CHAPTER - IV

REVIEW OF LITERATURE
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A review of earlier studies on entrepreneurship has been made in this chapter so that greater insight into the subject is obtained. An analysis of studies already made on problems relevant to the current thesis, which were referred by the researcher, is presented in the following manner.

4.1 Review of literature Related to Entrepreneurs and Entrepreneurship

Weber (1930)$^1$ posited that the entrepreneurship emerged in the context of religious belief system, which he called the Protestant ethic.

Millman’s (1954)$^2$ study of the Marwari caste revealed the possibilities of community customs providing for apprenticeship, by which the youngsters could learn techniques of business and become entrepreneur eventually.

Schumpeter (1961)$^3$ considered an entrepreneur as an ‘innovator’, who introduced a new product, a new method of production, a new market identification, a new source of economic input or a new type of organizational structure for an enterprise.

Papanek (1962)$^4$ depicted that the emergence of entrepreneurs was dependent on the favourable economic incentives. According to him, by providing strong economic incentives, even groups with little or no commercial background would come forward to launch their enterprises.

The present theory of entrepreneurship rests on the postulate that entrepreneurship development should focus on developing managerial strategies in
entrepreneurs by the support system without regard to the social structure. The essence of management strategies was clearly visualized by Chandler (1962) in these words: “The determination of basic long term goals and objectives on an enterprise and adoption of course of action and allocation of resources necessary to carry out these goals.

Carroll (1965) in his survey of 92 industrial entrepreneurs in the Philippians, identified the causes for the entrepreneurs originating disproportionately from big cities. He also found that their culture contributed to entrepreneurial success. Further, he observed that there was a very impressive amount of mobility in the family of entrepreneurs.

Vepa (1967) Japanese entrepreneurship could find active expression because the Japanese political system properly integrated the industrial and agricultural economy, large, small and handicraft industries, labour intensive and capital intensive industries, etc. The political system affected entrepreneurial growth adversely in many other ways. Taxation policies were crucial to the growth of entrepreneurship. Also, the raw material distribution and export and import policies were crucial determinants of entrepreneurial growth.

In his study of small industries of Madurai, Subramaniam (1975) suggested that not security but the prospects and ability of entrepreneurs to grow should be the criteria for loans. He opined that a systematic evaluation of the various support systems organized by the government for entrepreneurs was still needed.

Hirsch (1975) held that the entrepreneurship is a process of constant adaptation to and sometimes manipulation and control of the environment through strategic choices.
Khandwalla (1976) once the unit is firmly established, entrepreneurs are quick to spread the risk on several units. They reduce the risk of failure due to unique circumstances of a particular unit. Entrepreneurs use both depending on the phase of growth. They try to reduce risks by securing bulk business, by spreading risks to several stakeholders, by availing of Government protection, and sometimes waiting for adverse circumstances to change. They are more inclined to test the outcome before they venture out, collect information and take calculated risks.

Narayana and Venkatachalam (1979) found positive correlation between motivation and stress among entrepreneurs and negative correlation between goals and job satisfaction among workers.

Vesper (1980) identified five key ingredients for entrepreneurial success namely, technical know-how, product/service idea, personal contacts, physical resources and customer orders.

Mashiuddin (1980) conducted a study to understand the personality difference between successful and unsuccessful entrepreneurs. The engineer-technocrats of industrial estates established under the self-employment scheme launched by the Government of India in the year 1970 were chosen for the purpose of the study. From the total of 100 entrepreneurs, a sample of 30 successful and 30 unsuccessful entrepreneurs were selected. She observed that personality was an important factor besides economic insight and managerial efficiency in influencing entrepreneurial success. She concluded that entrepreneurs of more sociable, emotional and assertive nature were likely to be successful.

Papola, T.S. and Dhivari, R.T., (1981) in order to start any economic activity, a minimum level of prior built up of infrastructural facilities is needed.
Timmons (1982)\textsuperscript{15} there are large variations in the context, assumptions and emphasis of these studies on entrepreneurial performance. So, there is no standard route or formula for success. Every entrepreneur has to find his own way for success. In other words, failures have only one route but success has many routes.

