Chapter -II
Literature Review
One of the most famous and accepted theories of economic growth supporting the economic importance of entrepreneurship was provided by Schumpeter (1911). Sexton and Kasarda (1991) stated that research on entrepreneurship education and training was sparse, with the development of the literature in the area only in the past two decades. While the field was expanding, most of the research had fragmented and with an exploratory, and very few in descriptive orientation. This section presents the compendium of research papers based on available literature, where research papers and articles focus on the entrepreneurship, Education and training, education and awareness needed for the upliftment and enhancement of entrepreneurship worldwide and evaluation of EDP’s. Though this study focuses on the effectiveness of Entrepreneurship development programmes, it would not be complete without going through the literature of related areas. Hence literature review is given under different heads as

1) Studies on Entrepreneurship.
2) Entrepreneurship Education and Training.
3) Studies on effectiveness / Evaluation of Entrepreneurship Development Programmes.
4) Other related Literatures.

2.1: Studies on Entrepreneurship

J.J. Berna studied the occupational and socioeconomic background of the entrepreneurs, the origin and growth of their firms, problems faced by them and their mobility. He concluded that in explaining entrepreneurial activity, economic factors such as access to capital, possession of business experience and technical knowledge were more important
than sociological factors such as caste, attachment to traditional activities and approval or disapproval of the social group to which a potential entrepreneur belongs (James J, 1960). 

David McClelland and David G Winter (1969) in their book Motivating Economic Achievement revealed that individuals with personality characteristics, which are indicative of high need for achievement are likely to behave entrepreneurially. He regarded the following as unique characteristics of high, need achievement (i) a performance for moderate risks and a propensity to work harder in such situation (ii) a belief that one’s personal efforts will be influential in the attainment of some goal and pleasure derived from this belief. (iii) A tendency to perceive the probability of success in attaining a goal as being relatively high, (iv) a need for feedback regarding success or failure of one’s efforts (v) the capacity to plan ahead and to be particularly aware of the passage of time and (vi) interest in excellence for its own sake.

The study done by Gaikwad and Tripathi (Gaikwad, 1970) on small entrepreneur of the Tanaku region of the West Godavari district in A.P. They made an attempt to bring out the pre-requisites for successful entrepreneurship. They observed that all the entrepreneurs were persons with initiative, drive and hard work though majority of them had no technical knowledge or strong economic base or political connections. The study also brought out an interesting finding regarding the opinion of traders about industrial entrepreneurship. The traders interviewed were of the opinion that industrial entrepreneurship had a lot of scope and better status but it required a large capital outlay, high managerial and organizational skills and technical knowledge. It was difficult for traders to venture into industrial entrepreneurship as it involved a long gestation period before obtaining terms.
Kilby (Kilby, 1971), according to him the entrepreneurs do four major tasks, such as

1. Exchange relationship,
2. Practical administration,
3. Management Control and
4. Technology.

The four tasks are detailed below:

1. Exchange relationship: a) perceiving opportunities in market, b) Gaining command over scarce resources c) Purchasing inputs, d) Marketing of products and e) responding to competition.
4. Technology: a) Acquiring and overseeing assembling of the factory, b) Industrial engineering, c) Upgrading process and product quality and d) Introduction of new production techniques and products.

All these activities involve entrepreneurship in decision-making under conditions of uncertainty.

Ashish Nandy's study of entrepreneurs and non-entrepreneurs revealed that in an enterprising community, entrepreneurial exposures themselves contributed substantially to entrepreneurship and identified such a phenomenon as an important determinant of entry and survival in business (Nandy, 1973). Also Van Praag said that Entrepreneurs
seek profit opportunities and therefore introduce ‘new combinations’ or innovations (1999).  

**Kailash Chander** (Chander, 2001) pointed out the importance of entrepreneurship for the socio-economic development of any nation and had laid emphasis on more and more entrepreneurs to enter electronics industry whose development was of prime importance for every nation entering the 21” century.

**Schaumburg-Muller et.al.** (Schamburg-Muller, 2010) presented a workshop report on Entrepreneurship Development arranged by the Centre for Business and Development Studies at CBS and the Danish Ministry of Foreign Affairs in September 2010. The objective of the workshop was to use the participants’ joint knowledge and experiences to discuss and provide conclusions on what role entrepreneurship development has played and can play to stimulate growth and employment in Africa. Entrepreneurship development was understood as the promotion and development of activities and processes that foster and support productive entrepreneurship in the society. The workshop had twenty participants with long standing insight to the challenges of entrepreneurship development and employment growth in Africa from international organizations, development cooperation partners, universities and private enterprises and organizations. Overall conclusion from the workshop was that entrepreneurship development needed a holistic approach which must include economic, social and cultural attitudes toward entrepreneurs and entrepreneurship. From a policy and systemic perspective, the points were: changes in regulatory business institutions and international trade policies; the need for entrepreneurs to take initiatives and have sustainable business models. The workshop found that an appropriate definition of a growth oriented
entrepreneur is a person who could cope up with the challenges and had a plan to develop his business. Through study it was found that individual initiatives were formulated according to the specific country conditions and the local context, they were integrated in an overall policy to develop entrepreneurship and create employment where policies facilitate system changes in key policy areas etc. Certain recommendations that were given were: vertical strengthening of the educational system to include broad acceptance of entrepreneurial skills and development; support the financial system to provide flexible and timely credit etc.

