



## **ANALYZING THE IMPACT OF ENTREPRENEURSHIP DEVELOPMENT PROGRAMS ON ENTREPRENEURSHIP**

Author's name: Sarita Solanki Rana  
Designation: Research Scholar, DCRUST  
Official address: JIMS, Rohini  
Contact address: G-8/30, Sector-11, Rohini, Delhi-85  
Phone/fax numbers: 9873522772  
E-mail address: sarasolanki@gmail.com

Author's name: Prof.(Dr.) S.K. Jain  
Designation: Vice Chancellor Shri Mata Vaishno Devi University & DMS-IITD  
Official address: DMS-IIT-D, Vishwakarma Bhawan, IIT-D, Hauz Khas  
Contact address: 9810211681  
Phone/fax numbers:  
E-mail address: skjain51@hotmail.com

Author's name: Prof.(Dr.) Rajbir Sinhar  
Designation: Professor DCRUST, Murthal  
Official address: DCRUST, Murthal  
Contact address:  
Phone/fax numbers: 9466291945  
E-mail address: rajbirsinhar@gmail.com

### **A Qualitative Analysis of the success of Entrepreneurship Development Programs based on segment studies.**

#### **Abstract**

Entrepreneurship Development Program include Strategies to increase Business which involve identifying areas where new ventures can be set up and so it is important to analyse the success of such program. This Paper is aimed at analysing success of the Entrepreneurship Development Program that are carried out across the country by educational institutions. A Survey was carried out across all such institutes where

EDP was delivered and the participants were asked to rate the program attended by them on parameters that play a key role in development of the entrepreneurial skills. The data of 1000 such participants were taken. Their results were segregated and aggregated and the result was studied through pie graphs to give a qualitative analysis of the inclination of each group among the segregated ones.

Keywords: Aggregate, EDP (Entrepreneurship Development Program), segment studies.



## Introduction

The entrepreneurial revolt has taken hold across the globe and has incontestably impacted the world of business forever. Entrepreneurship has emerged over the last two decades as arguably the most potent economic force the world has ever witnessed. With that expansion has come a similar increase in the field of entrepreneurship education. The recent growth and development in the curriculum and programs devoted to entrepreneurship and new-venture creation have been noteworthy. Entrepreneurship was considered to be an employment generation sector and recognized as an instrument for tapping latent talent and harness it. The government envisaged a promotion package and financial assistance in the form of fund and non fund to facilitate the setting up of new units or the expansion of existing line of activities. The package consisted of incentives, subsidies, concessions, infrastructural facilities, technical and managerial guidance, etc., through a network of organizations for supporting entrepreneurship development.

The overall purpose of entrepreneurship education is to attain motives by application of knowledge and skills. Typical attitudes related to entrepreneurship include autonomy, initiative, pro-activeness, and responsibility, while skills include creative problem solving, perseverance, and response to challenges.

### **Entrepreneurship Development Program**

The Entrepreneurship Development is the strategies used mostly by Government to increase business starts-ups and inspire Original Ideas. This is done through training and awareness creation aimed at empowering youth and women with entrepreneurial skills to achieve their dreams. The Training can Range from Short term courses to long term courses like a Master Degree in Management.

## Literature Review

Entrepreneurship orientation programs display proactive and innovative actions and create entrepreneurial environment opportunities. Some of the dimensions of Entrepreneurship Oriented Programs are building confidence, pro-activeness and risk taking

qualities. These dimensions are useful for potential entrepreneurs for their significant growth and business performance. EOPs help potential entrepreneur to act in a strategic orientated either in its processes, methods or decision styles which indirectly help him to attain his expected benefits. EOPs help potential entrepreneur understand about entrepreneurial initiatives and provide link between their intentions and attitude.

As literature review suggested,

The key to a successful entrepreneurship education is to find the most effective way to manage the teachable skills and identify the best match between student needs and teaching techniques (Katz, 1991).

As discussed by Jack and Anderson (1998), the teaching of entrepreneurship is both a “science” and “art” where the former relates to the functional skills required for business start-up (an area which appears to be teachable) while the latter refers to the creative aspects of entrepreneurship, which are not explicitly teachable.

Saks and Gaglio (2002) added that while it is possible to teach participants of entrepreneurship programs to evaluate opportunities, the innate ability to recognize opportunities remains virtually non-teachable.

Following Interman’s (1992) detailed typology of entrepreneurship, there are four objectives of entrepreneurship programs: entrepreneurship awareness, business creation, small business development, and training of trainers.<sup>2</sup>

Johannisson (1991) posited that entrepreneurship education has five learning objectives in that participants of entrepreneurship programs will develop the know why (developing the right attitudes and motivation for start-up); know how (acquiring the technical abilities and skills needed to develop a business); know who (fostering networks and contacts for entrepreneurial ventures); know when (achieving the sharp intuition to act at the correct moment); and know what (attaining the knowledge base and



information for new venture development) aspects of entrepreneurial learning.

Basically, the common elements in an entrepreneurship course include lectures, venture plan writing, entrepreneurial speakers, business cases, and more recently, the use of live video of entrepreneurs featured in cases (Gartner and In their interesting 1991 paper, Robinson and

Haynes (1991) introduced the terms “depth” and “breadth” of entrepreneurship education programs. Depth relates to the quality of program, while breadth refers to the number of entrepreneurship programs available. The authors proposed that the higher the quality of the program, the greater the commitment to, and formalization of academic programs, the more will be the institutional resources committed, the higher will be the financial aid, and the greater will be the number of extracurricular organizations (clubs, societies) available

Karimi, S., Biemans et.al (2012, May), have assessed the impact of entrepreneurship education oriented programs on entrepreneurial intentions of participant’s next entrepreneurship courses at six Iranian universities. Results concluded that entrepreneurship oriented programs significantly influence perceived behavioral outcome in term of entrepreneurship field. However, no support was found for the effects of entrepreneurship oriented programs on attitudes toward entrepreneurship and intention.

Rachel Shinnar et. al.(2009) investigated student and faculty attitudes toward entrepreneurship and entrepreneurship education programs. The authors examined students’ level of interest in entrepreneurial education, perceptions of motivations and barriers to startup businesses, and occupational aspirations. Student and faculty respondents represented a variety of disciplines in and outside colleges of business. Key findings stated that interest among non business students suggests a significant opportunity to formally

expand entrepreneurship-related education beyond the business school.