Macmillan (1983)\textsuperscript{16} found that entrepreneurs, specially the more innovative ones developed and used personal as well as professional networks for variety of purposes such as crystallizing project ideas, developing expertise, raising funds, organizing initial production and marketing, building corporate image, managing growth and so on.

Madala (1985)\textsuperscript{17} found that the entrepreneurs were found to be born and brought up in cities. At the macro-level too, it has been found that entrepreneurs face similar kinds of issues and problems under different environmental conditions, for example, in the context of developed and developing countries.

Murthy (1986)\textsuperscript{18} studied and classified the motivating factors on different bases. According to them, the entrepreneurs are motivated to start business enterprises due to the following three types of factors: Ambitious factors, compelling factors and facilitating factors.

Davidsson (1987)\textsuperscript{19} advocated that entrepreneur's risk taking propensity is situation-dependent. The entrepreneurship may be attributed more to a 'bias perception of risk', rather than an 'innate love for risk'.

Egge (1987)\textsuperscript{20} evidenced that the entrepreneurs are over-optimistic about their own future prospectus. In his study, 55 percent of sample agrees in retrospect that they experience less success and 74 percent agree that they could attain only a lower standard of living than they had anticipated at the time of start-up.
Bhatia and Sharma (1989)\textsuperscript{21} in their study of 108 small-scale industrial units in Punjab, found that specific occupations and family backgrounds of entrepreneurs were helpful in improving their performance. Further, it has been found that caste affiliations are still relevant in the industrial enterprises.

Haskins and Hubert (1989)\textsuperscript{22} showed the evidence that most of the individuals were not aware of the institutional support available to creation and development of small firms. Furthermore, when they were aware, often they were not inclined to make use of it. These studies revealed that individuals were usually isolated from official sources of assistance by a variety of more familiar sources of help and advice in which they had more confidence and which are more regularly used. These sources included family and friends, business acquaintances, members of the firm, professional advisors, including banks, accountant, lawyers and officers with entrepreneurs having to maintain daily contacts. Only after making use of these sources, the entrepreneurs started searching for some more specific information in the official sources of support and advice.

Vivek Deolankar (1989)\textsuperscript{23} It was found that out of the sample of 264 small scale entrepreneurs, 98 wanted to do something pioneering and innovative for 74 entrepreneurs, the principal motivating factor was the desire to be free and independent. Those who were motivated due to bright demand prospects for the product accounted for 56, for 36 the main motivating factor to start enterprises was availability of subcontracting facilities from large units.

Jeffrey S. Hornsby (1989)\textsuperscript{24} Recently there has been a growing interest in the use of corporate entrepreneurship as a means for corporations to enhance the
innovative abilities of their employees and, at the same time, increase corporate success through the creation of new corporate ventures.

Rao and Rajagopalan (1990) made an attempt to analyze the success of Scheme for Employment for Educated Unemployed Youth (SEEUY) from the viewpoint of survival, growth and development of entrepreneurs. A sample of 90 beneficiaries, who were successful in Pondicherry region of the union territory, formed the basic of the study. They found that socio-cultural factors did not influence much the development of entrepreneurship. They concluded that mere provision of financial assistance to the job seekers to start a self-employment venture under SEEUY scheme did not yield the desired result. The study suggested that there was a need for proper training and an effective integrated plan for resource development.

Dennis M. Ray (1993) Ever since the appearance of Professor David McClelland's studies on achievement motivation, a subfield of entrepreneurship research has been the search for the prototype entrepreneurial personality or the ideal personality attributes of the entrepreneur. This is not to suggest that the personality and behaviour of the entrepreneur are unimportant to our field. The entrepreneur is a focal point of our field and there is a need to continue to seek understanding of the diversity of entrepreneurial behaviour and how that behaviour shapes the firm, and how it is shaped by the larger cultural environment.

S.S. Khanka, (1994) Financial Assistance and concessions cannot, on any case, adequately compensate for the deficiencies of infrastructure such as transport and communication. This is one of the reasons why industries have not been developing in backward areas in spite of financial assistance and concessions given by the governments to the entrepreneurs to establish industries in back ward areas.
Yusuf (1995) reported the findings from a survey of the South Pacific entrepreneurs on ranking critical success factors. The top four factors are: good management, satisfactory government support, marketing factors and overseas exposure. The importance of government support is consistent with the findings in other developing areas.