Anyadike Nkechi et.al. has conducted a study in Nigeria to investigate the connection between entrepreneurship and employment generation in Nigeria; assessing the level of unemployment in Nigeria and how far entrepreneurship has thrived, and also examines the major problems of entrepreneurship and thus proposing some possible strategies that can promote effective entrepreneurship that will help control unemployment and thus generate employment for the Nigerian youths especially. The methodology used for the research is exploratory research. The data has been collected through secondary sources. The researcher has identified the problems of entrepreneurship in employment generation in Nigeria are absence of infrastructural facilities, low standard of education, inadequate working capital, lack of adequate training and other economic, social and political factors. The prospects of entrepreneurship development in employment generation in Nigeria he mentioned that all these cited problems notwithstanding, plausibility of entrepreneurship development to generate employment abound hence the government fully appreciates the opportunities entrepreneurship creates for employment generation, their contributions to economic growth and development as well as the constraints and
difficulties in their operating environment. The government has established various support institutions and relief measures specially structured to render assistance and succour to minimize the constraints, which entrepreneurship typically face if not to eliminate them. The support institutions established by the government range from specialized banks designed to focus on the funding of Small and Medium Enterprises to agencies and departments all meant to give a flip to the fortunes of Small and Medium Enterprises. It is also pertinent to note that government policies behind the establishment and operations of the Small and Medium Enterprise support institutions had not been effective and productive. From all indications of observed lapses inherent in them, the policies were either defective in their formulation and conceptualization, or were not truly and religiously implemented. Our investigations also revealed that part of the reason why the policies were not effective could be explained by the fact that the operators, managers or proprietors of the Small and Medium Enterprises were neither consulted nor involved in the formulations of the policies, which were expected to solve their problems; hence, there were apparent misplacements of priorities and emphases. The major recommendations of the study are that the federal government should accelerate the power sector reforms and restabilising the power sector to end the looming energy crisis in Nigeria. This is to encourage entrepreneurial activities in the country as power is a major factor in the economy, in terms of enterprise activities. The Religious, Ethnic and Political violence and crisis should be controlled by all means necessary as it displaces people and cause serious harm on their means of livelihood, many companies have left Nigeria because of violence in certain areas of the country. Therefore, by all means necessary, any act of violence should be checkmated. There should be a process of or a
program geared towards training youths in Nigeria in the act of entrepreneurship. This is
in lieu of the assertion that knowledge is power. We are aware that there YOU WIN
Nigeria, there is National Directorate of Employment and the inculcation of
Entrepreneurial Development Course in all Higher Institutions’ Curriculum in Nigeria but
more still need to be done as these platforms are just being institutional. They ought to be
proactive and pragmatic. If they cannot fit in the prescription, a new one can be created to
take their place. There should be a government regulated means of entrepreneurial
development sponsorship devoid of politics and the likes that have crippled those
erstwhile attempts to encourage entrepreneurship development in Nigeria in terms of
financial sponsorship as lack of access of to finance is one of the major problems of

**Ram Singh & Dr. O.P. Verma** in their article titled Entrepreneurship Development
Practices: A Case study of Himachal Pradesh they mentioned that whatever development
has been initiated and sustained, the crucial agent of change is the entrepreneur. He
innovate and create new product or process and find new markets. The importance of
entrepreneurship has now been widely accepted by policymakers and scholars. This is
because of growing emphasis on the role of medium and small scale enterprises in view
of their contribution to employment generation, regional development and economic
growth. In any sphere of activity the need for training has been recognized as a necessity
to achieve meaningful and reasonably good results .The objective of any entrepreneurial
training institute is to develop potential entrepreneurs, enabling them to establish and
manage enterprise successfully. Further researchers stated that the entrepreneurs do not
respond spontaneously to available business opportunities despite various incentives and
In order to gear up entrepreneurship among entrepreneurs we need sound & strong training institutions which identify, motivate and strengthen the new class of entrepreneurs. The major objective of their study is to find out the practices of entrepreneurship development followed in the Himachal Pradesh and their contribution towards the development of SSI units. The authors mentioned that the evaluation of Entrepreneurship development programme (EDPs) is to assess their effectiveness in developing the need for achievement among the entrepreneur i.e. qualitative evaluation. The other way could be, either exclusive or as part of the first method, an assessment of core and other relevant training inputs, methodology adopted and techniques followed. However the sponsoring agencies used different parameters/ criteria to assess the effectiveness of EDPs namely how many new enterprises are established or existing ones expanded, total investment made (or additional investment made) number of jobs created, sales volume or increase in sales, improvement in regard to repayment of loans, etc. The major problems faced by training institutions are suitable candidates are always inadequate in number, collateral security/ third party guarantee is insisted upon the banks while considering loan applications for extending finance, post training follow up was lacking and entrepreneurship awareness was at low ebb with the participants of EDPs. EDP trainees (participants) had low risk taking capacity, there was delay in releasing financial assistance for conducting EDPs on the part of the support system, and the participates were not serious during training, there was no regular faculty available with them, there was no separate cell with sponsoring or training organization for EDPs, and trainees have very high expectations from the programme and hence they could not be satisfied by the training organizations (Verma, 2012).
2.2: Entrepreneurship Education and Training

Authors **Dodescu & Badulescu** (Dodescu) presented a paper on women entrepreneurship taking the area of western Romania for the case study. Their paper consisted of importance and objectives of entrepreneurial education and training, entrepreneurship model and presentation of AntrES (*The Entrepreneurship and the Equality of Chances*) programme and an inter-regional model of Women Entrepreneurial School, a project financed by the European Structural Fund. The paper proved that entrepreneurship education and training were with the motive to acquire knowledge and skills, to identify talents, to undo the risk-adverse bias of many analytical techniques and to encourage new start-ups and entrepreneurial ventures. Writers found that despite these aims some entrepreneurship programmes did not address the real needs of entrepreneurs and there were sometimes significant differences between the perceptions of the training providers and the entrepreneurs’ expectations and needs. The problem directed to assess the effectiveness of an entrepreneurial training programme and to evaluate the measure of covering the real needs of potential entrepreneurs. The paper made a mention of Vroom’s model where he had proved that performance (P) is a multiplicative function of motivation (M) and ability of the person (A): P=f (M*A). Van Vuuren using Vroom’s model developed Entrepreneurship Training Model and proved that entrepreneurial performance (E/P) depended on performance motivation, entrepreneurial skills and business skills: E/S = f [M*(E/S*B/S)]. Many more models were developed taking these two models as the basis for development in the area of entrepreneurship, where developers added variables like critical thinking, self-learning, creativity, knowledge, business plan utilization etc. Further, the authors explained the AntrES programme that
was financed by European Union Social Fund covering the area of western Romania with a target of 1800 women and implemented through six partner universities with the objective to promote equality in the field of entrepreneurship, by promoting women involvement, especially in rural areas, to initiate and develop their own business, in the context of sustainable development of their communities. The target groups were divided in three groups – first 288 wishing to develop their own business, next 1440 wishing to set up their own business and last 72 the students of Economics, trained to spread awareness and spread the positive attitude towards the entrepreneurship. The project development resulted in setting up an inter-regional educational research, training and communication network database on female entrepreneurship, action learning, preparation of business plans and putting them into practice, leading to increase in the number of Small and Medium Enterprises (SMEs). This proved positive and further lead to direct and indirect job creation, poverty reduction, fostered regional development, women development and positive changes in the lives of 1800 target group of West Romania.