M. Edwin Gnanadhas (2008) has evaluated the performance of Entrepreneurial Development Programmes from the stance of the banks, to study the factors influencing the attitude of the entrepreneurs towards the Entrepreneurship Development Programmes. The result stated that there is no relationship between the age group of the prospective entrepreneurs and their attitude towards the training program. Also there no relationship was found between the educational background and the level of attitude and it is proved that educational background does not influence the attitude of the respondents towards the training program. It was also concluded that the family background of the respondents influences the attitude of the respondents towards the training program.

Kristiansen, S., & Indarti, N. (2004) have stated that individuals who perceive the existence of business opportunities and other benefits (e.g., access to capital, availability of business information) are more likely to make the decision to start a new business. On the other hand, if the individuals have negative perception regarding the environment of the business, they may not decide to start their own business

Autio, E., Keeley, R.H., Klofsten, M., Parker, G. and Hay, M. (2001). have empirically applied theory of planned behaviour to students’ entrepreneurial intentions and assessed the impacts of entrepreneurship education oriented programs on the perceived behavioral and found no support for the effects of the entrepreneurship education oriented programs on attitudes toward entrepreneurship and entrepreneurial intention. A possible explanation for this conclusion was also provided, that the students had a positive attitudes towards entrepreneurship and high entrepreneurial intention at the beginning of the program and therefore there was less scope for changing their attitudes and intention.



Kolvereid, L. (1996) has emphasized that in addition to personality traits, several individual difference variables have also been found to predict entrepreneurial behaviors. This paper have analyzed that those with prior experience in entrepreneurial activities, like business background have higher entrepreneurial intention compared to those with no prior experience.

Mohammad Delwar Hussain ,Abul Bashir Bhuiyan(2014) in the journal of Asian Scientific Research has found that entrepreneurial processes were important in the successful entrepreneurs“ development from an extremely unpromising and constrained from an extremely unpromising and constrained environment.

Raduan Che Rose.Naresh Kumar.Lim Li Yen.(2006) in the Journal of Asia Entrepreneurship and Sustainability has found the The relationship between the dependent variable, Venture Growth, and fourteen other independent variables were examined .

Yoonyoung Cho ,Maddalena Honorati(2013) described factors whose intervention is more effective and for whom and for which outcomes? Sam Morley(2014) has found that Community based enterprises that have been successful have been generally underpinned by embedding culture and their community in their business operations,have access to finance, and they conduct their businesses on the basis of sound governance, business advice and networks.

Yoonyoung Cho ,Maddalena Honorati(2012) has found that Addressed which interventions and combinations of programs are more effective in enabling the poor to operate their own business. Which types of skills (business,technical, “soft skills”) and capital (cash, in kind, credits) are more relevant?

Radiah Abdul Kader,Mohd Rosli Bin Mohamad,Ab. Azid Hj. Che Ibrahim(2009) has found that Internal and external factors are crucial for the success of small business as perceived by rural entrepreneurs.

Afsaneh Bagheri, Zaidatol Akmaliah Lope Pihie in the European Journal of Social Sciences – Volume

11, Number 1 (2009) Qualitatively investigated how university entrepreneurship development programs facilitate entrepreneurial leadership development among students.

Karen Ellis and Carolin Williams(2011) shows how determinants of and constraints to entrepreneurship (for which cross-country comparable data is available) vary in different contexts, in order to draw some tentative conclusions about which entrepreneurship promoting interventions are likely to be most effective.

### **Objective of Entrepreneurship Development Program**

It include Creating awareness of enterprise and self-employment as a career option for students. Developing positive attitudes towards innovation, enterprise and self-employment . Instilling an entrepreneurial mind set to all (young & old, male & female). To provide People with entrepreneurial skills to help them run and manage their income generating activities and job creation . To encourage new start-ups and support all unique aspects of entrepreneurship . Development of competences necessary to a dynamic entrepreneur, critical thinking, decision-making and accountability among others .

### **Methodology**

#### ***Methodology used for the Analysis***

The Primary criterion for the effectiveness of the Entrepreneurship Development Program can be measured from the viewing of the change in the perceived and the actual opinion after attending the EDP .

#### ***Parameter Used in Measuring Performance***

The Survey Conducted by us consisted of wide range of questions the primary parameters used in the Survey to directly measure the response of the workshop consisted of

- i) Perceived benefits before attending the EDP.
- ii) Actual benefits after attending the EDP.

The Perceived benefits represent the opinion of the people about the programme prior to attending the



programme . This opinion about the programme is of prime importance as it tells us about the reputation of the organising institute and the view held by people about them.

The Actual benefits will tell us the real nature of the program .

The Difference between them tells us about the change in opinion . All the readings are taken on a Scale of 1 to 5. One representing the lowest and the worst rating and five representing the highest rating and the best.

The Parameters under perceived Benefits and the actual benefits are as follows

- I) Business opportunity identification .
- II) Market research outline .
- III) Foster leadership skills .
- IV) Knowledge of fund raising .
- V) Confidence Building .
- VI) Management skills .
- VII) Knowledge to start venture .
- VIII) Risk taking .
- IX) Ability to develop ideas and B plan .
- X) Network building .

The Problem with viewing the simple change is that suppose the perceived rating for a particular parameter is five that is maximum it cannot increase but it can remain same or decrease . If it remains same there would be zero change and if it decreases it will represent negative change . In both situations there will be confusion regarding the nature of the opinion if we go through just the change so we need a all possible permutation scenario of the changes in the parameter rating . One such rating table is designed by us to study the nature of change in the opinion. It is as follows :

[i-j] i represent the Perceived rating and the j represent the Actual rating for a particular parameter say Business opportunity identification eg : a rating [1-5] represent that the perceived benefits rating for Business opportunity identification change from 1 to a rating of 5 after actually attending the EDP. Primary data is collected from 500 persons who attended the EDP programs and based on their inputs we had analyzed their responses in Matlab using segregation and following outputs comes which is

very useful information as shown via various charts. The segregation method used various parameters to give final output knowledge.