Andrina Levr (1997) the challenges women in business face is a matter of intense debate today. These challenges are consistent worldwide. The obstacles the women entrepreneurs face are well known, and most of them have experienced the effect of at least one of these challenges - access to finance, access to market, access to information, access to training and access to and influence on policy makers.

Sharma (1999) noted that small entrepreneurs of India are not contributing significantly to the economy due to lack of commitment and lack of adequate support from the government.

Inbhalakshmi, M (2004) unemployment is a burning problem for which every citizen should necessarily find a solution. The pleasant economic condition of India does not allow getting sufficient employment. Women are generally ignored whether they are educated or uneducated. Both the educated and uneducated people therefore are in a position to develop their own resource i.e., to seek self-employment.

Palanivelu, S. Raja Narayanan, (2005) for the person who actually starts his/her own business, the experience is filled with enthusiasm, frustration and anxiety. There is a high failure rate due to poor sales, intense competition, lack of capital or lack of managerial ability. The financial and emotional risk can also be very high.
Ashokan. R (2005) micro enterprises to the deserving poor are one of the Weapons for eradicating poverty in our country. The key is to bring together the elements of sustainable development with micro enterprises.

Kumarasamy. N (2006) has to operate with in certain kind of social and economic environment. Considering problems related to business ethics as very important, individuals should set their mind ready to solve them.

4.2 Review of literature Related to Entrepreneurship Training and Development Programmes

Medhora (1965) concluded that the late inception of entrepreneurial motivation is due to the non-commitment of political structure.

D.C. Mclelland & D.G. Winter (1969) in his Kakinada experiment, young persons were selected and put through a three months training Programme and motivated to see fresh goals. One of the significant conclusion of the experiment was that the traditional believes did not inhibit an entrepreneur and that the suitable training can provide the necessary motivation to the entrepreneurs.

V.R. Gaikwad, H. Gor, U. Pareek, R.V. Rao, H.C. Sah, B.G. Sah and M.C. Shetty (1974) so far some 16 evaluation studies have been conducted by various organizations and individual researchers. No doubt these studies vary in their objectives, coverage and content. But one common thread in all of them is the assessment of effectiveness or impact of EDPs.

V.R. Gaikwad, H. Gor, U. Pareek, T.V. Rao, and B.G. Sah (1974) the impact of EDP is measured with the help of indices relating to the entrepreneurial behaviour. The entrepreneurial behaviour is measured on the following four dimensions: planning
orientation, achievement orientation, expansion orientation and management orientation.

Patil, V.G., A. Trivedi and H.C. Rawal (1984)\(^3\) Entrepreneurship Development organizations are lack in commitment and sincerity in conducting the EDPs. In some cases, EDPs are used as a means to generate surplus for the ED organizations.

Singh N. P. (1985)\(^4\) the main objective of the training phase is to bring desirable change in the behaviour of the trainees. In other words, the purpose of training is to develop need for achievement i.e., motivation among the trainees. Accordingly, a trainer should see the changes in the behaviour of the trainees.

James Curran and John Stanworth (1989)\(^5\) there is now in a need to identify more clearly the major forms of enterprise and training education, their target populations and their resource effectiveness. 'Entrepreneurial education' or 'training for entrepreneurship' are widely used phrases, often intended to take on a generic meaning. However, most small business educational activities have little to do with promoting 'entrepreneurship' in any strict sense. In policy terms the most resource effective form currently is probably education for small business ownership but they say that the greatest need is probably for more continuing small business education although this may be expensive in resource terms.

Awasthi, D.N., (1989)\(^6\) non-conductive environment and constraints make the trainer- motivators role ineffective.

Gupta, S.K., (1990)\(^7\) EDPs have been considered as an effective instrument for developing entrepreneurship in the country side. Hundreds of EDPs are conducted
by some 686 organizations to impart entrepreneurial training to participants in thousands.