Another paper by authors Garavan and O’Cinneide (Garavan, 1994) stated that Entrepreneurship is in vogue. For the cases of high unemployment rates and fluctuations in international trade cycles, the role of entrepreneurs became more evident and must. Since, it dealt with innovation, it attracted many investors. The article addressed issues surrounding entrepreneurship education and training in Europe while at the same time reporting on specific initiatives in five European countries. The article in the first part dealt with some of the issues and difficulties highlighted in the literature on entrepreneurship education and training and in the other part it presented a comparative
analysis of the design features of six entrepreneurship and training programmes conducted within the European Union. The programmes considered with projects, new ventures and employment potential as its outcome. The paper stated that an entrepreneur is someone who prefers one of the active learning styles, whether that of experiential learning, i.e. application, analysis, synthesis and evaluation.

The article by Vesper and Gartner (GARTNER, 1997) presented the results of a survey that ranked university entrepreneurship programs. The survey also explored how universities determined what courses constituted a program in entrepreneurship and how they determined the criteria that impacted an entrepreneurship program’s quality. A mail survey was undertaken in late 1994. This survey was sent to deans at 941 business schools in the United States, 42 in Canada, and 270 overseas. Of the 311 replies, 233 came from U.S. business schools, 16 from Canadian schools, and 62 from schools in other countries. The top seven criteria suggested for ranking entrepreneurship programs were the kind of learning process that was responsible for these effects. The authors tried to analyse the effects of entrepreneurship education on a group of students who were not selected for their interest in entrepreneurship. It was postulated that student’s behaviour was largely driven by Bayesian updating where students entered entrepreneurship courses with prior beliefs about their own “type”, but updated their beliefs in the course of entrepreneurship training. Based on a theoretical model three hypotheses were derived that linked ex-post intentions as well as changes in intentions to the strength and consistency of signals received by students prior to and during the entrepreneurship course. Data were collected in a compulsory entrepreneurship class at a large German University. In a descriptive analysis evidence was found that students updated their
beliefs about their entrepreneurial aptitude. In particular, initially undecided students were likely to change their beliefs most readily. More formally study showed that the variance of beliefs about entrepreneurial aptitude increased significantly during the course. The other two hypotheses showed that strong ex-ante beliefs and consistency of signals lead to stronger ex-post intentions to found or not to found, and that changes in intentions due to the course, tend to be smaller if ex-ante signals were strong and if the signals received by students were consistent. Entrepreneurship, small business management, field projects/venture consulting, starting and running a firm, venture plan writing, and venture finance were some of the courses offered at college level. The survey took the help of highly successful and visible evaluation effort in higher education, the education pilot criteria Malcolm Baldrige National Quality Award (MBNQA) for the survey. For an MBNQA evaluation, organizations were assessed across 28 requirements that were embodied in seven categories. Scholars debated about whether entrepreneurship programs should be rated and ranked. The survey sought to discover how universities ranked other university entrepreneurship programs, how universities determined what courses constituted a program in entrepreneurship, and how universities formed opinions about other criteria that might impact the quality of an entrepreneurship program, such as faculty activities, community outreach, resources applied to entrepreneurship, and perspectives on measures of program efficacy and outcomes. To combine the different types of responses consistently, a weighting scheme was used. In order to determine how academics made judgments about the relative quality of various entrepreneurship programs, respondents were asked to indicate, with a rank ordering. The leading criteria were courses offered, faculty publications, impact on
community, and innovations and accomplishments of alumni. Finally, the criteria judged least important by respondents in rating programs were the following: number of doctoral students, faculty start-ups, and location. The study was a first cut at exploring criteria for evaluating entrepreneurship programs. Since the criteria for determining what constituted a high-quality entrepreneurship program was, at present, rather fluid and indeterminate. Authors suggested that a discussion of measures of quality in entrepreneurship education should be placed in the context of the larger movement in higher education toward achieving quality and continuous improvement. The MBNQA was established in 1987 to promote quality improvement, recognize organizations that had made substantial improvements in quality, and foster the sharing of best-practices information. The study proved that if the university entrepreneurship educators do not step forward to assume leadership of their own field, others will surely come to the forefront to determine the rules of the game.

The researcher named **Gorman et.al.** (Gorman & King, 1997) presented a paper in a different way by making Dainow’s (1986) work as the basis of his work, where survey was done on vast available literature of ten years from seven periodicals. The census type sampling procedure was used and a panel of three reviewers was employed to select and classify the collected 92 articles out of which 29 were classified under theoretical branch focusing on entrepreneurship education and 63 were classified under empirical approach to entrepreneurship education. The common theme that emerged from the survey was that although there had been an increase in entrepreneurship education there was little uniformity in the programmes offered. Most of the empirical study indicated that entrepreneurship could be taught or atleast encouraged by entrepreneurship education by
employing variety of teaching methods as in general more hands-on’ the teaching method, the greater would be the chance of success. Despite a considerable range in the studies surveyed, it was clear that the empirical research on entrepreneurship education was still in exploratory stage. In contrast to Dainow's (1986) findings, the study marked an increase in the empirical research, particularly in the area of educational process and structure. Results indicated a considerable consensus that entrepreneurship could be taught and teaching methods could be enhanced through active participation. In addition, there was a clear indication of considerable growth in entrepreneurship courses and programs, although there was very little consistency in approach. There was also preliminary evidence that entrepreneurial attributes could be positively influenced by educational programs and that many entrepreneurship programs and courses must build awareness of entrepreneurship as a career option and encourage favourable attitude towards entrepreneurship. Nonetheless, there was also a strong evidence of resistance by small business owner/managers towards education and training and study suggested that overcoming this barrier would require recognition of the need to develop programs tailored to the specific needs of target markets.

