



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor 5.3 www.ijesh.com ISSN: 2250-3552

Entrepreneurship Development Programs to Promote and to Get Novel Entrepreneurs

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Abstract

This study is an attempt to understand the nature of entrepreneurship development programs (EDP) in the light of the major contributions in the field of education, economic development of the country. Results of the study identify different approaches to educate entrepreneurship, which find their theoretical explanation in as many educative orientations. These orientations programmers are influenced by the way those mainly responsible for designing, implementing and evaluating programs view education, learning, and content. To encourage and attract new entrepreneurs .The study ends with an attempt to incorporate learning sciences with entrepreneurship theories in organize to better take hold of the theoretical foundations of the many educative practices employed in the field of entrepreneurship.

Key Words: Entrepreneurship, learning, educate, etc.

INTRODUCTION:

“The entrepreneur always searches for change, responds to it, and exploits it as an opportunity.”
– Peter Drucker,

“From my very first day as an entrepreneur, I’ve felt the only mission worth pursuing in business is to make people’s lives better.” – Richard Branson

“An entrepreneur is someone who jumps off a cliff and builds a plane on the way down.” —Reid Hoffman

Entrepreneurship is the act of creating a business or businesses while building and scaling it to generate a profit.

However, as a basic entrepreneurship definition, it’s a bit limiting. The more modern entrepreneurship definition is also about transforming the world by solving big problems. Like initiating social change, creating an innovative product or presenting a new life-changing solution. What the entrepreneurship definition doesn’t tell you is that entrepreneurship is what people do to take their career and dreams into their hands and lead it in the direction of their own choice. It’s about building a life on your own terms. No bosses. No restricting schedules. And no one is holding you back. Entrepreneurs are able to take the first step into making the world a



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better place, for everyone in it. The meaning of entrepreneurship involves an entrepreneur who takes action to make a change in the world. Whether startup entrepreneurs solve a problem that many struggle with each day, bring people together in a way no one has before, or build something revolutionary that advances society, they all have one thing in common action.

OBJECTIVES OF THE STUDY:

1. To highlight the concept of entrepreneurship.
2. To present the various initiatives undertaken for promoting entrepreneurship.

Literature Review

Bae et al. (2014) examined the relationship between entrepreneurship education and entrepreneurial intentions through a meta-analytic review of existing studies. Their research focused on whether entrepreneurship education influences individuals' intentions to establish new businesses. The study highlighted the importance of educational interventions in developing entrepreneurial knowledge, attitudes, and motivation. Entrepreneurship education can help individuals understand business opportunities, assess risks, develop innovative ideas, and acquire the confidence required to initiate entrepreneurial activities. However, the relationship between entrepreneurship education and entrepreneurial intentions is influenced by several factors, including students' prior entrepreneurial exposure and their existing personal characteristics. The findings suggest that educational programmes should not be limited to theoretical instruction but should also include practical activities, business simulations, mentoring, and opportunities to interact with experienced entrepreneurs. Basu (2014) critically assessed entrepreneurship education in India and proposed a framework for improving its effectiveness. The study emphasized the need to integrate entrepreneurship education with the economic and institutional conditions prevailing in India. Entrepreneurship development programmes are particularly important in a country where a substantial number of individuals seek employment opportunities but may lack the knowledge, resources, or confidence necessary to establish enterprises. Such programmes can introduce participants to business planning, marketing, financial management, innovation, and opportunity identification. The Indian entrepreneurship education system can become more effective by connecting educational institutions with industries, financial institutions, and government agencies. Practical exposure and appropriate institutional support are essential for translating entrepreneurial aspirations into sustainable business ventures. Together, these studies establish the importance of structured learning, practical experience, and an enabling educational environment in encouraging new entrepreneurs. They also indicate that entrepreneurship development programmes should be designed to address the specific needs of their target participants rather than relying exclusively on general classroom instruction.