## Result & Discussion

Segmenting our data based on above mentioned criteria.

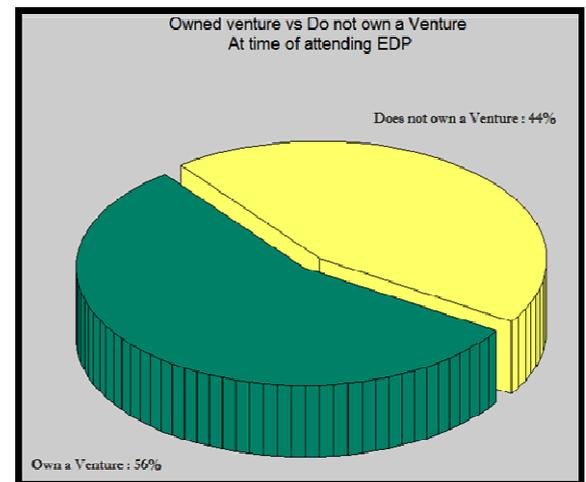


Figure 1(How many have Entrepreneur attend EDP)

In segmentation based analysis we are trying to find out the attitude of the various segments towards the Entrepreneurship Development Program . Our first segmentation is based on the criteria that distinguishes between the people who hold a new venture setup at the time of EDP vs those who do not own a new venture at time of EDP . We find that a greater percentage of people who attended the workshop hold a new venture at the time of EDP. Segmenting again based on the new venture owner Education level :

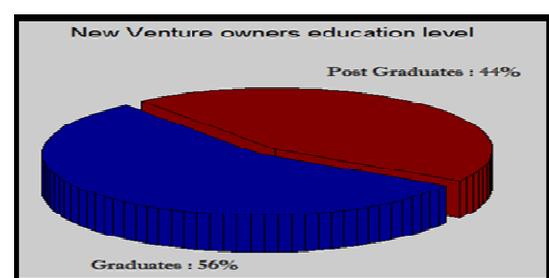


Figure 2(Education Level of Entrepreneur)

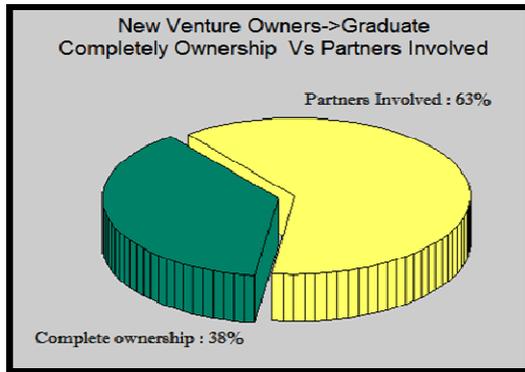


Figure3 (Graduate Entrepreneurs in Partnership or completely owned)

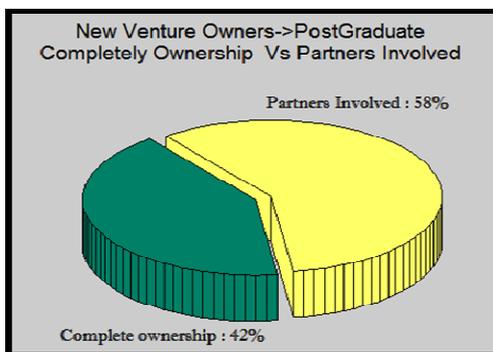


Figure4 ( PostGraduate Entrepreneurs in Partnership or completely owned)

The ownership status be it in graduates or post graduate shows that more people are interested in partnership rather than being in complete ownership . The reason for major segments being inclined towards partners is because the uniqueness, knowledge and experience that partners might add to the business .

Parameter : Risk Taking

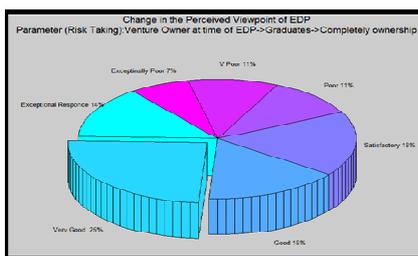


Figure 5(Change in View Point of Graduate Entrepreneur after attending EDP)

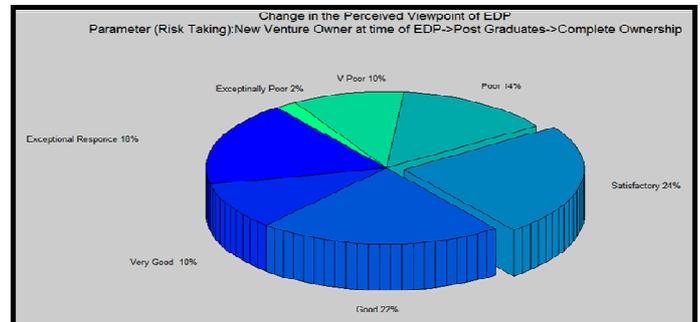


Figure 5(Change in View Point of PostGraduate Completely Ownership Entrepreneur after attending EDP)

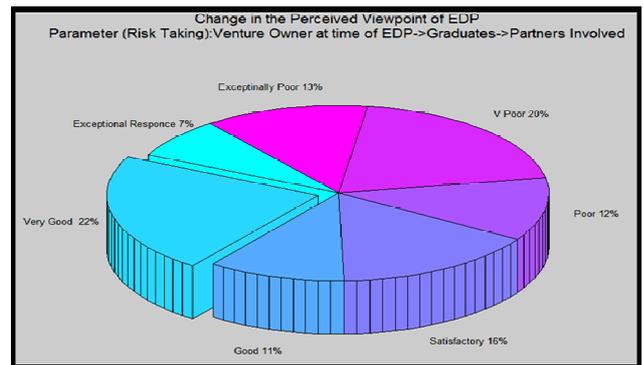


Figure 6(Change in View Point of Graduate Partnership Entrepreneur after attending EDP)