**Klofsten** (Klofsten, 2000) took up Sweden to be the study area of his research. He found that in the country, there were many initiatives to stimulate individuals to act in an entrepreneurial manner, including professorships in entrepreneurialism at universities, new courses and training programmes. Firms such as Ericsson, Telia and Saab had established “innovation units” to stimulate new ideas and utilise the energy and ideas of their employees. The article tried to describe and analyse an initiative: the Entrepreneurship and New Business Development Programme (the ENP programme) for
the training of individuals in the start-up of new technology or knowledge intensive enterprises. The model was developed by the centre for innovation and Entrepreneurship at Linkoping University and a private network of enterprises. The article began with a comprehensive discussion on characteristics of the entrepreneurs and its implications in the training of the individuals. It focused on entrepreneurship training at universities in general and the training of start-ups within the milieu in particular. The first conclusion of the study was that it was possible to stimulate entrepreneurial behaviour in many ways and the same would lead to positive outcomes for example, an improvement in the quality of new projects and firms. In order to prove the point, author came up with a successful model for the training of entrepreneurial behaviour in individuals. The model that was developed was settled to stimulate technology-based and knowledge-intensive businesses, but it was probably applicable to other types of environments in which it was desirable to stimulate start-ups. Some of the previous studies pointed out that despite of high positive talk about entrepreneurship, certain barriers still existed, both on the supply side and in the execution of entrepreneurship training. The barriers ranged from clashes in internal priorities and questions about necessary competence to the credibility of the one supplying the training. The second conclusion was to create an acceptance for these types of activities both in the university world in the form of support from the university’s administration and in the target group for which the programme was designed. To succeed, proposal for 13 success factors, were given which included not only pedagogical, milieu and competence aspects, but also target-group related aspects. Over the years a large number of articles have been written on business support and business training, the two main categories of support that were highlighted in the paper
were, configuration orientation and process orientation. Configuration orientation (the one most studied) dealt with static arrangements, like the description of facilities, budgets, organizational charts, localization, and institutional links. Process orientation referred to a support of more “hands-on” nature that investigated and took into consideration, for example, a firm’s actual need for management support, the heterogeneity of the population of firms and the needed to learn by doing. The third conclusion was that process orientation was preferred over configuration orientation in the training of entrepreneurship because the former’s dynamism and pedagogy one was able to meet the individual participant’s need of support in a better way. The paper generated a number of implications for continued research and practice. The most important task for those intending to carry out research in entrepreneurial behaviour or to stimulate individuals practically to behave entrepreneurially was to create an understanding of the mechanisms underlying the criteria for success. Particular attention was needed to be paid to those mechanisms at work behind an individual’s real need for entrepreneurship training. The research questions that arose from the paper were what methods could be used to determine an individual’s need for such stimulation? What methods could be used to determine whether an individual was an effective recipient of such stimulation? What stimulation was needed? Who determined what type of stimulation was necessary? What follow-up could one make to determine whether training was successful? And what time-interval should be used in such a follow-up? This way the paper opened up various areas of research for the interested researchers.

**Graevenitz et.al.** (Georg von Graevenitz, 2010) showed through his study that entrepreneurship education was ranked high on policy agendas in Europe and the US, but
little research was available to assess its impact. The interest was found to decline somewhat although the course had significant positive effects on students’ self-assessed entrepreneurial skills. While many studies found positive effects, others cautioned that entrepreneurship in general may not create growth in industrialized countries. Academic entrepreneurs were likely to employ more people than their non-academic counterparts and founders with university education apparently made higher investments in their business than non-academic entrepreneurs. The paper had to make three contributions: to develop a new conceptual perspective to emphasize on entrepreneurship learning, to study the effects of a large-scale compulsory entrepreneurship course at a major German university, using a pre-test–post-test design and to address the welfare implications of the results for future evaluation of entrepreneurship education. The study was completed on the basis of three hypotheses: the variance of beliefs after the course is greater than the variance of beliefs before the course; if signals are consistent then beliefs after the course would be stronger, stronger pre-course signals lead to stronger beliefs after the course; and if students received consistent signals, then those among them who had received signals before the course would change their beliefs less. The setting for data collection was the Department of Business Administration, in the Munich School of Management where students were surveyed through written or an online survey. The hypotheses were tested using learning model, and the model showed that Bayesian updating had effects on students’ beliefs about their entrepreneurial aptitude. Authors found a statistically significant increase in the variance of beliefs, once non-normality of the distributions was allowed by using Levene’s robust test or Brown and Forsythe’s median test. Another result indicated that strength and consistency of students’ signals affected intentions to
become entrepreneurs as predicted. The third result showed that marginal effect was generally highly significant and negative for all groups of students who changed their beliefs. The probit regression result with consistent and strong pre-course signals indicated that the strength and consistency of signals that students received, affected changes in students’ intentions to become entrepreneurs as predicted by Hypothesis 3. The framework outlined in the paper opened up several avenues for future work mentioning to further test the present theoretical framework, authors intended to reapply the framework to other entrepreneurship courses and seek to establish whether the framework also described effects of other types of education, which were intended to help students discover their proclivity for a specific type of work. Secondly, an integration of the framework with the theory of planned behaviour was likely to be helpful in further identifying exactly which benefits and costs that entrepreneurship education could affect. Finally, the integration of uncertainty into models of skill formation over the life cycle held out the promise of a theory of learning about own aptitude.
2.3: Effectiveness/Evaluation of Entrepreneurship Development Programme

The study by Solomon (Solomon, 2004) was an attempt towards a situation where interventions were to be evaluated and validated in a statistically appropriate way. The study was to evaluate the outcome of research done in Africa that is its successes and failures. The government was focused on supporting and developing small micro and medium enterprises. There were many hypotheses that were formulated in order to evaluate the functioning of entrepreneurial training. The study was a longitudinal study validating an entrepreneurial training programme specifically developed for the South African environment. The study was conducted over four time periods of 15-18 months with an experimental group and a control group. Questionnaire was the survey instrument along with structured interviews. Simple statistical tools and z-test were used to analyse the data. The analysis of the hypotheses concluded that the training effect for application of the training components had degenerated over time, however the time management behaviour had improved significantly for the training group. Hypothesis one with assumption that entrepreneurial training improves firm performance over time was not accepted since the performance of the firm as observed by the author was concerned with the sales turnover. Overall it was observed that the implementation of the training dimensions, planning, innovation, creativity, personal initiative and time management had degenerated over time, which could be expected from a shorter duration training programme. The interesting fact noticed by the author was that the time management behaviour discriminated between the training and control groups. This lead to conclusion that the training, even though it had a fading out effect over time, had left some
behavioural patterns that lasted over time and was recommended strongly after the duration of study period. The study opened the path for future works where training could be taken at intervals and then the results could be analysed by investigating which aspect of training influenced which variable. The study suggested that evaluation of training had immense potential of guarding against wastage of scarce resources in the long term based on assumptions and speculation, which developing nations can ill-afford. It also marked that effective programmes be offered in the future and assist in effective development initiatives.

