Gap Analysis Between Desired And Actual Delivery Of Entrepreneurship Development Program

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INTRODUCTION

Entrepreneurship has a propensity to routinely subsidize to the growth of our country. Entrepreneurship makes the civilization an innovative one, thus plummeting the dependence on the wage-employment. It also makes the society more confident and proficient of solving its difficulties on its own and feels anxious for alteration and development and worth work.

Also, of greatest importance, India has numerous possessions lying unutilized e.g. human capitals. Entrepreneurship will help in locating these capitals and activating them to meet the challenges.

The entrepreneurial pursuit is challenging and creative and can harness the extra vigour that is abundantly available with the educated youth. As the entrepreneurial opportunities are limitless, they open up new opportunities for the unemployed youth. The Industrial Revolution, German government recovery from world war and developed economy of Israel all have been driven by entrepreneurship and innovation. For a developing country like India, it becomes more important to foster entrepreneurship to achieve rapid creation of service and revenue generation opportunities. Entrepreneurship not only uplifts the economy and creates wealth, but also create more jobs than service sector.

From decades, India is considered an innovation driven country. The last two decades have given us an impression of what entrepreneurship can contribute to the country. According to many surveys, “In span of last twenty years, the Indian IT services industry, driven by first generation, middle class entrepreneurs, has grown from its early stages to around Rs 4.5 lakh crore ($88 billion), creating 117 lakh (11.7 million) jobs- 28 lakh (2.8 million) directly and additional 89 lakh (8.9 million) indirectly, and accounting 25% of our exports, and 7.5% of our GDP”.

A recent survey by International School of Entrepreneurship Education and Development in 50 Indian cities showed that 87 per cent of students aspired to become entrepreneurs. So, what makes the young lot feel they can start a business? To such a question from a young student this is what SubrotoBagchi, founder of Mindtree, said recently: “You will come to know. The idea will make you so restless that, one day, you will wake up and realize that you are willing to go that extra mile and do everything it takes to make it happen.” It bodes well for the country that so many graduates are restless and are willing to go that extra mile with every passing year.

CHALLENGES

Entrepreneurship and innovation are critical in this competitive world, especially for the growth of any economy. But there are some problems in developing countries like India in promoting entrepreneurship like inadequate structure and the high cost of transportation.

Another challenge is posed by difficulty involved in procuring a loan for investment. Due to various financial policies and rates declared by government, it becomes difficult for an entrepreneur to find suitable source of fund. Also, there is lack of venture capitalists in India and such pool of investors as compared to other countries. Due to challenges posed by annual deficits and recession, there is lack of entrepreneurship friendly policy framework and strategy. Other reasons include lack of empire-building ritual in some religions, lack of alertness/information about various opportunities, lack of proper inspiration and support and lack of adequate financial, marketing, R&D support etc.

ENTREPRENEURSHIP DEVELOPMENT PROGRAMS (EDPS): MODEL VS. PRACTICE

In recent years, entrepreneur and Entrepreneurship Development Program (EDP) has become a serious matter of discussion which is primarily meant for developing those first-generation entrepreneurs who on their own account cannot become successful entrepreneurs. EDP is an effective human resource development tool. It designed to help a person in strengthening and fulfilling his entrepreneurial motive and in acquiring
skills and capabilities necessary for playing his entrepreneurial role effectively. Entrepreneurial development is a process in which persons are injected with motivational drives of achievement and in sight to tackle uncertain and risky situations especially in business undertakings. The process of entrepreneurial development focuses on training, education, reorientation and creation of conducive and healthy environment for the growth of enterprises.

In line with the national program for the promotion and development of small and medium industries in India, government has launched large number of EDPs to give substance to the government’s policies of stimulation of economic growth, dispersing industries to rural areas and promoting the processing of local raw materials. The EDPs was considered a part of the industrial development policy which was articulated in the 15th Five Year National Economic and Social Development Plan. The main focus of EDP is to promote the development of small and medium enterprises that would encourage self – employment among potential entrepreneurs. EDP and related training program stimulate new ventures and encourage expansion of existing activities of small and medium industries and in rural areas.