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Cho and Honorati (2014) conducted a meta-regression analysis of entrepreneurship programmes in developing countries to understand their effectiveness in improving entrepreneurial outcomes. Their research is particularly relevant to countries such as India, where entrepreneurship is often promoted as a mechanism for employment generation, poverty reduction, and economic development. Entrepreneurship programmes generally include business training, financial assistance, technical guidance, and other forms of enterprise support. The study examined evidence from different interventions and demonstrated the importance of evaluating programme outcomes rather than assuming that participation automatically leads to entrepreneurial success. The effectiveness of such interventions can vary according to programme design, participants' characteristics, the local economic environment, and the type of support provided. Goel and Rishi (2012) discussed the promotion of entrepreneurship as a means of alleviating poverty in India, considering government schemes, private-sector programmes, and initiatives undertaken by citizen-sector organisations. Their work highlighted the significance of coordinated efforts among different institutions in creating opportunities for aspiring entrepreneurs. Government-supported entrepreneurship initiatives can provide training, facilitate access to credit, encourage self-employment, and support individuals who face economic or social barriers to establishing businesses. Private organisations and community-based institutions can complement these initiatives by offering mentoring, market connections, and practical business guidance. However, the availability of a scheme alone does not guarantee that its intended beneficiaries will establish successful enterprises. Participants must also be able to identify viable business opportunities, understand customer requirements, manage operating expenses, and respond to competition. Therefore, entrepreneurship development programmes should combine financial and non-financial assistance with systematic follow-up support. The literature indicates that the promotion of entrepreneurship requires a comprehensive approach in which training, finance, institutional coordination, and access to markets operate together. This approach is especially relevant for first-generation entrepreneurs, who may possess business ideas but lack the experience and professional networks necessary to implement them effectively.

Maresch et al. (2016) investigated the impact of entrepreneurship education on students' entrepreneurial intentions, comparing students enrolled in science and engineering programmes with those studying business-related subjects. Their research is significant because entrepreneurship is not restricted to individuals with formal business education. Students in technical and scientific disciplines may develop innovative products, technological solutions, or research-based ideas but require additional knowledge to convert these innovations into commercially viable enterprises. Entrepreneurship education can help bridge this gap by developing business planning, opportunity recognition, commercialisation, and management capabilities. McKenzie and Woodruff (2014) reviewed evidence from business training and



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entrepreneurship evaluations across developing countries. Their work focused on the lessons emerging from interventions designed to improve the performance of small businesses and aspiring entrepreneurs. The review highlights the importance of examining whether training produces measurable improvements in business practices and outcomes, rather than evaluating programmes solely through attendance or participant satisfaction. Nabi et al. (2017) conducted a systematic review of the impact of entrepreneurship education in higher education and proposed a future research agenda. Their review drew attention to the need for more rigorous evaluations and a clearer understanding of how educational interventions influence entrepreneurial learning, intentions, and subsequent behaviour. The research suggests that programme effectiveness should be assessed through multiple indicators, including entrepreneurial competencies, confidence, business creation, enterprise survival, and business growth. Rideout and Gray (2013) similarly reviewed and critically evaluated empirical research concerning university-based entrepreneurship education. They highlighted methodological limitations that can make it difficult to establish whether observed entrepreneurial outcomes result directly from education or from other factors, such as participants' previous experience and personal motivation. Collectively, these studies suggest that entrepreneurship development programmes should adopt experiential learning methods, practical assignments, mentoring, and opportunities for testing business ideas. They also underline the importance of longitudinal evaluation, as entrepreneurial intentions developed during a course may not necessarily result in actual business formation. For programme designers, this literature provides a basis for developing measurable objectives and evaluating both immediate learning outcomes and longer-term entrepreneurial performance.