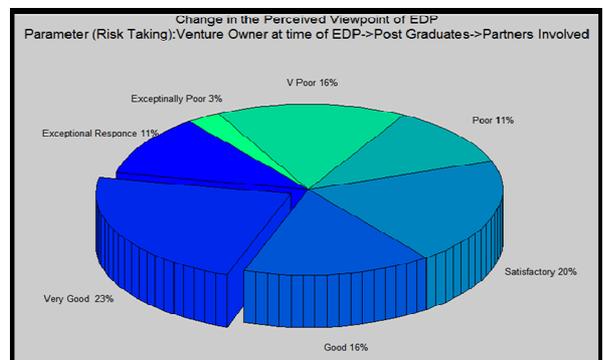


Figure 7(Change in View Point of PostGraduate Partnership Entrepreneur after attending EDP)



At Parameter Risk taking we found that among all the four groups the new venture owners who are graduates and have partners consisted of majority 45% members who rated the EDP poor in the risk taking factor and another 16% from the same group just found the EDP satisfactory while most of the graduates who were complete owner with a majority of 56% rated the EDP as Good and another 18% found it satisfactory we can clearly see the contrast that a majority in graduates with complete ownership found the EDP Program in risk taking as good at the same time the graduates with partners found it unsatisfactory. The response of the majority in post graduates tends to the view that the EDP was good .

From the analysis of the above charts we can clearly see that the new venture owner who are graduates and complete owner were most satisfied at parameter Business opportunity identification with only 25% people being not satisfied whereas in all other parameter close to 40% people were dissatisfied with this parameter .

**Parameter : Business Opportunity Identification**

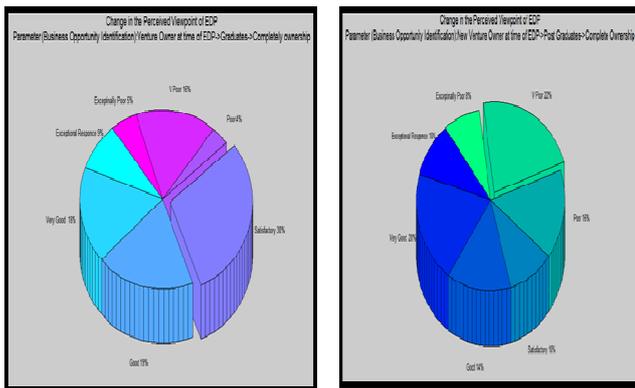


Figure 8 and 9(Change in View Point to identify business opportunities of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)

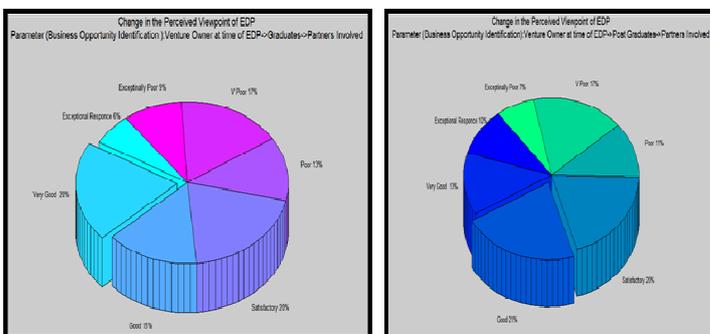


Figure 10 and 11(Change in View Point to identify business opportunities of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

**Parameter : Market Research Outline**

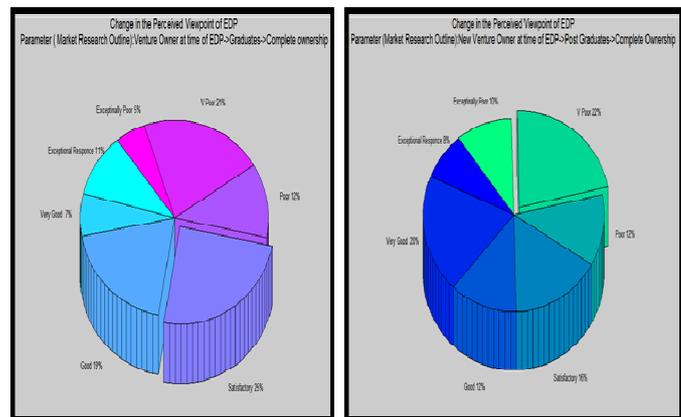


Figure 12 and 13(Change in View Point to perform Market Research of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)

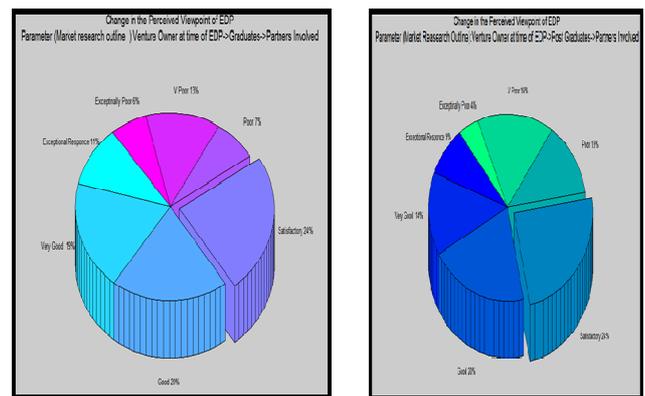


Figure 14 and 15(Change in View Point to perform Market Research of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

We can see from above that the new venture owner graduates where partners are involved consisted of majority 50% people who considered EDP program as above Good in Market Research Outline Parameter and above 76 % considered it



satisfactory whereas new venture owners who were post graduates with complete ownership consisted of 44% people who considered it poorly organized the other two categories had mixed responses where around 40% people considering it good around 30% rating as poor and rest rating satisfactory. The only clear result that we can draw from above is that graduates where partners are involved considered that EDP was successful in providing adequate amount of knowledge in Market Research .

**Parameter: Foster Leadership skill**

The people who attended the EDP from all that segments . All the segments are concordant about this decision the EDP was not successful in Fostering Leadership skills .This parameter need immediate attention by organizers of EDP as for any venture to succeed we need the entrepreneur to be great leaders who can motivate and lead his employees .