Entrepreneurial oriented program to develop entrepreneurial opportunities for potential entrepreneurs and upgrade managerial skills for existing entrepreneurs. Entrepreneurial Development Program means a program conducted to help a participant to strengthen his entrepreneurial motive and in acquiring skill and capabilities required for promoting and running an enterprise efficiently. EDP analyse environment related to small industry and small business. EDP is conducted with a motive to promote potential entrepreneurs, understanding of motives, motivational pattern, their impact on behaviour and entrepreneurial value is termed as entrepreneurial development program. There are a number of programs give information to the prospective entrepreneurs regarding new business idea, how to set up a new venture, how to prepare a project report, sources of finance etc. EDP is primarily concerned with developing, motivating entrepreneurial talent and understanding the impact of motivation on behaviour.

A well designed EDP envisages three-tiered approach: First, developing achievement motivation and sharpening entrepreneurial traits and behaviour. Second, guidance on industrial opportunities, incentives, facilities and rules and regulations is provided. And third, developing managerial and operational capabilities are enhanced.

**COURSE CONTENTS AND CURRICULUM OF EDPs**

Once the selection procedure for entrepreneur is over, the selected participants have to be equipped with managerial and technical skills to start their enterprises. In such entrepreneurship development programs, there are participants with a variety of back grounds and qualities. Therefore, a package of training inputs is provided during the program which is usually of six week’s durations. It consists of the following six inputs. The course contents of EDPs generally consists of six inputs namely, general introduction to entrepreneurship, achievement motivation training, support system and procedures, market survey and plant visit, managerial skill, project preparation and feasibility study.

a. General Introduction to Entrepreneurship: The participants are exposed to a general knowledge of entrepreneurship such as factors affecting small-scale industries, the role of entrepreneurs in economic development, entrepreneurial behavior and the facilities available for establishing small-scale enterprises.

b. Achievement Motivation Training (AMT): The purpose of AMT is to develop the attitude towards risk-taking, initiative and other such behavioral or psychological traits. A motivation development program creates self-awareness and self-confidence among the participants and enables them to think positively and realistically. Without achievement motivation training, an EDP becomes an ordinary executive development program. Motivation training initiates to strive for excellence, to take calculated risk, to use feedback for improvement, sense of efficiency etc.

c. Support System and Procedures: The participants have to be exposed to agencies like the local banks and other financial institutions, industrial service corporations and other institutions dealing with supply of raw-materials, equipment etc. The program on support system needs to include the procedures for approaching them, applying and obtaining assistance from them and availing of the services provided by them. A 14 linkage between the training institute and support system agencies can be established by participation of these agencies in sponsoring and financing EDPs.

d. Market Survey and Plant Visit: In order to familiarize the participants with real life situations in small business, plant visits are also arranged. Such visits help the participants to know more about an entrepreneur’s behaviour, personality, thoughts and aspirations. Moreover, the participants should be given opportunity to conduct market surveys for their respective projects. This would help to expose the participant to the market avenues available and could be followed by sessions on methods of dealing in the markets.

e. Managerial Skill: Since a small entrepreneur cannot employ management experts to manage his enterprise, he needs to be imparted basic and essential managerial skills in the functional areas like
finance, production and marketing knowledge of managerial skills enables an entrepreneur to run his enterprise smoothly and successfully.

f. Project Preparation and Feasibility Study: A good period of time needs to be devoted to the actual preparation of projects. The active involvement in this task would provide them necessary understanding and also ensure their personal commitment.

During the course of EDP, various guidance sessions are helpful for enabling the trainees to identify appropriate business opportunities. Information and counselling on various business opportunities is provided through the team experts and by spot survey. Necessary experience is provided in market survey, project preparation, sources of finance etc. Undue emphasis on any dimension should be avoided as it may lead to distortion in both the process and content of the program. In addition, organizations like SISI, NSIC, EDI, NIESBUD, NPC, number of NGOs, industry associations, forums etc have been operating in the region and one of the functions of such organization is developing entrepreneurship through training, research and consultancy.

Similarly, some state level organization and government departments like Directorate of Industries and Commerce and other organizations/institutions have been involved for developing entrepreneurship programs like General EDP, Sector Specific EDP, Area Specific EDP, Rural EDP, Urban EDP etc.

**GAP BETWEEN IDEAL EDP AND ITS PRACTICE**

The most important step is the design of the EDP program. This is the most difficult stage and also it is the most important stage. The difficulty of the EDP program arises from the fact that the literature has provided several aspects with respect to the EDP programs. For, entrepreneurship has a vast scope and it is this scope which makes the task of designing an EDP all the more difficult. The difficulty arises from the fact that several researchers have studied the EDP programs from several perspectives. While some researchers have studied the effect of entrepreneurship programs from the perspectives of confidence building others have studied the EDP programs in terms of the development of the risk-taking capacities of the programs. Still there have been others who have studied the EDP programs from the perspective of the cultural aspects. All these various aspects have contributed to the growing complexities of the EDP studies.