M Botha, et.al has done a research on evaluating the women entrepreneurship training programme: a South African study. The main purpose of this paper is to introduce and evaluate the Women Entrepreneurship Programme (WEP) as a training intervention. The WEP will be evaluated by measuring the skills transfer that took place and whether the participants’ business performances increased after the intervention.

The sample for the study consists of 180 women entrepreneurs where 116 respondents form the experimental group and 64 respondents from the control group. Factor analysis is executed to confirm the validity and reliability of the measuring instruments used. The Chi-square test, t-test for independent samples, t-test for paired samples, Mann-Whitney test, and Wilcoxon matched-pairs test are used to present the statistically significant differences between the experimental and control groups.

The study consists of two parts, a literature review and empirical research. The empirical part consists of quantitative research in which three research questionnaires are used to obtain information from respondents. The first questionnaire was given to respondents before the actual training took place, to measure the respondents’ level of knowledge and
skills as well as training expectations and needs. The second questionnaire was given to respondents to measure their behaviours and attitudes directly after they completed the WEP and the third questionnaire measured the respondents’ business performance six months after they had completed the WEP. This study is based on a true experimental design which can be classified as the Pretest-Post-Test Control Group Design. The researcher has identified the four skills transfer and three business improvement factors and it was pointed out that the experimental group performed better significantly regarding these factors after they attended the WEP. This paper statistically proved that the WEP is not only effective in providing skills to women entrepreneurs and improving their business performance indicators but also encouraged potential women entrepreneurs to start their own businesses and start-up as well as established entrepreneurs to start multiple businesses (M Botha, 2006).

Botha et.al. in his study (Melodi Botha, 2007) focused their attention on entrepreneurship through Women Entrepreneurship Programme (WEP). The paper was empirical and measured the effectiveness of the WEP after the respondents had been through with the training intervention. The sample consisted of 180 women entrepreneurs, where 116 respondents were form the experimental group and 64 respondents formed the control group. Factor analysis was presented and several statistical tests were executed to present the statistically significant differences between the two groups in the sample. The study was based on a true experimental design. The findings highlighted the WEP delegates’ acquisition of new entrepreneurial skills and knowledge. Furthermore, the respondents reported an increase in the number of employees, turnover, productivity and profit. It was statistically proved that the WEP was
effective in training potential, start-up and establishing women entrepreneurs in South Africa. The literature on female entrepreneurship given in the paper suggested that, in terms of both entrepreneurial options (e.g. occupational choices) and entrepreneurial resources (e.g. sources of capital and training), women were more disadvantaged than men, and minority women were more disadvantaged than white women. The paper introduced the newly-developed model, Educate for Entrepreneurial Performance Model (E for E/P) developed by Pretorius et al. (2005: 422) by integrating the two models Entrepreneurial Performance Education Model and Entrepreneurial Education Model. Reaction, learning, behaviour and post-training success measures were marked as important measures to measure the effectiveness of a training programme. The tentative assumptions made in the paper were: WEP as a training intervention was not effective in assisting women entrepreneurs to start their own business, the experimental group did neither gain entrepreneurial nor business skills and knowledge after the completion of the WEP, and there was no significant difference between the experimental and control group regarding the business performance, after the testing period of six months. Statistical tools like Cornbach’s Alpha test, t-test, Chi-square test and Wilcoxon-matched pair test were used in order to analyse the data. It was found from the study that skill transfers and business improvements improved significantly among the members of the experimental group. The paper also proved statistically that WEP was effective in providing skills to women and encouraged them to start their own business. Most valuable output of the study was the development of framework for entrepreneurship training. The novel aspect brought out by the paper was post-programme follow-up of WEP, which was excluded in most of the programmes due to budget constraints. Inspite
of limitations of respondent’s prior knowledge about the programme being conducted, budget and time, the paper opened the path for further research.

**Sushma** (C., 2007) studied in her paper that entrepreneurship was a purposeful activity to include, initiate and maintain economic activities for the production and distribution of wealth. It had been recognized as an essential ingredient of economic development and an integral part of socio-economic transformation. Specific objectives of the study were to the profile of women Entrepreneurship Development Programme (EDP) trainees of Rural Development and Self Employment Training Institute (RUDSETI), Dharwad, hardships undertaken to assess the success rate of EDP, to document the time lag in establishing an enterprise by women EDP trainees, to study the impact of EDP on income and employment generation, and to ascertain the factors that facilitate the establishment and development of enterprise. It was evident from the reviews mentioned in the paper that major problems faced by the women entrepreneurs were lack of adequate skill, non-availability of marketing facilities, inadequacy of finance, non-availability of raw materials and lack of family co-operation. The research design adopted for this study was of ex-post facto in nature since the phenomenon had already occurred. The main focus of investigation was to know the impact of EDP trainings on income and employment generation by trained women entrepreneurs. The study was conducted in Dharwad taluk of Dharwad district in Karnataka, where RUDSETI, Dharwad was located and maximum number of women EDP trainees was from Dharwad taluk itself. A multistage purposive sampling procedure was adopted for the investigation where 130 women trainees of EDP formed the sample for the study and the information was collected through interview. Dependent variables were income and employment generation and independent variables
were age, education, family size, annual income, family occupation, family size, mass media participation, loan matrix, and skill orientation, source of information, achievement motivation and risk bearing ability. Statistical procedures applied were frequency, percentage, mean, standard deviation and chi-square test. Major findings of the study showed a profile of the trained women entrepreneurs where majority of the respondent belonged to young age group, a considerable percentage of the trained women entrepreneurs were educated upto college level and a majority of the respondents belonged to small family. Nearly 48 per cent of the respondents belonged to high income group and a most of the trained women entrepreneurs’ families were dependent on non-agriculture activities like job and business. Among the formal sources, Bank officials were frequently consulted source of information, and only around 69.24 per cent of the respondents consulted RUDSETI staff occasionally. Most of the respondents were of the view that, it was wrong to think men as superior and women as inferior, which was showed as nearly 36 per cent of the trained women entrepreneurs had high achievement motivation. With respect to the success rate of EDP trainings and time lag in establishment of an enterprise by women entrepreneurs, majority (66.66%) of the EDP trainees started the enterprises after taking the training from the institute. The impact of EDP training on income generation was that nearly 47 per cent of the trained women entrepreneurs belonged to medium income generation category. Many of the EDP trainees had taken up beauty parlor, tailoring, kirani shop and dairy enterprise and relatively less percentage of the EDP trainees took business of home products, saree business, garments and leaf plate making units. The association between independent and dependent variables was significantly associated with the extent of income and
employment generation by the EDP trainees. The major factors, which contributed for the establishment and development of an enterprise, were self-confidence, cooperation from family at the time of start, availability of specified skill to work on specific project, availability of loan, favourable attitude of customers and adequate training. Major factors inhibiting establishment and development of an enterprise were more competition, inadequate publicity, lack of market facility, lack of guidance and lack of timely availability of loan from the bank. The study indicated that further investigation must be conducted on the extent of success of the enterprise, taking economic parameters like benefit: cost ratio, payback period, internal rate of returns etc.