**Parameter : Knowledge to start Venture**

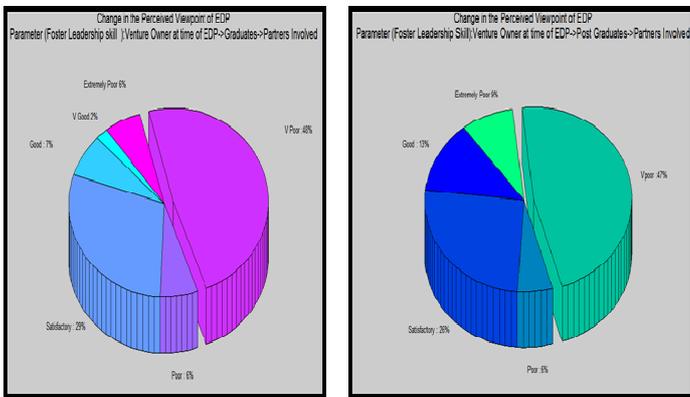


Figure 16 and 17(Change in View Point to Foster Leader Ship Skills of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)

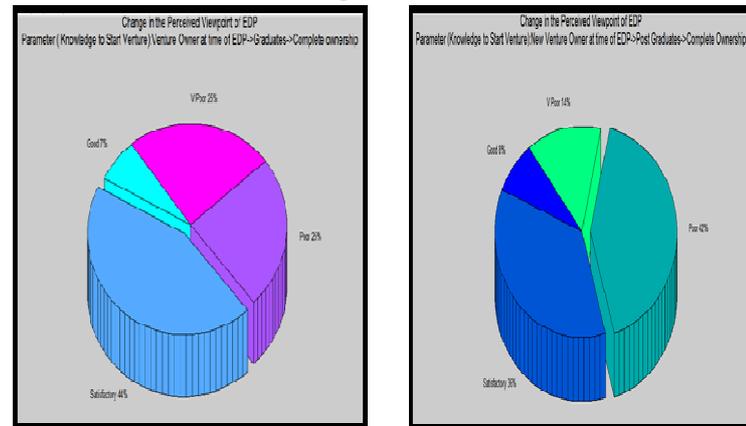
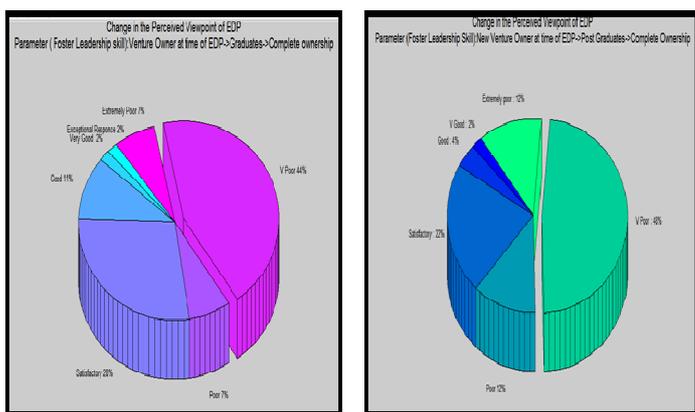


Figure 20 and 21(Change in View Point to have knowledge before start venture of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)



At the parameter Foster Leadership Skill we found that that it is rated poor by more than 70% of all Figure 18 and 19(Change in View Point to Foster Leader Ship Skills of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

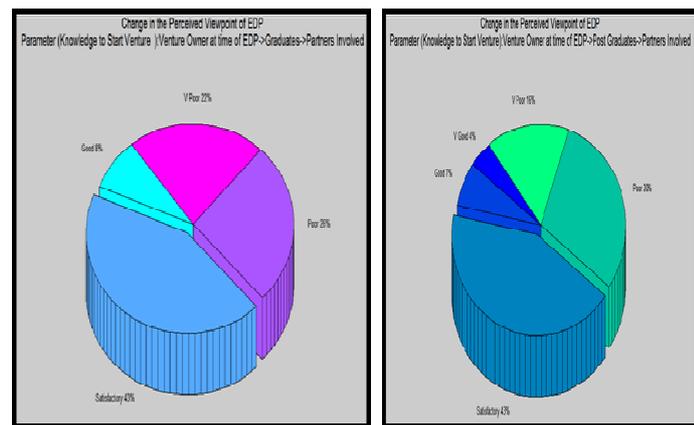


Figure 22 and 23(Change in View Point to have knowledge before start venture of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

The above analysis gives us the opinion that the majority of the people around 45% found that they had satisfactory Knowledge .Only 4 % of the People in postgraduate level that too who had



partners had very good Knowledge . None of the person who attended EDP had exceptional knowledge . A major portion of people believed they had poor knowledge after they attended the EDP .

**Parameter : Knowledge of Fund Raising**

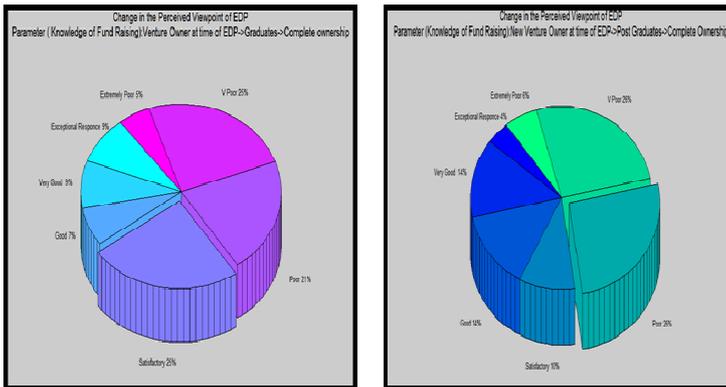
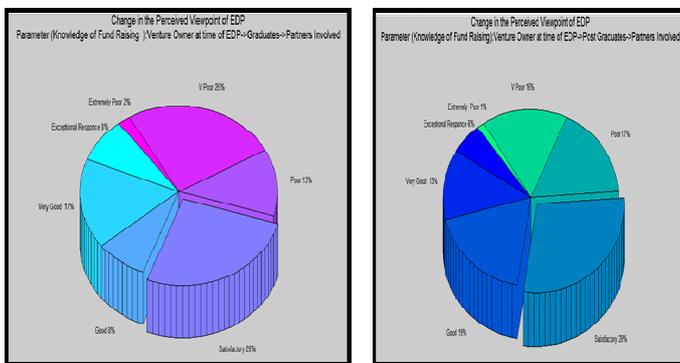