Muthaiah and Loganathan (1990) analyzed the psychosocial factors influencing entrepreneurship to evolve a strategy for selection and training of entrepreneurs based on identified attributes. The study covered 230 TRYSEM trainees of Nagpur and Aurnagabad towns of Maharastra. For those who were self-employed, the support system worked well and the training institutions were also well equipped. However, they observed that the identification of trainees was not methodical and as a result 50 percent of trainees remained unemployed.

Natarajan and Jayarathram (1991) suggested that government should take various measures to develop entrepreneurship among women, such as the reorientation of educational system for women to emphasized career guidance and inclusion of entrepreneurship awareness in school curricula, providing additional concessions, giving wide publicity to such concessions, provision of facilities such as marketing support and preference in government purchases and waiving of collateral security.

It appears that marketing innovations are so critical to the survival of business. This is also borne out in the studies by Miles and Arnold (1991) and they have shown that marketing orientation is an integral part of entrepreneurial orientation.

Bengt Johannisson (1991) Empirical research in Sweden on business venturing suggests that qualified experience and social skills are more crucial to success than formal education. Adopting an action perspective on entrepreneurship, a framework for identifying competences needed for an entrepreneurial career is provided. Entrepreneurial training calls for a contextual approach, implying, within
such an entrepreneurial-learning framework, different Swedish academic programmes aiming at enforcing or supplementing management skills in small firms are presented.

Harper, Malcom, (1992) revealed that the British overseas development administration sponsored an investigation of the current practices for entrepreneurship development programmes (EDPs) in India underlined the need for more rigorous evaluation of the effectiveness and efficiency of the training.

The studies by Brush (1992) and Smeltzer et.al. (1991) highlighted that entrepreneurs were constantly on the lookout for new ideas noted and the search for new ideas for information was hardly formalized in entrepreneurial ventures.

Suresh (1992) found in his study that related to the structure of entrepreneurship in Karnataka with special reference to small entrepreneurs in Mysore District. The following were the major conclusions of the study relating to support system in the process of industrialization: (i) due to the lethargic attitudes of promotional agencies and increased incidence of sickness, the fear psychosis amongst potential entrepreneurs was very high; (ii) selection of the products was almost influenced by previous experience; (iii) the number of entrepreneurship development programmes of DIC decreased considerably over the years due to lack of adequate personnel; (iv) the single window agency was almost ineffective; and (v) the market analysis by entrepreneur was found to be non-existent and the entrepreneur relied on the information supplied by friends and well wishers alone. The study also included the suggestion of establishing Entrepreneurship Development Institute at the state level and Industrial Data Bank, Grievance cell and Entrepreneurship centre at the district level.
However, the creation of corporate entrepreneurship activity is difficult since it creates a newer and potentially more complex set of challenges on both a practical and theoretical level. On a practical level, organizations need guidelines to direct or redirect resources toward establishing effective intrapreneuring strategies.

Thomas N. Garavan, Barra O'Cinneide (1994)\textsuperscript{52} The major problem relates to balance: too much of an emphasis on knowledge and not enough on competence; too much emphasis on information transfer learning methods and not enough on individual small group learning methods such as project teams, peer exchange, individual counselling and workshops. There is very little evaluation of the effectiveness of such programmes. There is a lack of evidence on how learning strategies influence the development of entrepreneurial competences and how these competences transfer into new project/venture formation. There is also a lack of comparative research to identify commonalities, and differences in terms of design and structure.

Chandra Poojary M (1996)\textsuperscript{53} revealed that an entrepreneur's practical experience in or exposure to entrepreneurial activities in important for the success of small venture.

Verma M.K (1996)\textsuperscript{54} revealed that the EDPs are undertaken to serve one or more of the following objectives: a) Accelerated industrial development by enlarging the supply of entrepreneurs, b) Industrial development of rural and less developed areas where local entrepreneurship is not ready available and entrepreneurs from nearby cities and towns are not easily attracted, c) Enlarging the small and medium
enterprise sector which offer better potential for employment generation and wider dispersal of industrial ownership d) Providing productive self-employment to a number of educated and less educated young men and women leaving schools and colleges, and e) Improving performance of small industries by supplying more selected and trained entrepreneurs, diversifying sources of entrepreneurship and therefore business ownership.