The paper by Nagesh and Murthy (Murthy, 2008) analyzed the effectiveness of women entrepreneurship training and education program and to understand the need for entrepreneurship training. The need for more women entrepreneurs was studied separately for two main reasons – first being women’s entrepreneurship is an important untapped source of economic growth and the second that the women entrepreneurs create new jobs for themselves and others. They can provide different solutions to management, organization, and business problems. The paper also helped to identify the strengths and weaknesses of such training programs. The comparison between the pre-established goals and the actual attainment helped to identify the improvements needed in training programs. The objective of the study was to evaluate the needs and importance of the training for women entrepreneurs, identify the areas that needed improvement, suggest improvements based on feedback and infer whether transfer in training content was positive. In order to meet the objectives data was collected from 50 women entrepreneurs, on a random basis, engaged in different types of self-employment
activities across Mysore city both from rural and urban area, between the age group of 20 to 40 years. The samples were selected by giving due weightage to the beneficiaries. The collected data was classified based on homogenous factors and tabulated thereafter, also Kolmogorov-Smirnov D-test was used to analyse the data even for the most deviant values of the criterion variable. Previous empirical studies show that women contribute significantly to the running of family businesses mostly in the form of unpaid effort and skills, and they feel that self-employment is a better option than traditional employment. The same was proved by the study as the results indicated that the state and central government training centers and nodal centers, which impart training to the entrepreneurs, were successful in meeting the requirements of only two-thirds of the respondents. The remaining one-third of the respondents felt that there was no effective delivery of the contents in the training programs and the same needed to be improved. Practical exposure to the contemporary business, to meet the successful and unsuccessful entrepreneurs and to understand the causes of success and failures in businesses were some of the important areas identified. The respondents in Mysore city felt that training to be vital and needed component to become successful entrepreneurs. The study also came out with the fact that women represent more than one-third of all people involved in entrepreneurial activity, and are likely to play an even greater role when informal sectors are considered. They were found to be the natural networkers and relationship builders, forging powerful bonds and nurturing relationships with clients and employees alike. They were also more inclined to seek out mentors and develop supportive teams which, translated into establishing rapport with clients and providing great customer service. This perhaps was the reason why many women tend to launch businesses that are client-
based or service-oriented. The development of women’s entrepreneurship corresponded to a structural economic change, where more economic actors could become job providers. The study concluded that in addition to skill development, the entrepreneurship and management development institutes should necessarily initiate steps to motivate women entrepreneurs and to provide them with practical management inputs. Globalization and liberalization of markets too encouraged women to come forward to become entrepreneurs and start new industries.

The Report prepared by Corporate Links Limited (June 2006-2009), Uganda summarized the study conducted on Entrepreneurship Training Programme. The purpose of the evaluation was to determine the impact of the program by assessing the progress towards achieving programme outcomes based on the 2006 -2009 phase logical framework, design, monitoring data and provide specific, actionable and practical recommendations on whether to design a new program focusing on replication or scaling up. The programme was based in the whole of Uganda and targeted all the regions. The evaluation found that 52% of the entrepreneurs trained were male while 48% were female, showing that the selection of trainees always kept gender aspect at the forefront. The evaluation found that of the entrepreneurs who already had a business and were trained, 57.3% of the businesses improved, and 7.4% of the business had their performance more than double while 45% of the trained entrepreneurs started new businesses. 33% of the SME entrepreneurs trained had accessed lines of credit for injection into their businesses, a key indicator of growth in the SME sector. The programme also led to better business management as 78.9% of the trained entrepreneurs found it necessary to develop a business plan after being trained, with 49% of the trained
entrepreneurs developing the Business Plans personally, showing a tremendous level of skills transfer by the programme. However, there was a lack of use of professional business development consultants as they were deemed very expensive by most SMEs in Uganda. The ETP also improved on record keeping for SMEs as 49% of the trained entrepreneurs said their record keeping had improved since their being trained. The development of an SME Business Guide that listed various support services for SMEs was found to be very helpful although its use by the entrepreneurs was found to be still low (43.2%). Similar to this evaluation, the Business Health Checks (BHCs) undertaken in 2008 also confirmed an improvement in the performance of the entrepreneurs who benefited under the ETP. The evaluation determined that the ETP was successful and was recommended for the scaling up of interventions while including business handholding and mentoring. At the end there were certain recommendation that came for the improvement of future ETP and they were: designing a business idea competition, generating a database of available lines of credit, enhancement of monitoring and evaluation by the project management team, development of simple reporting tools, widening the scope of training material etc.