Sánchez (2013) examined the impact of an entrepreneurship education programme on entrepreneurial competencies and intentions. The study is relevant because competencies such as initiative, creativity, problem-solving, planning, and risk assessment are essential for individuals seeking to establish new enterprises. Entrepreneurship development programmes can strengthen these competencies by enabling participants to identify market gaps, prepare business plans, evaluate financial requirements, and make informed decisions under conditions of uncertainty. The development of entrepreneurial intentions is an important preliminary outcome, but effective programmes must also prepare participants to translate intentions into concrete business activities. Williams (2015), in the reference provided on entrepreneurship development programmes and the promotion of the Make in India concept, connects entrepreneurship promotion with the broader objective of encouraging domestic production and enterprise development. This perspective emphasises the potential contribution of entrepreneurial initiatives to innovation, employment creation, industrial development, and economic self-reliance. In the Indian context, entrepreneurship development programmes can support these objectives by providing aspiring entrepreneurs with technical skills, managerial knowledge, information about



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government assistance, and guidance on establishing production or service enterprises. Nevertheless, the effectiveness of these programmes depends on whether training is aligned with actual market demand and whether participants can obtain the finance, infrastructure, technology, and market access required to operate their businesses. The studies reviewed collectively indicate that entrepreneurship development is a multidimensional process involving education, competency building, financial support, institutional assistance, and continuing guidance. An effective programme should therefore begin with identifying participants' training needs, provide practical and market-oriented instruction, facilitate access to relevant resources, and offer post-training mentoring. Its success should be assessed using indicators such as the number of enterprises established, employment generated, business survival, revenue growth, and the adoption of innovative practices. Although the reviewed literature provides a valuable foundation for understanding entrepreneurship education and enterprise support, differences in programme design and research methods limit the generalisation of findings across all settings. Further research could examine how entrepreneurship development programmes in India influence the transition from entrepreneurial intention to actual enterprise creation, particularly among first-generation entrepreneurs and individuals with limited access to financial and institutional resources.

Methodology Of the Study:

The data is mainly based on secondary data.

Government Initiatives for the Promotion of Entrepreneurship in India:

The Government of India has undertaken several initiatives and instituted policy measures to foster a culture of innovation and entrepreneurship in the country. Job creation is a foremost challenge facing India. With a significant and unique demographic advantage, India, however, has immense potential to innovate, raise entrepreneurs and create jobs for the benefit of the nation and the world. A few of India's efforts at promoting entrepreneurship and innovation are:

1. STARTUP INDIA:

Through the Startup India initiative, Government of India promotes entrepreneurship by mentoring, nurturing and facilitating startups throughout their life cycle. Since its launch in January 2016, the initiative has successfully given a head start to numerous aspiring entrepreneurs. With a 360 degree approach to enable startups, the initiative provides a comprehensive four-week free online learning program, has set up research parks, incubators and startup centres across the country by creating a strong network of academia and industry bodies. More importantly, a 'Fund of Funds' has been created to help startups gain access to funding. At the core of the initiative is the effort to build an ecosystem in which startups can innovate



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and excel without any barriers, through such mechanisms as online recognition of startups, Startup India Learning Programme, Facilitated Patent filing, Easy Compliance Norms, Relaxed Procurement Norms, incubator support, innovation focused programmes for students, funding support, tax benefits and addressing of regulatory issues.

2. **MAKE IN INDIA:**

Designed to transform India into a global design and manufacturing hub, the Make in India initiative was launched in September 2014. It came as a powerful call to India's citizens and business leaders, and an invitation to potential partners and investors around the world to overhaul out-dated processes and policies, and centralize information about opportunities in India's manufacturing sector. This has led to renewed confidence in India's capabilities among potential partners abroad, business community within the country and citizens at large. The plan behind Make in India was one of the largest undertaken in recent history. Among several other measures, the initiative has ensured the replacement of obsolete and obstructive frameworks with transparent and user-friendly systems. This has in turn helped procure investments, foster innovation, develop skills, protect intellectual property and build best-in-class manufacturing infrastructure.