The generation of the complexities of the EDP programs is not confined to one time exercise only. With the injection of technology into the business processes and the growing adoption of the cloud as the means of providing greater value to the business units the focus of the EDP programs is thus required to tune in accordance with the changing requirements of the world.

In other words, the EDP programs must adapt to the process of meeting the environmental conditions which exist in the context.

Further, due to globalization and the greater the need for integrating the business processes the EDP programs must be designed to address the need of the participants in terms of focusing on the issues related to managing the technological challenges and integrating the business processes. All these aspects, in addition to the core functional areas of setting up of the business enterprise must form a part of the curriculum of the EDP.

Thus, it can be inferred that the EDP sessions must cater to the basic curriculum and in addition to this they must ensure that other functional area of the enterprise are embedded in the programs. It is these other functional areas which must focus on the key issues. The competition in the new business venture will be in these functional areas only. Further, these functional areas are not static, they are dynamic. In other words, they are changing. For example, the Skill India campaign and the Make in India campaign launched by our Prime Minister forces the designers of the EDP programs to give a concerted look so as to capitalize the opportunities which are being provided by the government at this point of time. Apart from this functional area the inherent personality traits of an individual will play a major role in determining the success or the failure of the new business initiative which he contemplating to set up. The EDP programs must also address these issues related to the personality aspects of an individual also.

Thus, it can be said that the EDP program must take into consideration the factors related to the prevailing leadership in India and to take full advantage of various entrepreneurial initiatives launched by the government, the prevailing global policies such as carbon credits and the subsidy given by the government to business units who give assurance that these would be ardently followed in the new business initiatives and above all the EDP programs must focus on promoting the entrepreneurship culture in the country.

The main purpose of the research study is to determine the impact of:

- Entrepreneurship development programs on first generation entrepreneurs of any age, even above 50. They want to start their own business venture due to different reasons and these reasons have been explored in this research process.
- Pedagogy and other training methods assessment and recommendations
LITERATURE REVIEW

Evaluation of Entrepreneur Training Programmes According to Brush (1992) and Henry and Leitch (2003) the entrepreneurship training programs can enrich the entrepreneurs in the starting stages of their company by providing sufficient knowledge and skills they will need in setting up and continuing the business Dyer (1994) attempted to bridge the two research traditions by adding to the concept of 31 entrepreneurial growth the impact of role models. Connections with existing entrepreneurs in educational programs can have an effect on attractiveness of entrepreneurship as a career option.

Carter (2000) also suggest that admitting, we need to spread the access to start-ups and growth training, if we want to boost larger number of women into self-employment. In an important research by Van (2002) it was found that 68% of women entrepreneurs declared that they would like to have training from commercial banks about entrepreneurship.

They also argued that these courses are needed to be checked on many grounds such as, there is a view that the cost and risks should fall behind the benefits of entrepreneurship programs.

They suggest that when collecting a program’s effectiveness, we should also acknowledge the hidden costs.

Burger et. al. (2005) studied that at the initial level, factors like low levels of education and training does not support large percentage of African entrepreneurs, who have not undergone any formal business or entrepreneurial skills training. This resulted in limiting the ability of the entrepreneur to areas like plan, spend, save and hence invest to support commercial success. The lack of training skills resulted into high relative levels of incompetence,

RESEARCH GAP IDENTIFIED

In the light of the above discussions the following gaps have been identified for further examination and analysis

i. There are various studies based on entrepreneurial development programs but very less studies analysed the impact of entrepreneurship development programs on motivating the individuals in setting up their venture.

ii. There is hardly any study which analysed the impact of teaching pedagogy in entrepreneurial training programs. This part was incorporated in this study. Unrealised earnings and profit, lack of adequate reinvestment, and inability to grow both service offerings and jobs.

HYPOTHESES

To establish the linkage based on the descriptive relationship of different factors that make the different objectives for the impact of Entrepreneurial Development Training shall be studied with the help of following hypothesis. A null and alternate hypothesis is developed for generalization of results as mentioned: There is same level of agreement for all the statements measuring content and pedagogy.

DEVELOPMENT OF QUESTIONNAIRE The questionnaire is divided into two parts –demographic details and Entrepreneurial development program parameters

SAMPLE DESIGN

The field study has been restricted to Delhi-NCR. Before identifying the study area, an extensive literature review was made in addition to frequent discussions with Expertise of this field who conduct EDPs.