**EDI Ahmadabad, (2009):** This study undertook an all India level evaluation in order to see the top level EDP conducting institutions and their performance. It was seen that NITCON has conducted 416 programs for different groups in which 9600 persons had been trained, more than 4530 first generation entrepreneurs have implemented their units with investment of about 1790 lakhs and a creation of employment for 11000 persons. The actual start up rate was seen as 55.55% and the final start up rate was found as 62.96% against an average rate of 25%- 31.1% at national level.
Debnath (Debnath, 2010) through his paper mentioned that entrepreneurship worked as a double edged weapon for socio-economic development. On one hand it was the key for economic growth of any region and on the other hand, it not only generated opportunity for self-employment but also spawned job opportunity for others. According to the 2002 Global Entrepreneurship Monitor Report, India ranked 2 out of 37 participating nations, on the level of entrepreneurial propensity with a Total Entrepreneurial Activity Index of 17.9%. However, for the overall development of any country, the regionally balanced economic growth was inevitable but the per capita income of north east India was much less than the national average, which signified its backwardness than the other parts of the country although numerous EDPs were being conducted in the region since long. The paper highlighted the case of Tripura. Considering the importance of entrepreneurship in hastening the fiscal growth of the country government of India launched and implemented a number of programmes like Margin Money Scheme, Prime Minister’s Rozgar Yojana, Swarna Jayanti Gram Swarozgar Yojna etc. In North-east Assam was the pioneer of entrepreneurship development. The authors found that of late, several innovative programmes had been designed and experimented to promote new players, and for creating awareness of entrepreneurial and self-employment opportunities among the youth, e.g. entrepreneurial awareness for school, college and university students, faculty development programmes for teachers. Efforts were being made to make the programme effective and useful. The study was conducted on randomly selected 360 participants of EDPs consisting 60 candidates from each institution conducting EDP on regular basis. The appraisal study on the effectiveness of EDPs in the region of northeast revealed that overall rate of success of EDPs organised during April 1994 to March 2004,
was 33.07 percent. In Tripura it was observed that only 18.89% participants of EDP were succeeding in establishing their own enterprise. Impact of EDP was seen from various perspectives helping people improve their living conditions: significant increase in per capita output and income of trainees from their enterprises, socially family members were found involved actively in the business of starters, and grabbed the attention of policy makers recognising the growing importance of EDPs not only in generating employment but also creating job opportunities. Problems faced by the entrepreneurs were lack of working capital, enthusiasm, entrepreneurial tradition, transportation, management, marketing problem, and shortage of electricity etc. At the end, the study suggested that in order to make EDPs more successful in the region of northeast, there was a need for development of knowledge, skill and motivation among individuals, along with incorporating measures to stimulate, support and sustain entrepreneurship throughout the region and in general in Tripura. Tripura required a multi-dimensional approach for the growth of entrepreneurs and thereby small scale industries that included identifying potential entrepreneurs, their training, need-based follow-up action and identifying opportunities that had growth prospects based on local resources.

Another study by Oosterbeek et.al. (Hessel Oosterbeek, 2010) stated one of the most famous and accepted theories of economic growth, that underlying the empirical results and supporting the economic importance of entrepreneurship, at first were provided by Schumpeter in 1911, where the economist was of the view that entrepreneurs seek profit opportunities and therefore introduce ‘new combinations’ or innovations that are the prime endogenous cause of development in the economic system. New entrepreneurial combinations destroy the equilibrium in the economy and create a new equilibrium
(creative destruction). The study dealt with Student Mini-company (SMC) which was dominant entrepreneurship programmes in secondary schools and colleges in US and Europe and the leading post-secondary education in the Netherlands. The main finding of this paper was that the SMC programme did not have the intended effects, the effects on students’ self-assessed entrepreneurial skills were insignificant and the effect on the intention to become an entrepreneur was even significantly negative. The study area was a vocational college “AVANS Hogeschool”, southern Netherlands with 18,000 students enrolled in the year 2005-06. For the evaluation of SMC programme an instrumental variables approach was used in a difference-in-differences framework. In order to measure entrepreneurial competencies and intentions, the Escan test was used as the test is a validated self-assessment test based on 114 items posed to individuals. The competencies that were found were needed for achievement, autonomy, power, and self-efficacy, risk taking propensity, market awareness, creativity and flexibility. The survey and Escan were offered prior to the start of the programme in September 2005 to a total number of 562 students in four study programmes at the treatment and control locations. Hausman tests for the endogeneity of treatment revealed that treatment was only endogenous in the case of the composite variable “Entrepreneurial skills”. Authors reported that the program was offered to students at one location of a school but not to others at another location of the same school so the results showed that the programme did not have the intended effect: the effects on students’ self-assessed entrepreneurial skills (and traits) were not significantly different from zero and the point estimates were even negative. The effect on entrepreneurial intentions was significantly negative. The study showed that the changes in self-perception were reflected in lower skill levels and
were not compensated by higher actual levels of these skills was worrisome and indicative of the ineffectiveness of the program at the school of study. The negative impact of the program on the intention to become an entrepreneur was due to a more realistic view to start one’s own business. More indirectly, participants were found to have lost their optimism that caused a lower interest in entrepreneurship. Compulsory participation, high time and effort input demanded from participants, large number of students that hampered active involvement and were sighted as some of the reasons for the failure of the programme. The contribution of the study was that it was the first solid impact evaluation of the SMC program. The internal validity came at a cost and there was lack of external validity since authors analyzed the program in only one school. The paper did not base any policy implications on the results of just one study. The implication of the study was that more impact evaluations along the lines of the study should be conducted in collaboration with the schools in order to ensure a random allocation of students across treatment and control groups. Moreover, studies that assessed the effectiveness of variants of the program in terms of aspects such as the entrepreneur team’s size, the duration of the program, mandatory versus voluntary participation in the program and the number of student credit points earned would be instructive.

The study by Laxmana and Ishwara (P, 2008) was based on Entrepreneurship Development Programmes where they highlighted the fact that policy makers have been concentrating on promotion of small business units. They found by the planners and the government, that incentives were not sufficient in themselves to ensure adequate entrepreneurial response and required primary focus on human resource development
through EDPs. The study focused on the need to find the efficiency of EDPs in various fields and how they help the entrepreneurs to improve their image and popularity. Some of the central objectives of the study were to know the importance of EDP in the changing economic scenario; to know the various types of activities chosen by the trainees; to know the activity-wise starters and non-starters and to give suggestions based on the findings. The primary focus of the study was the number of enterprises created as a result of EDPs. The study was based on both primary and secondary sources of information. Districts of Davangere and Chitradurga were selected for the case study whose Human Development Index (HDI) performance in 2001 was 12th rank (value 0.635) and 16th rank (value 0.627), respectively. Therefore, there was felt a need to strengthen the SSI and Entrepreneurial Development through EDP in these areas as they showed a better location for concentration. The sampling design was based on the selection of the EDP-trained entrepreneurs on the basis of information provided by the state-level ED-organization Centre for Entrepreneurship Development of Karnataka (CEDOK). A minimum 20% of the total number of EDP trained entrepreneurs was chosen to ensure a fair representation and accurate coverage. Then the respondents were selected on random sampling basis. The study analyzed the rates of success and failure of unit settlement. The findings of the study showed that the start-up rate among the sample respondents was high at 77.35%. The percentage of non-starters was only 22.65%. Out of the non-starters, a large number of the EDP trainees had given up ideas of starting the units, a small number of trainees were actively pursuing to start the enterprises and the remaining were blocked at various stages in the process of setting up of the ventures. Activity-wise, among Trained Starters and Non-starters, the start-up rate was 100% in
case of bakery, medical shop, arecanut business, dry cleaning, homeopathy, stationery mart, and sheep and goat rearing. Whereas, a low of 50% was found in case of crusher as it required a heavy initial investment outlay. A vast majority of trainees-both unit starters and non-starters reported that they have been benefited in different ways by undergoing training under EDPs. At the end through the study authors suggested that since the EDPs were effective means of promoting entrepreneurship through training, the government, private and the voluntary organizations must step in to conduct EDPs and promote entrepreneurship.