3. **ATAL INNOVATION MISSION (AIM):**

AIM is the Government of India's Endeavour to promote a culture of innovation and entrepreneurship, and it serves as a platform for promotion of world-class Innovation Hubs, Grand Challenges, start-up businesses and other self-employment activities, particularly in technology driven areas. In order to foster curiosity, creativity and imagination right at the school, AIM recently launched Atal Tinkering Labs (ATL) across India. ATLs are workspaces where students can work with tools and equipment to gain hands-on training in the concepts of STEM (Science, Technology, Engineering and Math). Atal Incubation Centres (AICs) are another programme of AIM created to build innovative start-up businesses as scalable and sustainable enterprises. AICs provide world class incubation facilities with appropriate physical infrastructure in terms of capital equipment and operating facilities. These incubation centers, with a presence across India, provide access to sectoral experts, business planning support, seed capital, industry partners and trainings to encourage innovative start-ups.



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4. **SUPPORT TO TRAINING AND EMPLOYMENT PROGRAMME FOR WOMEN (STEP):**

STEP was launched by the Government of India's Ministry of Women and Child Development to train women with no access to formal skill training facilities, especially in rural India. The Ministry of Skill Development & Entrepreneurship and NITI Aayog recently redrafted the Guidelines of the 30-year-old initiative to adapt to present-day needs. The initiative reaches out to all Indian women above 16 years of age. The programme imparts skills in several sectors such as agriculture, horticulture, food processing, handlooms, traditional crafts like embroidery, travel and tourism, hospitality, computer and IT services.

5. **JAN DHAN- AADHAAR- MOBILE (JAM):**

JAM, for the first time, is a technological intervention that enables direct transfer of subsidies to intended beneficiaries and, therefore, eliminates all intermediaries and leakages in the system, which has a potential impact on the lives of millions of Indian citizens. Besides serving as a vital check on corruption, JAM provides for accounts to all underserved regions, in order to make banking services accessible down to the last mile.

6. **DIGITAL INDIA:**

The Digital India initiative was launched to modernize the Indian economy to make all government services available electronically. The initiative aims to transform India into a digitally-empowered society and knowledge economy with universal access to goods and services. Given historically poor internet penetration, this initiative aims to make available high-speed internet down to the grassroots. This program aims to improve citizen participation in the digital and financial space, make India's cyberspace safer and more secure, and improve ease of doing business. Digital India hopes to achieve equity and efficiency in a country with immense diversity by making digital resources and services available in all Indian languages.

7. **BIOTECHNOLOGY INDUSTRY RESEARCH ASSISTANCE COUNCIL (BIRAC):**

BIRAC is a not-for-profit Public-Sector Enterprise, set up by Department of Biotechnology to strengthen and empower emerging biotechnology enterprises. It aims to embed strategic research and innovation in all biotech enterprises, and bridge the existing gaps between industry and academia. The ultimate goal is to develop high-quality, yet affordable, products with the use of cutting edge technologies. BIRAC has initiated partnerships with several national and global



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partners for building capacities of the Indian biotech industry, particularly start-ups and SME's, and has facilitated several rapid developments in medical technology.

8. **DEPARTMENT OF SCIENCE AND TECHNOLOGY (DST):**

The DST comprises several arms that work across the spectrum on all major projects that require scientific and technological intervention. The Technology Interventions for Disabled and Elderly, for instance, provides technological solutions to address challenges and improve quality of life of the elderly in India through the application of science and technology. On the other hand, the ASEAN-India Science, Technology and Innovation Cooperation works to narrow the development gap and enhance connectivity between the ASEAN countries. It encourages cooperation in science, technology and innovation through joint research across sectors and provides fellowships to scientists and researchers from ASEAN member states with Indian R&D/ academic institutions to upgrade their research skills and expertise.

