrepreneurs, prospects in the line, strengths of the unit, trainees comment. At last every participant should present the report.

  So that this part of the program will include,
  - Writing the report on the visit made and
  - Presentation of the same.

9.1.14 **On-site / In-plant training (Hands-on training)**

Actual working in the plant is very important for those who select manufacturing and a technical product, but lack industrial experience. It is even more important for First Generation Entrepreneurs.

Study findings also suggest that, there is a need of arrangement of in-plant training. Practical training is more useful; MCED should try to understand the exact nature of the practical training needed by each individual trainee.
As there are a large number of industries in and around Pune, MCED should not face problems of identifying the industrial unit that would offer facility for in plant training to the trainee. This practical training can also be arranged in units set up by former EDP participants. For this, MCED should develop long-term relations with every participant. Maintaining the progress card of each trainee will be useful for the entire process. This is also useful for trading and service industry.

9.1.15 Suggested course structure for,

Entrepreneurship Development Program to develop First Generation Entrepreneurs

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Existing Model</th>
<th>Suggested Model</th>
</tr>
</thead>
</table>
| Target Group | • Making entrepreneurs out of selected trainees through three tire selection system  
|            | • Mostly heterogeneous group                                                   | • Those who are interested in setting up their own venture with no idea of what type of business to start. / have selected or have fairly good idea of what business to go in for and have done some spade work / home work.  
|            |                                                                             | • Specific targeted homogeneous group. e.g. Manufacturing industry, Service sector, etc. |
| Nature    | Standard, procedural formalities based,                                       | Should be dynamic, flexible, market research based, individually adequate        |
| Selection | Three-tire selection process consisting  
|            | • An application,                                                             | Those who are interested in starting their own venture, having entrepreneurial potential  
|            | • Written tests &                                                            |                                                                                   |
|            | • Personal interview.                                                        |                                                                                   |
| Contents  | More stress on entrepreneurial Motivation, Infrastructure development, and government policies & schemes. Less importance to developing entrepreneurial skills | • More stress on developing mind-set.  
|           |                                                                            | • More stress on developing appropriate entrepreneurial skills.  
|           |                                                                            | • More stress on identification of business opportunities.  
|           |                                                                            | • More stress on actual market survey, and field work.  |
9.1.16 Suggested course structure in detail for Entrepreneurship Development Program to develop First Generation Entrepreneurs.

(Industry Focused, Suitable for Entrepreneurship In Manufacturing, Service and Trading Sector for First Generation Entrepreneurs.)

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Faculty</th>
<th>Duration</th>
<th>Result</th>
</tr>
</thead>
</table>
| - More shares given to classroom lectures.  
- Low priority given to field work.  
- Focus on discussing success stories. | Mostly external lectures giving lectures on related topics. | - Six weeks full time or Twelve weeks part time. | Expected to go in the manufacturing activity. |
| - More case studies.  
- Interaction with both successful as well as unsuccessful entrepreneurs.  
- Inclusion of both success as well as failure stories for discussion.  
- Presentations by the trainees and entrepreneurs.  
- Group discussions.  
- Management games | - Training through in house faculty.  
- Role of the faculty should be more than lecturer, should act as facilitators and counselors.  
- External faculty with Experience, having industry exposure | Flexible, depending on the need of the group of participants | Expected to go for any independent income generating activity viz. Manufacturing, service, trading. |