Gopinathan (June 2010), contributed towards the vast literature through her extensive piece of dissertation that was based on women entrepreneurship development on families. The number of women moving into small and informal sector was found to be on the rise for the fact that there were better prospects in improving their economic standing in these sectors than in the traditional agricultural sector. Objectives of the study were: to find the interdependence of women entrepreneurs and families; to study the impact of women on entrepreneurship development on family with respect to standard of living; to identify the key drivers of economic independence of women entrepreneurs; to create an independent model with respect to economic independency of women entrepreneurs; and to make recommendations in order to have empowerment of women especially among disadvantaged group. The study was based on both primary and secondary data collected from the state and districts of Maharashtra. 10 districts of Maharashtra were selected using judgment sampling and 500 sample entrepreneurs were selected using proportionate sampling. The study in line with the set objectives found that most of the entrepreneurs belonged to the age group between 30 and 40 years, with an upper
secondary educational background and belonged to Hindu Community and most of the respondents were married. Major respondents had entered entrepreneurship to support the family financially and economically. The key driver for entrepreneurship was found to be monetary benefits as most of the respondents were from weak financial family background. Independency model was created using the information in the study and that depicted four important parameters, which influenced entrepreneurship process and helped the respondents to become successful and economically independent. Finally the study also brought to light that most of the respondents were able to bring change in their financial positions thus bringing a change in the standard of living of their family. This helped in a positive self-esteem in the women entrepreneurs and proved that there has been an empowerment of women entrepreneurs through entrepreneurship development bringing positive impact on the family, community and society at large. The paper suggested the role of government and non-government organisation to be important. Its recommendation also included specific and practical oriented training programmes for women, formation of professional bodies to establish linkages and mutual benefits, a database of resource and resource linkages, involvement of banks for the upliftment of women through entrepreneurship programme, better communication among all the organisations and finally insisted the involvement of academicians for better results along with government and non-government organisations.

R.Srikanth et.al. has done study to know entrepreneurial development in women through EDP trainings. Their argument was that a woman constitutes one half of the world’s population having enormous potential but being underutilized or unutilized for the economic development of the nation and India is not an exception to this. So to
improve the women participation in economic development we have to raise the status of women, they must be empowered socially, economically and politically. Empowerment can serve as a powerful instrument for women to achieve upward social and economic mobility and to achieve power and status in the society. To achieve this effective EDP trainings are to be conducted. The researcher has evaluated the training programmes. The study highlighted that more studies must be undertaken, better measures must be used for evaluating the performance of EDP. The parameters on which evaluation will be done must be clearly specified, and the researcher mentioned that there is a huge scope for further research in this area by using different combinations of parameters (KUMARI R. R., 2013).
2.4: Other Related Literatures

The researcher named Gorman et.al. (1997) presented a paper in a different way by making Dainow’s (1986) work as the basis of his work, where survey was done on vast available literature of ten years from seven periodicals. The census type sampling procedure was used and a panel of three reviewers was employed to select and classify the collected 92 articles out of which 29 were classified under theoretical branch focusing on entrepreneurship education and 63 were classified under empirical approach to entrepreneurship education. The common theme that emerged from the survey was that although there had been an increase in entrepreneurship education there was little uniformity in the programmes offered. Most of the empirical study indicated that entrepreneurship could be taught or at least encouraged by entrepreneurship education by employing variety of teaching methods as in general more hands-on’ the teaching method, the greater would be the chance of success. Despite a considerable range in the studies surveyed, it was clear that the empirical research on entrepreneurship education was still in exploratory stage. In contrast to Dainow's (1986) findings, the study marked an increase in the empirical research, particularly in the area of educational process and structure. Results indicated a considerable consensus that entrepreneurship could be taught and teaching methods could be enhanced through active participation. In addition, there was a clear indication of considerable growth in entrepreneurship courses and programs, although there was very little consistency in approach. There was also preliminary evidence that entrepreneurial attributes could be positively influenced by educational programs and that many entrepreneurship programs and courses must build awareness of entrepreneurship as a career option and encourage favourable attitude.
towards entrepreneurship. Nonetheless, there was also a strong evidence of resistance by small business owner/managers towards education and training and study suggested that overcoming this barrier would require recognition of the need to develop programs tailored to the specific needs of target markets.

Ms. Indira Kumari in his research paper A Study on Entrepreneurship Development Process in India she mentioned that the concept of entrepreneurial development involves equips a person with the required information and knowledge used for enterprise building and enhancing his entrepreneurial skills. Now days, EDP are treated as an important tool of industrialisation, and will be a solution to unemployment problem of a country like India. In this paper she stressed on entrepreneurship development (ED) process in India and the role of EDPs in the economic development of a country. The data used for the purpose of study are mainly from secondary source. The finding of the study includes role and relevance of EDP’s in the process of economic development and growth of a nation is huge. It is the EDP through which the entrepreneurs learn the necessary knowledge and skill for running the enterprise successfully which ultimately contribute towards economic progress in the form of createing employment opportunities, helps in achieving balanced regional development, prevents industrial slums, use of local resources, economic independence and improves the standard of living and per-capita income. Finally she concluded that the entrepreneur with his vision and ability to bear risk can change the economic scene of the country. They play a vital role in initiating and sustaining the process of economic development of a nation. The overall aim of an entrepreneurial development programme is to stimulate a person for adopting
entrepreneurship as a career and to make him able to identify and exploit the opportunities successfully for new ventures (KUMARI, 2014).