Saini J.S. and B.S. Bhatia (1996)\textsuperscript{55} determined the effectiveness of EDPs through a comparative analysis of performance by trained and untrained entrepreneurs was undertaken in Northern India. The findings of the study reveal that trained and untrained entrepreneurs had no significant difference in terms of availing facilities and incentives, time taken in project implementation, capital investment per person employed, sales turnover achieved per person employed, capital efficiency achieved, time taken in achieving break-even level of sales and growth rate of capital investment. However, retrained entrepreneurs showed significantly higher growth rate of employment and sales. Also the trained entrepreneurs were better than untrained ones in terms of entrepreneurial vision and future plans. Entrepreneurial talent exists in every society and in all cross-sections of people.

Dinesh N, Awasthi and Jose Sebastian (1996)\textsuperscript{56} one out of every four trainees actually started his enterprise after under going entrepreneurial training about 10 percent trainees are found blocked due to various reasons at various stages in the process of setting up their enterprise.

Briga Hynes (1996)\textsuperscript{57} Entrepreneurs or the move towards self-employment is, and will continue to become, an increasingly important element of economic growth and development. It is now recognized that small firms in Ireland are “net creators of
jobs while the large firm sector is a net shedder of jobs". To ensure that a sustained increase in self-employment continues, it is critical that the correct infrastructure is in place to facilitate this development. One critical aspect of this infrastructure is the creation of an enterprise culture which will encourage and entice individuals to take the risk of starting a business. Focuses on how a process model for enterprise education can be used to target various student groups in an interdisciplinary manner, and emphasizes the need to teach entrepreneurship to non-business students, who in many instances are the originators of ideas, but unfortunately do not have the business knowledge to develop the idea further.

Lewin (1996) opined that rather than simply trying to generate small enterprises in a vacuum, agencies need to identify and support enterprises among the poor with credit, training and group formation.

Ranade (1996) pointed out that rate of success was reduced not due to entrepreneurial inadequacy but because of business environmental deficiencies. He concluded that the EDP models were to be more dynamic, flexible, market based to meet the requirements of different economic strata, social strata and infrastructure strata existing in the country.

Dinesh N., Awasthi and Jose Sebastian (1996) the performance of EDPs across the states and across the ed organizations have not been uniform the actual start up rates are observed to be oscillating between 9 percent and 56 percent, bringing down the over all national start up rate to about 26 percent which cannot be consider as impressive performance. And in this non impressive performance lies the need for looking at the problems and the constraints of EDPs.
Bengt Johannisson and Hans Landstrom and Jessica Rosenberg, (1998) Global concern for knowledge about and competencies for entrepreneurship and Small business is growing. When discussing university training for entrepreneurship an action-oriented approach is needed.

Rathore, S., D.D. Sharma and S.K. Dhameja (1998) Majority of the respondents were diploma holders followed by graduate engineers and other technical entrepreneurs. Since diploma holders in engineering are found more suitable for entrepreneurship, certain specific schemes may be launched to further encourage this group of the technical entrepreneurs to come forward for establishing their ventures. The technical entrepreneurs are advised to undergo a comprehensive EDP before venturing into an entrepreneurial career.

Allan Gibb (1998) the entrepreneurial educational organization is not necessarily the one that operates substantially of a business paradigm. It has long been evident from studies that the challenge of channeling entrepreneurial behaviour to maximize organizational effectiveness involves high degrees of decentralization and empowerment.