SAMPLE DESIGN

The field study has been restricted to Delhi-NCR.

Non-random sampling plan approach has been adopted in the study.

SAMPLE PROFILE Depending on the need of study the respondents are divided under certain demographics. These demographics are age, sex, education, and family background. The careful selection of demographics is made on the basis of physiological variation in perceiving Entrepreneurship development programs.

In order to perform the statistical analysis on the data collected for the purpose of determining the findings and interpret the findings statistical tests were applied.

COMPARISON OF ACTUAL AND DESIRED EDP DELIVERY

In this section we measure the gaps in desired content, pedagogy of EDP Vs. desired delivery. In order to do that six statements (table 6.1, field name groups) are recorded on a well-established five-point Likert scale of agreement. These statements are analysed by using relevant statistical tools to draw inference and conclusion. First the level of agreement is compared by using comparison of means and variances.
Table 1: Comparative Analysis of Pedagogy of EDP Delivery Vs Desired Delivery

<table>
<thead>
<tr>
<th>Code</th>
<th>Groups</th>
<th>Average</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5A</td>
<td>This program developed and implemented enough new and appropriate teaching methods to prepare students to identify business opportunity and to build and expand a new venture</td>
<td>3.93</td>
<td>1.25</td>
</tr>
<tr>
<td>Q5B</td>
<td>This program developed and implemented enough new and appropriate coursework to prepare students to identify business opportunity and to build and expand a new venture</td>
<td>3.86</td>
<td>1.22</td>
</tr>
<tr>
<td>Q5C</td>
<td>This program helped students in developing new projects to prepare them to identify business opportunity and to build and expand a new venture</td>
<td>3.90</td>
<td>1.21</td>
</tr>
<tr>
<td>Q5D</td>
<td>This program has adopted the best suited selection criteria of students for their selection (method mentioned like Shortlist + interview)</td>
<td>4.17</td>
<td>1.17</td>
</tr>
<tr>
<td>Q5E</td>
<td>This program has covered all important aspects of establishing and managing a new venture with practical enhancement of knowledge through internship</td>
<td>2.86</td>
<td>1.33</td>
</tr>
<tr>
<td>Q5F</td>
<td>This program has adopted follow up technique to help participants in future</td>
<td>3.93</td>
<td>1.25</td>
</tr>
</tbody>
</table>

Source: Field survey

From the table above, it can be observed that highest agreement is with the statement, “This program has adopted the best suited selection criteria of students for their selection (method mentioned like Shortlist + interview)”. While the least agreement is seen on the statement, “This program has covered all important aspects of establishing and managing a new venture with practical enhancement of knowledge through internship”. This clearly shows the respondents feel that coverage of content forms the program did not meet expectations of the respondents. We assume that people have same level of agreement for all the statements measuring content and pedagogy of EDP, the difference of means i.e. levels of agreement is just a matter of chance. In order to test this assumption, we formulate following hypothesis and apply one-way single factor ANOVA.

All statements have same level of agreement. Or and ANOVA is not true.

Table 2: Measuring Difference Amongst Statements Testing hypothesis H01

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Between Groups</td>
<td>32.63</td>
<td>4.00</td>
<td>8.17</td>
<td>5.34</td>
<td>0.00</td>
<td>2.44</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>206.54</td>
<td>135.00</td>
<td>1.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>239.22</td>
<td>139.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey

From table above, it is clear that we do reject null hypothesis as p-value is below level of significance. Hence, difference of means is not a matter of chance people actually think differently for all statements mentioned to measure coverage of content and pedagogy of EDP. The different levels of agreement can be generalized for population.

**FINDINGS**

In order to ensure that the gap between delivery and expectation can be generalized, we perform student’s t-test for comparison of means.

The test shows that difference between delivery and expectation in all three cases is not statistically significant and hence can be dealt with little ease.

This objective is to find gap between desired and actual delivery of EDP in terms of pedagogy, coursework etc.

The result shows that the highest agreement falls with statement related to best suited selection criteria of
students into their 108 selection. The lowest agreement falls with important aspects of establishing and managing a new venture with practical enhancement of knowledge through internship

**RECOMMENDATION**

Though the sample results show there is a gap between delivery and expectation for network building, market research and management skills but the results are not statistically significant. Hence, the problem or gap may stand valid for the particular group of samples itself. Still, the primary recommendation of concern 109 areas is considerable

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