Figure 24 and 25(Change in View Point how to Raise Funds of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)



The above analysis tells us that 70% of new venture owners who had partners found EDP success at providing adequate knowledge for fund raising whereas around 50% who were complete owner

Figure 26 and 27(Change in View Point how to Raise Funds of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

**Parameter : Confidence Building**

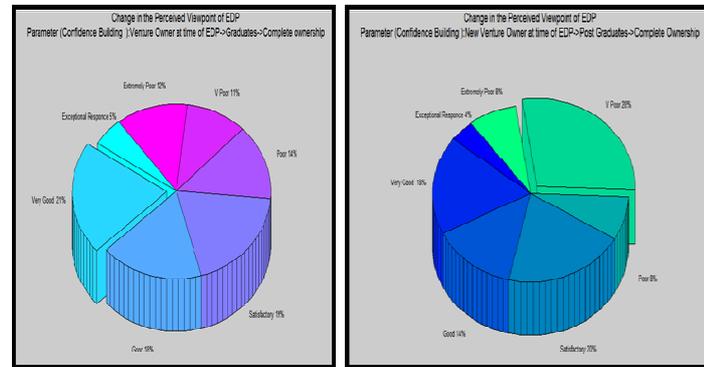
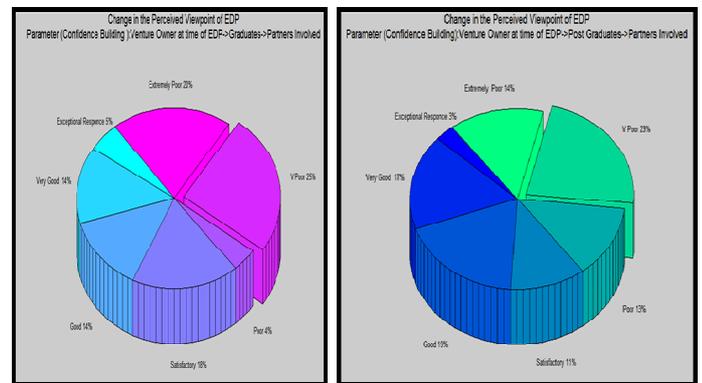
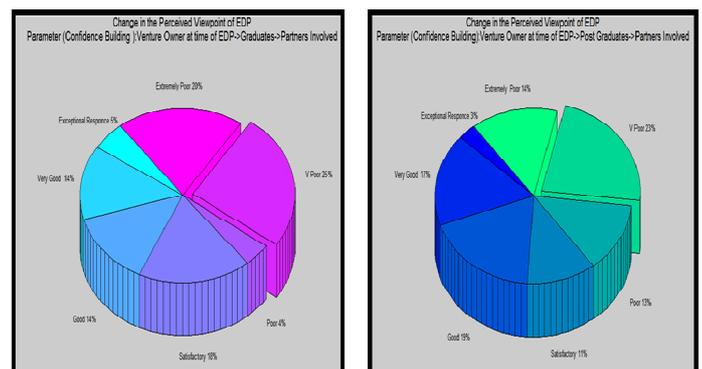


Figure 28 and 29(Change in View Point of Confidence Building of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)



Complete owner  
Figure 30 and 31(Change in View Point of Confidence Building of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)





The new venture owners who were graduates and had partners over 50% of them found that the EDP was worse at confidence building similar results were shown by postgraduates with partners whereas 44% of graduates with complete ownership found that the EDP was good in confidence building and 64 % of them found EDP more than satisfactory and similar result was shown by post graduate who were complete owners .Overall 60% complete owners were satisfied with this parameter of EDP whereas around 60% people with partners were dissatisfied .

Parameter : Management Skill

Figure 32 and 33(Change in Management Skills of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)

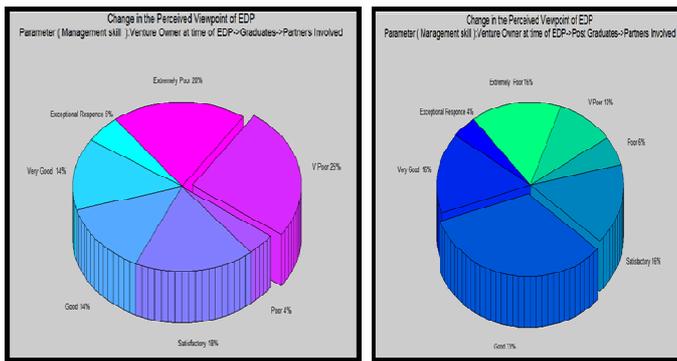


Figure 34 and 35(Change in Management Skills of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

Post Graduates with partners involved consisted of 70% majority who were most satisfied with Management skills imparted to them in the EDP whereas in all other sections majority of the people were dissatisfied with graduates with complete ownership topping the chart with a majority of 60% people rating the Management skills imparted to them equal to or less than 2 points out of 5 .

Parameter : Ability to develop ideas and B plan

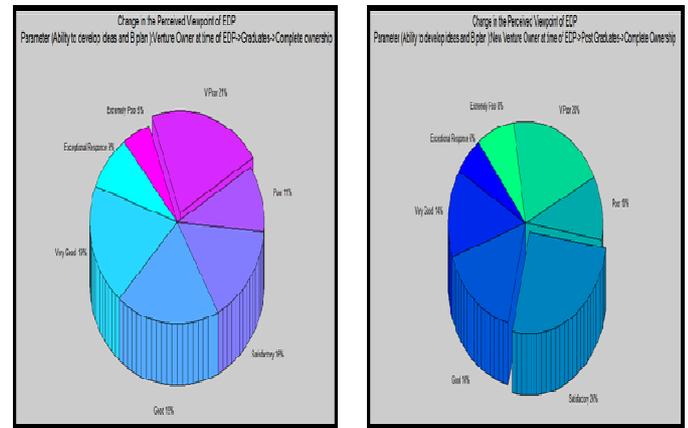


Figure 36 and 37(Change in Ability to Develop of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)

At this parameter over 60% graduates felt the EDP a success whereas around 50% postgraduates