Shiva, G. Naik (1998) revealed that providing an enabling, conducive, supportive environment by the government is a necessary requirement for ED. One of the major constraints for creating an enabling environment for small business development is the highly differential nature of the small business itself in terms of size, category, region or place, product or service, owner-manager, technology market etc. In such differentiated EDP environment it is most appropriate to design a Programme to meet the specific needs of the prospective entrepreneur.
Prabath (1998) emphasized on the induction of new approaches to meet the emerging needs of the twenty-first centuries entrepreneur. The hypotheses put to test were: (i) the need for achievement is essential for entrepreneurial success and (ii) the achievement motivation can be developed. The six experimental training programmes on achievement motivation conducted by McClelland’s model were adopted. The effect of the behavioural training on entrepreneurial activity was assessed in comparison with control groups. Results revealed that those who participated in the courses showed more active business behaviour, worked longer hours, made more definite attempts to start new business ventures and actually started more such ventures. They also made specific investment in new fixed productive capital and employed more workers. The trained entrepreneurs showed larger percentage increases in their gross incomes and demonstrated increased entrepreneurial activity. It was suggested to review the existing methods of training and skills and introduce new approaches for entrepreneurship development during the next century. These experimental programmes emphasized the positive relationship between ‘Need for Achievement’ and entrepreneurship.

P.N. Ram (1998) revealed that in order to achieve dispersed growth of small scale industries in view of their appreciable contribution to employment generation, regional development and economic growth, a significant importance was attached to entrepreneurship development from non-traditional communities’ right from the beginning of our planning. It has been experienced that non-traditional class of entrepreneurs do not respond spontaneously to available business opportunities despite various incentives and concessions due to lack of entrepreneurial talent.

Akhouri (1999) analyzed the progress made in the field of entrepreneurship development during 1990s. The major contributions of the 1960s were the
establishment of positive linkage between entrepreneurship and economic prosperity and the emergence of strong planned effort. In 1970s a variety of EDP strategy and models were developed. During 1990s, there was a shift from generalist to extension specialist approach and development of more precise EDP strategies. He concluded that all entrepreneurs were self-employed, but all self-employed persons were not necessarily entrepreneurs. He observed that this might result in dilution of EDPs and consequently might erode the credibility by producing large number of Pseudo-entrepreneurs performing the task of the piece rate workers.

Sundaran (1999) analyzed the unemployment problem in Assam with particular reference to engineering graduates and diploma holders. He suggested that there was a need for proper selection of candidates and providing right kind of training for development of entrepreneurship. He concluded that there was a need for providing incentives, widening the scope of EDPs, quick clearance of loan applications by banks, industrial exposure, strengthening the data base, development of trainers' skill and support of sponsoring organizations.

Sarah L. Jack, Alistair R. Anderson (1999) The enterprise culture is founded on the premise that entrepreneurship is the engine that drives the economy. One aspect of this cultural pervasion is the increase in the numbers of educational institutions teaching entrepreneurship courses. Yet this hegemony of the encouragement of new business start-up, almost for its own sake, needs to be critically reviewed. Graduating enterprise students must be innovative and creative to satisfy the need for entrepreneurial novelty - the art. Yet, paradoxically they also need to be competent and multifunctional managers.
Manimala (1999)\textsuperscript{70} identified the following components of managerial strategies to be inculcated in entrepreneurs: idea search; marketing; technology management; management of autonomy, competition management, growth management, people management, risk management and networking.

Kulakarni (1999)\textsuperscript{71} concluded that entrepreneurship development received considerable emphasis from the 1970s beginning with the Fourth Plan and implemented effectively to motivate and stimulate the educated unemployed in particular, potential investors among the rural rich, non-resident Indians, scientists, technologists, engineers etc. According to him, the overall strategy for the development of village and small industries broadly comprised of: (i) integration of promotional programmes for the sector with other areas of development programmes which could also correct the regional imbalance; (ii) organization of production and distribution functions with deliberate bias towards village small industry sector in such a way as to create opportunities for filler and additional employment on dispersed and decentralized basis and (iii) creation of suitable organizational base at various levels to implement the development programmes for the sector. Some other notable support measures for the small enterprises included: reservation of items for exclusive production and purchase; provision of financial and fiscal incentives supply of raw materials and machinery through small industries through the wide network of promotional bodies, viz., Small Industries Service Institute (SISIs); District Industries Centres (DICs); Central Institute of Tool Design (CITD); Institute for Design and of Electrical Measuring Instruments (IDEMI) and National Institute for Entrepreneurship and Small Business Development (NIESBUD). The success of EDPs, conceived as an integral part of promotional agencies, would mean faster growth of small enterprises run by young and highly motivated entrepreneurs.
The study by Begum and Kamala (2000) came out with the following observations: (i) there was a need for increasing the awareness about existing training programmes, (ii) the problem of under-development could be solved to some extent, if more programmes could be organized for the females of the poor households through extension programmes of different departments of faculty of home science and (iii) more knowledge input programmes should be planned in extension work which would benefit the community.