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Details</th>
<th>Methods</th>
</tr>
</thead>
</table>
| Introduction | - Industrial development in India  
- Industrial development in Maharashtra  
- World scenario of the industry.  
- Industrial Development in Pune District  
- Changing industrial scenario | Classroom |
| Development of entrepreneurial MINDSET | - Understanding Entrepreneurs / entrepreneurship  
- Role of entrepreneurs in economic development.  
- Importance of entrepreneurship | Classroom, Case studies, Documentaries etc. |
| **Development of appropriate knowledge / Information** | • Entrepreneurship as a way of life  
• Entrepreneurship as a career | **Classroom** |
|-------------------------------------------------------|-------------------------------------------------|---------------|
| **Development of technical skills**                  | • Written Communication (Letter writing, Report writing)  
• Oral Communication  
• Monitoring / assessment of environment  
• Listening  
• Organizing  
• Network building  
• Management style  
• Being a Team Player  
• Technology  
• Presentation skills | **Classroom, Case studies** |
| **Motivational inputs**                              | • Achievement Motivation training.  
• Live interactions with successful / unsuccessful entrepreneurs. | **Presentation**  
**Case studies** |
| **Providing Business Management skills**             | • Goal setting  
• Planning  
• Decision making  
• Human relations  
• Marketing  
• Finance  
• Accounting  
• Control  
• Negotiations  
• Production / Manufacturing Management  
• Venture launch  
• Advertising  
• Market research | **Class room**  
**Case studies**  
(Related to inputs)  
**Presentations** |
| **Development of appropriate entrepreneurial skills (Competencies)** | • Discipline  
• Risk Taking  
• Innovation  
• Creativity  
• Persuasion  
• Persistent  
• Visionary leader  
• Positive thinking  
• Critical Thinking | **Class room, Role playing,**  
**Presentations,**  
**Group discussions,**  
**Case studies.** |
<p>| <strong>Business</strong>                                          | Business opportunity identification. | <strong>Class room</strong> |</p>
<table>
<thead>
<tr>
<th>Opportunity Guidance</th>
<th>Trainees own projects</th>
<th>Opportunity inputs</th>
<th>Field visit including commercial libraries Case studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Research</td>
<td>Market Research</td>
<td></td>
<td>Field visit Presentation Case studies</td>
</tr>
<tr>
<td>Practical training</td>
<td>In-plant training</td>
<td></td>
<td>Working in plant / factory. Presentation</td>
</tr>
<tr>
<td>Project Report Preparation.</td>
<td>Preparation of detailed (Bankable) project report</td>
<td>✓ Financial feasibility ✓ Technical feasibility ✓ Market feasibility Documentation required</td>
<td>Classroom, Field visit to banks</td>
</tr>
<tr>
<td>Factory visit</td>
<td>Two / four plant visits of the same industry.</td>
<td>Field visit Report writing Presentation</td>
<td></td>
</tr>
<tr>
<td>Follow-up support: Consultation and counselling</td>
<td>Problems faced by the participants/ entrepreneurs</td>
<td>One to one basis</td>
<td></td>
</tr>
</tbody>
</table>

9.2. Recommendations with respect to the MCED

9.2.1. Clarification on objectives and the role of the MCED

In the light of the findings on the expectations of participants from the MCED it is suggested that MCED needs to clearly state the exact role and assistance the participants would get from the MCED in future. It will help in weeding out the persons with unreasonable expectations at very early stage. Clarity on this particular aspect is important to avoid misconception about EDP among the participants.

9.2.2. Improving Image

In the light of findings, improvement of its own image is suggested. MCED should take proper steps in this direction. In this regard few suggestions are listed below.

1. Creation of atmosphere of confidence among trainees.
2. Developing infrastructure facilities like adequate manpower and other support resources.

3. Strengthening follow up support. (Writing letters to ex-participants for follow-up meetings, regularly arranging special lectures by the experts on important / new / upcoming subjects (other than the regular lectures) for the present participants / ex-participants, etc.)

9.2.3. Introduction of new courses in the same line

Development and introduction of the new courses in the same line are suggested. This will not only help in improvement of image of MCED, but also help in expanding clientele base, as new courses will cater for the needs of other segments also, which may not be coming in the purview of present clientele base, may also help in generating more resources, also create sufficient work for full time faculty.

For example, new courses suggested are:

a. Entrepreneurship Management Program

Present EDPs are primarily structured for making First Generation Entrepreneurs. Therefore the program mainly has inputs, which satisfy the very need of starting the business. Present EDP model gives more emphasis to train the participants for starting the business. It does not give adequate attention to developing skill required to run the business successfully.

After starting business the entrepreneur faces variety of practical problems in various areas including marketing, etc. Mere information will not enable him to overcome the problems. Skills required to run the enterprise are different than the skills required for getting started.