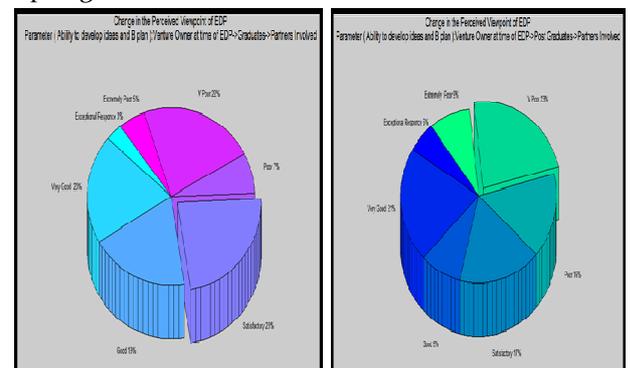


Figure 38 and 39(Change in Ability to Develop of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

regarded the EDP a failure at this parameter. Post Graduates with partners involved consisting of 48 % people were most dissatisfied with this parameter . Overall EDP performed average on this parameter

Parameter Network Building

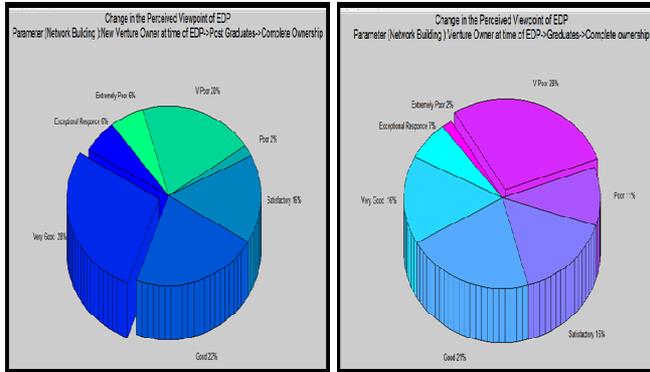


Figure 40 and 41(Change in Ability to Develop Network of Graduate and PostGraduate Completely Ownership Entrepreneur after attending EDP)

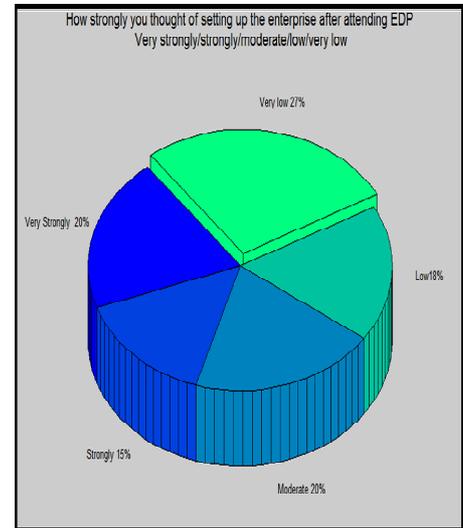


Figure 44(Effect of EDP to Open a new Venture)

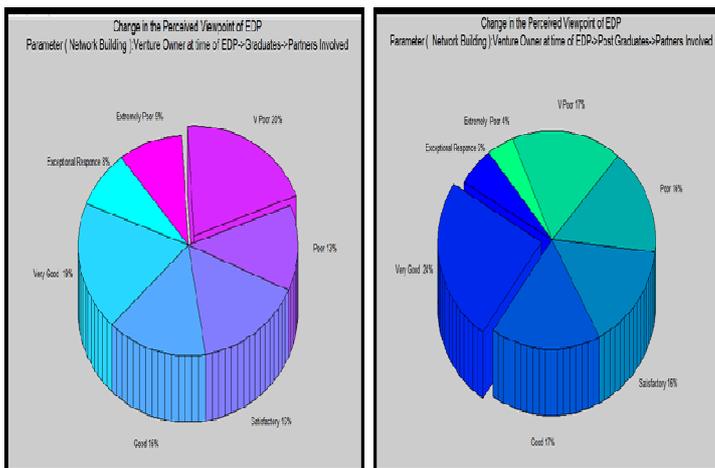


Figure 42 and 43(Change in Ability to Develop Network of Graduate and PostGraduate Partnership Entrepreneur after attending EDP)

The post graduates with 56% majority rated the EDP good at Network Building .In all the other segment around 60 % people rated the EDP above satisfactory level . Graduates were having majority 40% people who were dissatisfied in Network building parameter . Overall EDP can be considered successful as more than 60% people regarded it as satisfactory .

Those who did not own a venture at the time of EDP how they felt about the Opening a new venture after the EDP .

35% of those who did not own a new venture at the time of EDP thought of setting up an enterprise and another 20% were thinking moderately to set up an enterprise these numbers indicate that the EDP was not a complete success but it do have potential to improve its program and convince at least half of the people to strongly think about setting up their enterprise .

**Conclusion**

In segmentation based analysis we are trying to find out the attitude of the various segments towards the Entrepreneurship Development Program . Our first segmentation is based on the criteria that distinguishes between the people who hold a new venture setup at the time of EDP vs those who do not own a new venture at time of EDP . We find that a greater percentage of people who attended the workshop hold a new venture at the time of EDP . The ownership status be it in graduates or post graduate shows that more people are interested in partnership rather than being in complete ownership . The reason for major segments being inclined towards partners is because the uniqueness, knowledge and experience that partners might add to the business . At Parameter Risk taking we found that among all the four groups the new venture owners who are



graduates and have partners consisted of majority 45% members who rated the EDP poor in the risk taking factor and another 16% from the same group just found the EDP satisfactory while most of the graduates who were complete owner with a majority of 56% rated the EDP as Good and another 18% found it satisfactory we can clearly see the contrast that a majority in graduates with complete ownership found the EDP Program in risk taking as good at the same time the graduates with partners found it unsatisfactory. The response of the majority in post graduates tends to the view that the EDP was good .

From the analysis of the above charts we can clearly see that the new venture owner who are graduates and complete owner were most satisfied at parameter Business opportunity identification with only 25% people being not satisfied whereas in all other parameter close to 40% people were dissatisfied with this parameter .