Sinha, P. (2001) the objectives of the ED Programme were to create awareness about entrepreneurial opportunities, develops the confidence level of the participants and to improve their skill in project preparation.

Dhana. L.P. (2001) Entrepreneurship creates wealth and reduces unemployment. Entrepreneurs contribute to industrialisation as well as to economic growth; they improve living standards and tax revenues from their enterprises contribute to a nation's treasury. Not surprisingly, then, governments have been spending considerable sums trying to create entrepreneurs. The question remains, however, Can entrepreneurship really be taught? To provide a response of any value, one must address the definition of entrepreneurship. As evident from the literature, there is no universally-accepted definition of entrepreneurs or of entrepreneurship. If entrepreneurship is equated with the causing of economic disequilibrium - as per the Schumpeterian literature - then one can argue that entrepreneurs tend to be born, rather than made. In contrast, if relying on the definition provided by the Austrian School of Economics, it is possible to train entrepreneurs to identify opportunities and act thereon. Thus, while it can be argued that it is difficult to teach Schumpeterian entrepreneurship, efforts to teach Kirznerian entrepreneurship appear to have achieved some levels of success. However, to be truly successful, training programmes must be
relevant to the host environment. It would be a fallacy to assume that a programme that has been functional in one environment will necessarily have the same effect elsewhere. A great danger lies in attempting to trans-locate training programmes.

Ahmed, K. (2002) the need and importance of the Training Programme to create awareness of entrepreneurial opportunities and supporting and sustaining entrepreneurial behaviour among the students and also urged the participants to become more entrepreneurial teachers in the present day situation.

Pulak Mishra and Ramagantha Prusty (2003) Entrepreneurship Development should be viewed a way of not only solving the problem of unemployment but also of over all economic and social advancement of the nation.

Saif Siddiqui (2003) Development plan should be made on the basis of vocational pattern and requirement of a particular segment of a rural area. One plan should not be imposed on all segments.

Srinivas, G. (2003) the need & importance of entrepreneurial education among the students and said that to spread the message of entrepreneurship as one of the career option, teachers have a very important role to play.

Neal E. Thornberry (2003) Large organizations that had embarked on formalized “corporate entrepreneurship” management development programs formed the basis for this field research. Results indicate that many managers can indeed be trained to act like entrepreneurs and that these actions can result in significant new value creation. However, companies who embark on corporate entrepreneurial development programs also need to be aware of the pitfalls and problems that can happen, when newly trained corporate entrepreneurs re-enter the organization.
Ganesan, G. (2004)\textsuperscript{80} there are several organizations that help generate more rural employment opportunities. It is evident that there are many avenues open for rural entrepreneurship at village level, which has created employment opportunities through which poverty alleviation measures are undertaken effectively.

Sahu, M. C. (2005)\textsuperscript{81} various opportunities available for technically and professionally qualified women of North East and they have to avail various incentives and facilities offered by the government and other institutions.

Sarmah, P. K. (2005)\textsuperscript{82} the youth has to take up micro projects for self-employment.

Palanivelu, A. and S. Raja Narayanan, (2005)\textsuperscript{83} for the person who actually starts his / her own business, the experience is filled with enthusiasm, frustration and anxiety. There is a high failure rate due to poor sales, intense competition, lack of capital or lack of managerial ability. The financial and emotional risk can also be very high.

Chinnathurai. R. (2005)\textsuperscript{84} information gap largely affects women's development; therefore, the non-governmental organizations (NGOs) and other associations can take initiatives to make women aware and motivate them towards self-employment.