On this background, MCED is advised to develop a new course, which can be called as “Entrepreneurship Management Program”, for the management of developed entrepreneurship.
This program should also include inputs which enable the entrepreneurs to revive their enterprises if they become sick. More stress should be given on inputs, which will reduce the dependence of the entrepreneurs on the external agencies. All these inputs should be focused toward developing well-balanced and mature entrepreneurs who will remain ready to take any challenge thrown by ever changing economic environment.

b. Regular Refresher Training Programs

Developing and conducting the short term need based refresher training programs on regular basis are suggested. These courses can be called as *skills up - gradation training programs*. All courses of this type can take care of developing particular skill in which extra inputs are required. In today’s competitive world entrepreneur has to face variety of challenges thrown by ever changing technology, market, culture etc. having direct impacts on successful running of business. All these demand sharpening of existing skills as well as acquiring of new ones, which were not required by previous entrepreneurs. Effective communication, effective negotiations, competencies development, market research etc can be taken, as examples. Through continuous research, follow up meetings, progress cards the areas to be covered in this training program can be identified and accordingly course can be designed and launched, targeting identified group of entrepreneurs.

9.2.4. Maintenance of proper record

Maintenance of proper records of every participant as well as those who were not selected for the EDP has been recommended.

In the record, participant’s Name, Detailed address, in case of temporary address permanent address should be taken, Phone Numbers, Experience (Industrial exposure), Educational qualification, additional qualification, reasons for wanting to become entrepreneur, project identified - if any, cost of the project / investment capacity, reason for selecting particular
project, and family background, his strengths and weakness, record of follow up meetings, discussions with trainer should be recorded.

9.2.5. Promotion work

Even though steps have been taken by the university to include Entrepreneurship Development as the one of the subjects at graduate as well as postgraduate courses, the same is not being taken seriously by students as well as teachers, making it difficult for our traditional educational system to develop entrepreneurs on large scale.

MCED can do better work in the area of promotion of entrepreneurial culture among youth by organizing independent Entrepreneurship Awareness Camp (EAC) in Technical Education Institutes, Management Institutes as well as providing required assistance to already existing Entrepreneurship Development Cell of these institutes for promotion of Entrepreneurship Development. These EACs should be arranged on regular basis to maintain tempo. These EACs will do work of sensitization of youth for entrepreneurial career in which our education system has not succeeded.

Actually to inculcate entrepreneurship as a viable option for career making, Entrepreneurship Development should be an integral part of curriculum right from school education. MCED can play a bigger role in this connection. Right from pursuing the government, and school authorities to recognizing the need of the subject and making this as a part of the course in developing suitable curriculum MCED can play a big role.

9.2.6. Establishing Technology Transfer Club

Even though this research study had covered only general EDP, there were participants who had selected technology-based products as the finding of this study reveals, it is suggested that MCED should take steps to develop databank of technology based products with in-house facility of
arrangement of technical tie-ups between entrepreneurs and other party, by opening of Technology Transfer Club.

With proper promotional strategy, this technology transfer club can also be used for improving the image of MCED.

9.2.7. Networking with other institutions
MCED should develop strong network with EDI-I, Ahmedabad and, other EDP conducting organizations in the state as well as throughout the country. This will help for resource sharing, conducting research, identifying research topics, developing new courses, developing curriculum, improving existing curriculum etc.

It is also suggested that other than EDP conducting organizations MCED should also develop networking with other institutions viz. educational institutes, research organizations, small industries and other organizations having direct / indirect impact on entrepreneurship development.

MECD should establish entrepreneurs club to provide the platform for entrepreneurs. This club will work under the banner of MCED.

Membership should be open for the entrepreneurs trained by MCED and also for non-trained entrepreneurs.

Specific programs should be chalked out to develop cooperation between the entrepreneurs. Programs like guest lectures, experience sharing meets, seminars / workshops on various subjects, exhibition etc, can be arranged on regular basis. Proper record should be maintained for all programs. Review should be taken regularly of every program. This could be a major source for suggestions on various aspects including identifying new areas for research in entrepreneurship.
MCED should depute one officer to look after the conduct and management of the club. Report of every activity should be presented in the monthly meeting of the MCED.