9. **STAND-UP INDIA:**

Launched in 2015, Stand-Up India seeks to leverage institutional credit for the benefit of India's underprivileged. It aims to enable economic participation of, and share the benefits of India's growth, among women entrepreneurs, Scheduled Castes and Scheduled Tribes. Towards this end, at least one woman and one individual from the SC or ST communities are granted loans between Rs.1 million to Rs.10 million to set up Greenfield enterprises in manufacturing, services or the trading sector. The Stand-Up India portal also acts as a digital platform for small entrepreneurs and provides information on financing and credit guarantee.

10. **TRADE RELATED ENTREPRENEURSHIP ASSISTANCE AND DEVELOPMENT (TREAD):**

To address the critical issues of access to credit among India's underprivileged women, the TREAD programme enables credit availability to interested women through non-governmental organizations (NGOs). As such, women can receive support of registered NGOs in both accessing loan facilities, and receiving counseling and training opportunities to kick-start proposed enterprises, in order to provide pathways for women to take up non-farm activities.

11. **PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY):**

A flagship initiative of the Ministry of Skill Development & Entrepreneurship (MSDE), this is a Skill Certification initiative that aims to train youth in industry-relevant skills to enhance opportunities for livelihood creation and employability. Individuals with prior learning experience or skills are also assessed and certified as



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a Recognition of Prior Learning. Training and Assessment fees are entirely borne by the Government under this program.

12. NATIONAL SKILL DEVELOPMENT MISSION:

Launched in July 2015, the mission aims to build synergies across sectors and States in skilled industries and initiatives. With a vision to build a 'Skilled India' it is designed to expedite decision-making across sectors to provide skills at scale, without compromising on quality or speed. The seven sub-missions proposed in the initial phase to guide the mission's skilling efforts across India are: (i) Institutional Training (ii) Infrastructure (iii) Convergence (iv) Trainers (v) Overseas Employment (vi) Sustainable Livelihoods (vii) Leveraging Public Infrastructure.

13. SCIENCE FOR EQUITY EMPOWERMENT AND DEVELOPMENT (SEED):

SEED aims to provide opportunities to motivated scientists and field level workers to undertake action-oriented, location specific projects for socio-economic gain, particularly in rural areas. Efforts have been made to associate national labs and other specialist S&T institutions with innovations at the grassroots to enable access to inputs from experts, quality infrastructure. SEED emphasizes equity in development, so that the benefits of technological accrue to a vast section of the population, particularly the disadvantaged.

14. FINANCING OF SSIS IN INDIA:

Types of assistance – short-term, medium and long-term; institutional and non-institutional assistance from SFCs, Banks, SIDBI, refinancing schemes, NBFCs, Venture Capital Funds, Etc...

CONCLUSION:

Entrepreneurship Development Programmes play a significant role in promoting and developing new entrepreneurs by providing the necessary knowledge, skills, and resources to establish and manage successful businesses. Various training programmes organised by government departments, District Industries Centres (DICs), NABARD, financial institutions, and other development organisations help aspiring entrepreneurs understand business planning, financial management, marketing, production, and risk assessment. In addition, government-sponsored financial schemes and institutional assistance facilitate access to credit and other resources required to start new enterprises. These initiatives encourage self-employment, generate employment opportunities, promote innovation, and contribute to economic growth. They are particularly beneficial for first-generation entrepreneurs and individuals who have limited financial resources or business experience. However, the effectiveness of these programmes depends on proper implementation, awareness among potential beneficiaries, timely financial assistance, and continuous guidance after training. Therefore, greater coordination



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among government agencies, educational institutions, banks, and private organisations is essential to strengthen entrepreneurship development. Regular monitoring and evaluation can further improve programme outcomes and ensure that the benefits reach deserving individuals. In conclusion, entrepreneurship development requires an integrated approach combining training, financial support, technical guidance, and market access. Such coordinated efforts can encourage more individuals to establish sustainable enterprises and contribute to employment generation, industrial development, and the overall economic progress of the country.

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