Kuratko, Donald F. (2005)\textsuperscript{85} Entrepreneurship has emerged over the last two decades as arguably the most potent economic force the world has ever experienced. With that expansion has come a similar increase in the field of entrepreneurship education. The recent growth and development in the curricula and programs devoted to entrepreneurship and new-venture creation have been remarkable. The number of colleges and universities that offer courses related to entrepreneurship has grown from
a handful in the 1970s to over 1,600 in 2005. Some legitimacy has been attained in the current state of entrepreneurship education, there are critical challenges that lie ahead.

Rajib Biswas (2006) students should take up enterprise building activities in the right spirit so as to overcome all possible hurdles.

Ahmed K. (2006) the students should go for all out effort in developing their enterprise.

María Ripollés, Andreu Blesa and Diego Monferrer (2007) Entrepreneurial orientation can be considered as responsible for the development of a market orientation, which provides these companies with the necessary marketing capabilities to compete in their main international market.

4.3 Review of Literature related to Models of Entrepreneurship Development

In the background of emphasis of emphasis on managerial strategies, several researchers have developed the models for entrepreneurship development. A brief explanation of these models has been presented below.

Amostuck School of Business Management (1969) presented a model, which envisaged the growth of entrepreneurship in manufacturing units in many stages viz., i) perception of opportunities to set up a unit, ii) idea projection, iii) assembling usable power, iv) creation of an organization i.e., transfer of organizational decision making from one person or group of persons to another and v) adaptive organization, i.e., adjusting the organization to the existing milieu after it has been properly routed. It proposed to study the effect of ethnic group, caste, class, social values, national goals and public policies at different stages.
Rao (1975)\textsuperscript{90} advocated a five stage entrepreneurial training mode. First was the ‘Stimulation Stage’, which included the creation of industrial atmosphere, policy statements on the role of small entrepreneurs, announcement of special schemes and creation of support system. The second was the ‘Identification State’ within which prospective entrepreneurs in various groups’ namely rural artisans, factory workers, persons who had formal training in technical areas and the graduates in business administration and management are identified. The third stage being ‘Development and Administration’ covered motivation and managerial training programmes to help in venture initiation. Forth stage was ‘Promotion State’ and it consisted of establishment of various supporting institutions to arrange necessary developmental facilities, services and generates more useful strategies with a view to effectively implement them.

Akhouri (1980)\textsuperscript{91} suggested the following activities for the promotion and development of entrepreneurship; (i) stimulatory, (ii) Support and (iii) Sustaining activities. The stimulatory activity referred to all such activities that stimulate entrepreneurship in any society. The support activity referred to all such activities that helped entrepreneurs in establishing and running their enterprise and the sustaining activities to those that helped in continued efficient and profitable functioning of an enterprise.

Srivatsava (1988)\textsuperscript{92} visualized two stages for entrepreneurship development model viz., horizontal model and vertical model. The horizontal model suggests the setting up of a central agency. The District Entrepreneurial Centre, to make a comprehensive study of business potentials of that area. This agency would also make an estimate of financial and institutional requirements of prospective entrepreneurs.
Sadhak (1989)\textsuperscript{93} forward a Resource Linked Integrated Mode. The contention of this model was that while initiating entrepreneurship development, local conditions like socio-economic situation, local social, political and economic institution, locally available manpower and above all, natural resources should be taken into account so that the trained entrepreneurs would be capable of exploiting local resources. He also suggested that separate EDP institutes for backward and non-backward areas should be developed.

The model conceptualized by Sahney (1989)\textsuperscript{94} related to women entrepreneurship development. He observed that women possessed many traits required for entrepreneurial success, like sense of responsibility, devotion of duty, sincerity of purpose, determination and capability of hard work, what they lack is the opportunity.

Akhouri and Mishra (1990)\textsuperscript{95} suggested that entrepreneurial education should become a part of school curriculum so that entrepreneurial culture, including values, attitudes, motivation and competencies could be infused among the people at an early stage in their lives and suggested a two-stage model. In the early stage of education, the entrepreneurship education containing more inputs related to entrepreneurial spirit, comparatively moderate inputs of motivation and very little inputs for competencies in the beginning years of school life should be given to germinate entrepreneurial culture. In the higher secondary stage, the maximum inputs related to competencies might be offered, followed by moderate stressing on motivation and comparatively much less coverage of entrepreneurial spirit.
REFERENCES