In every district entrepreneurs club should be formed. Then networking of these entrepreneurs club should be done.

9.2.9. Developing committed Trainers
Committed and dedicated trainers are very important to train potential entrepreneurs for taking up the challenge in the new venture. For proper and effective training, trainer has a prime place in the whole process. MCED is the prime organization in the area and also has necessary infrastructure facilities and support from the EDI-I, Ahmedabad, should take up this task of developing committed trainers.

Faculty in entrepreneurship Development should not be taken for granted. The faculty is to perform very significant function of motivating new entrepreneurs to start new units. Obviously if faculty is not highly motivated there will be tendency to look at the job as routine. However if the dynamism is brought in the system by offering adequate financial rewards on the basis of above average success rate, it will have multiplied effects. In addition motivation in the form of effective designations like coordinator, should be offered to the faculty. So that motivation will be maintained.

9.2.10. Developing good library
Good library with reading room facility is very necessary. Library should contain books on entrepreneurship not only of Indian origin but also books written by foreign authors. Autobiographies of industrialists should be kept.

Sample projects report on various industries should be kept in the library. Records of paper cutting, on various industries, news related to industries, legal aspects etc. published in news papers, magazines, etc should be maintained in the library. In other words library should have all information about the industrial world.
9.2.11 Apointing Entrepreneurial staff

Considering the job the organization is doing, which is quite different from the traditional educational institutions, i.e. developing entrepreneurs itself demands, entrepreneurial mindset of the entire staff right from the clerk to the director.

Therefore at the time of interview organization should see presence of this character for selecting staff. Steps should be taken to develop this mindset among existing staff by organizing orientation program.

9.2.12 Giving the face-lift to the office

Organization which is engaged in imparting training in the field of entrepreneurship, should by itself be flexible, dynamic, innovative, non bureaucratic.

9.3 Recommendations with respect to future research topics.

9.3.1 Research on EDP trainees who did not become entrepreneurs

It has been observed that many trainees have not set up their own venture or started independent economic activity. Out of them one third did not even try to set up the project. Even though present study has tried to explore the reasons for not setting up of independent economic activity by the trainees, more concentrated research efforts are needed in this direction. The findings will help in improving the selection procedure and also improving EDPs itself.

9.3.2 Research on closing of the venture started by EDP trainees

Most of the research in Entrepreneurial area appears to be related to the successful entrepreneurs. In the light of, success stories, work as a motivating factor for new entrepreneurs, importance given to this research is justifiable. Yet, for all round research, cases of closed units must be taken up for an in-depth investigation. This investigation will definitely
provide detailed understanding of the causes of the closing ventures and explanation of where things went wrong. Findings of the research could be utilized for the improvement of the present EDPs and also for developing new courses.

### 9.3.3 Research on women participants

Present study could not give sufficient attention it deserves, to the problems faced by women entrepreneur because of insufficient data, to come out with specific recommendations and limited scope of the study. MCED should take up independent study related it's the effects of EDP on women trainees.

### 9.3.4 Research on Selection of Potential Entrepreneurs

In every classroom it is possible to spot some students having entrepreneurial qualities. Out of these few, may be born entrepreneurs, some budding entrepreneurs and some latent entrepreneurs.

MCED can take steps to find out these would be entrepreneurs. Initially MCED can write to every educational institute to spot out students having entrepreneurial qualities and inform the MCED with the explanation of why they think that particular student is of entrepreneurial type. After this, detailed profiles of those students can be prepared. Information about the students' family background, interest, future plans, nature, strong as well as weak personality characteristics, and other related information can be collected through specially designed questionnaire.

After analyzing information, MCED can come out with its own findings about the selection criteria for the aspirants. This should be taken on continuous basis. MCED can conduct EDP for these students. And also find out the effects of this training. This type of activity will offer two types of benefits, one is MCED will have its own data base for the EDP.
All these research areas indicated here could be taken up by the MCED. This type of activity not only will help improving MCED's image but also work as an example for other EDP conducting organizations throughout the country. Such type of research efforts by MCED and other EDP conducting organizations also come up with new areas where more research inputs are needed. All this will contribute in overall improvement of EDPs.

*****