We can see from above that the new venture owner graduates where partners are involved consisted of majority 50% people who considered EDP program as above Good in Market Research Outline Parameter and above 76 % considered it satisfactory whereas new venture owners who were post graduates with complete ownership consisted of 44% people who considered it poorly organized the other two categories had mixed responses where around 40% people considering it good around 30% rating as poor and rest rating satisfactory. The only clear result that we can draw from above is that graduates where partners are involved considered that EDP was successful in providing adequate amount of knowledge in Market Research .

the people who attended the EDP from all that segments . All the segments are concordant about this decision the EDP was not successful in Fostering Leadership skills .This parameter need immediate attention by organizers of EDP as for any venture to succeed we need the entrepreneur to be great leaders who can motivate and lead his employees .

The above analysis gives us the opinion that the majority of the people around 45% found that they had satisfactory Knowledge .Only 4 % of the People in postgraduate level that too who had partners had very good Knowledge . None of the person who attended EDP had exceptional knowledge . A major portion of people believed they had poor knowledge after they attended the EDP .

The new venture owners who were graduates and had partners over 50% of them found that the EDP was worse at confidence building similar results were shown by postgraduates with partners whereas 44% of graduates with complete ownership found that the EDP was good in confidence building and 64 % of them found EDP more than satisfactory and similar result was shown by post graduate who were complete owners .Overall 60% complete owners were satisfied with this parameter of EDP whereas around 60% people with partners were dissatisfied .

Post Graduates with partners involved consisted of 70% majority who were most satisfied with Management skills imparted to them in the EDP whereas in all other sections majority of the people were dissatisfied with graduates with complete ownership topping the chart with a majority of 60% people rating the Management skills imparted to them equal to or less than 2 points out of 5 .

The post graduates with 56% majority rated the EDP good at Network Building .In all the other segment around 60 % people rated the EDP above satisfactory level . Graduates were having majority 40% people who were dissatisfied in Network building parameter . Overall EDP can be considered successful as more than 60% people regarded it as satisfactory .

35% of those who did not own a new venture at the time of EDP thought of setting up an enterprise and another 20% were thinking moderately to set up an enterprise these numbers indicate that the EDP was not a complete success but it do have potential to

improve its program and convince at least half of the people to strongly think about setting up their enterprise .

### **Scope for future work**

Since we focussed on the segregation based studies to study the qualitative effectiveness of the EDP we have not analysed as to why any parameter which lacked to garner effective response from the audience as to why it failed . The reasons why any of these parameter failed would be crucial to improve the effectiveness of the program These reasons shall be further investigated both quantitatively and qualitatively by us in the future .

### **References**

- Alberti, F. 1999. Entrepreneurial education: scope and theory. In C. Salvate, P. Davidson, & A. Persson (eds.), *Entrepreneurial Knowledge and Learning: Conceptual Advances and Directions for Future Research* (Research Report No. 1999-6). Jonkoping: Jonkoping International Business School.
- Bakotic, D., & Kruzic, D. 2010. Students' Perceptions and Intentions Towards Entrepreneurship: The Empirical Findings From Croatia. *The Business Review, Cambridge*, 14(2): 209.
- Bechard, J.-P., & Gregoire, D. 2005. Entrepreneurship Education Research Revisited: The Case of Higher Education. *Academy of Management Learning & Education*, 4(1): 22-43.
- Bosma, N., & Levie, J. 2010. *Global Entrepreneurship Monitor: Global Report 2009*. Executive Report. Retrieved June, 25, 2010, from [http://www.gemconsortium.org/about.aspx?page=pub\\_gem\\_global\\_reports](http://www.gemconsortium.org/about.aspx?page=pub_gem_global_reports)
- Chrisman, J. J. 1997. Program evaluation and the venture development program at the University of Calgary: A research note. *Entrepreneurship Theory and Practice*, 22(1): 59-73.
- Chrisman, J. J., McMullanb, E., & Hall, J. 2005. The influence of guided preparation on the long-term performance of new ventures. *Journal of Business Venturing*, 20: 769-791.
- Clark, B. W., Davis, C. H., & Harnish, V. C. 1984. Do Courses in Entrepreneurship Aid in New Venture Creation? *Journal of Small Business Management*, 22(2): 26.
- Fayolle, A. 2000. Exploratory study to assess the effects of entrepreneurship programs on French student entrepreneurial behaviors. *Journal of Enterprising Culture*, 8(2): 169.
- Fayolle, A., Gailly, B. t., & Lassas-Clerc, N. 2006. Assessing the impact of entrepreneurship education programmes: a new methodology. *Journal of European Industrial Training*, 30(8/9): 701-720.
- Friedrich, C., Glaub, M., Gramberg, K., & Frese, M. 2006. Does training improve the business performance of small-scale entrepreneurs? An evaluative study. *Industry and Higher Education*, 20(2): 75-84.
- Gwynne, P. 2008. More Schools Teaching Entrepreneurship. *Research Technology Management*, 51(2): 6-8.
- Katz, J. A. 2003. The chronology and intellectual trajectory of American entrepreneurship education: 1876-1999. *Journal of Business Venturing*, 18(2): 283.
- Katz, J. A. 2008. Fully Mature but Not Fully Legitimate: A Different Perspective on the State of Entrepreneurship Education. *Journal of Small Business Management*, 46(4): 550-566.
- Oosterbeek, H., van Praag, M., & Ijsselstein, A. 2010. The impact of entrepreneurship education on entrepreneurship skills and motivation. *European Economic Review*, 54(3): 442-454.
- Pittaway, L., & Cope, J. 2007. Entrepreneurship Education: A Systematic Review of the evidence. *International Small Business Journal*, 25(5): 479-510.
- Ray, D. (1988), The role of entrepreneurship in economic Development' *Journal of development planning*, Vol 18(3).
- Schumpeter, J (1952), *Can capitalism survive?* New York: Harper & Row, 72.



- Syal. P. and Dhameja, S.K. (2003),  
Entrepreneurship: Key to women empowerment,  
Science  
Tech Entrepreneur June.
- Von Graevenitz, G., Harhoff, D., & Weber, R.  
2010. The effects of entrepreneurship education.  
Journal of Economic Behavior & Organization,  
76(1): 90-112.
- Zhao, H., Seibert, C., & Hills, C. 2005. The  
mediating role of self-efficacy in the development  
of  
entrepreneurial intentions. Journal of Applied  
Psychology (90): 1265-1272.