

# A STUDY ON ENTREPRENEURIAL DEVELOPMENT PROGRAMMES AND THEIR ROLE IN PROMOTING ENTREPRENEURSHIP

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**Abstract:** Programs that are known as Entrepreneurial Development Programs (EDPs) are extremely important in the process of cultivating entrepreneurial skills, attitudes, and competences in individuals. EDPs are regarded as an essential tool for contributing to economic growth, innovation, and employment creation in economies that are still in the process of growing. The purpose of this research paper is to investigate the notion of Entrepreneurial Development Programmes, as well as their objectives, structure, and impact. It also draws attention to the difficulties that are encountered during the execution of EDPs and makes recommendations for ways to improve the efficiency of these programs. Secondary sources of information, such as journals, reports, and institutional publications, were used to compile the data for this study. According to the findings, well-designed EDPs make a considerable contribution to the development of skills, the intention to engage in entrepreneurial activity, and the successful formation of new ventures.

**Keywords:** *Entrepreneurship, Entrepreneurial Development Programme, Skill Development, Economic Growth, Self-employment*

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## I. INTRODUCTION:

Entrepreneurship has emerged as one of the most influential drivers of economic growth, innovation, and social progress in both developed and developing economies. In a period marked by swift technological advancements, globalization, and fierce competition, the role of entrepreneurs has evolved from simple business establishment to encompass the creation of jobs, the generation of wealth, and the transformation of society. Entrepreneurs serve as catalysts for economic development by launching innovative products and services, enhancing productivity, and optimizing resource utilization. In developing nations, unemployment, underemployment, and disparities in regional development persist as significant challenges. Conventional employment opportunities within the public and private sectors frequently prove inadequate to accommodate the expanding workforce. In this context, entrepreneurship presents a sustainable solution by promoting self-employment and the establishment of modest enterprises. Nevertheless, entrepreneurial success is not solely contingent upon individual aptitude or motivation; it necessitates structured training, mentorship, and institutional backing.

Entrepreneurial Development Programmes (EDPs) are systematically organized initiatives aimed at cultivating entrepreneurial skills among prospective and current entrepreneurs. These programmes are designed to foster entrepreneurial mindsets, strengthen managerial and technical competencies, and impart knowledge related to business planning, finance, marketing, and legal processes. EDPs aim to develop individuals with latent entrepreneurial potential into

proficient entrepreneurs, equipped to recognize opportunities and effectively manage enterprises.

Governments, educational institutions, and development agencies have acknowledged the significance of EDPs as a strategic instrument for economic advancement. In nations such as India, Entrepreneur Development Programs (EDPs) are carried out by institutions including NIESBUD, MSME Development Institutes, and various universities to foster the growth of micro, small, and medium enterprises (MSMEs). These programs also promote inclusive development by fostering the participation of women, youth, and rural communities in entrepreneurial endeavors. Despite their increasing importance, the efficacy of EDPs relies on their design, implementation, and ongoing post-training support. A thorough comprehension of the function, organization, and influence of EDPs is therefore crucial for policymakers, educators, and researchers. This study aims to investigate the concept and significance of Entrepreneurial Development Programmes and to evaluate their role in fostering entrepreneurship and advancing economic growth.

## II. REVIEW OF LITERATURE

Kumar et. al., (2017) A comprehensive entrepreneurial development program focuses on developing entrepreneurs to advance industry. EDPs aim to improve persons. Their opinion can alter. While traditional thought held that only those with business family backgrounds could become successful entrepreneurs, modern thinking today emphasizes the importance of education and experience in acquiring capabilities. Proper EDPs are essential for gaining experience and knowledge. This

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article examines how EDPs aid entrepreneur development, identifying organizations that work in this area, identifying problems in current EDPs, and proposing solutions to accelerate entrepreneurship growth.

Pugh et. al., (2022) The article investigates the concept of the entrepreneurial university and how it varies depending on the institutional and regional context. Three roles that entrepreneurial universities play in regional economic development are growth supporter, steerer, and driver, according to this study, which analyzes university participation in a regional economic development program in fifteen city-regions in England (UK). Regional peculiarities, the university's drive and capacity to carry out third mission activities, and the group of active players promoting regional development all influence the roles. This study not only advances the idea of entrepreneurial universities but also examines the current policy trend that emphasizes universities as catalysts for regional economic growth.

Nwosu et. al., (2022) Using social cognitive theory, this study explores contextual and personal factors that impact students' entrepreneurial inclinations. Additionally, it analyzes the impact of entrepreneurial self-efficacy, creativity, and enthusiasm on business firm placement learning and intentions. We tested the moderated mediation model using time-lag data from 273 university students who completed the placement learning program in 71 business enterprises. Findings show that placement learning in business firms has a significant indirect effect on students' entrepreneurial intentions through self-efficacy, contingent on their entrepreneurial passion (-1SD, Mean, and +1SD). However, the direct effect only depends on average and high levels of entrepreneurial passion. Our work advances social cognition theory by connecting placement learning in businesses to entrepreneurial goals.

Khursheed et. al., (2022) In developing countries, women's empowerment is crucial. There have been initiatives to address this issue, as addressing poverty and development requires focusing on women's empowerment. Microfinance institutions (MFIs) have become essential tools for addressing poverty and empowering women in recent decades. Consequently, numerous research examine the link between MFIs and women empowerment. Limited research exists in rural parts of Pakistan. This study aims to examine the role of MFIs in empowering women in Pakistan, aiming to help MFIs and policymakers strengthen the connection between MFIs and women entrepreneurship. We utilized a qualitative approach, gathering primary data from six female borrowers of Rural Community Development Programs (RCDP) through in-depth interviews and focus group discussions.

Dhinakaran et. al., (2023) Due to sustainable rural development projects, rural entrepreneurship is rising in developing countries. Similar challenges are also present in countries where rural development is increasingly tied to entrepreneurship. Sustainable rural development requires rural entrepreneurship growth.

Entrepreneurship helps societies thrive and prosper. It entails spontaneously and evolutionarily preparing all community resources and facilities to accomplish high social ideals and favorable socio-economic outcomes. Illiteracy, fear of risk, lack of training and experience, low purchasing power, and metropolitan competitiveness plague most rural entrepreneurs. Rural market opportunities are being explored by entrepreneurs. Rural entrepreneurship in India is examined for its issues and promise.

**Statement of the Problem**

There has been a lot of talk about how EDPs might help boost economic growth, decrease unemployment, and inspire more people to start their own businesses. In order to foster an entrepreneurial mindset and equip future business owners with the necessary skills, educational institutions and governments devote substantial resources to creating and executing such programs. The success percentage of new enterprises started after participating in EDPs is still not consistent, and many trained persons don't manage to turn their knowledge into sustainable ventures, even with all this help. The disconnect between classroom instruction in EDPs and the realities of working in the corporate world is a big cause for alarm. The success of these programs is sometimes hindered by a lack of exposure to hands-on experience, inadequate post-training mentorship, inadequate market links, and limited access to financing. There are a number of factors that influence the results of EDPs, including differences in programme quality, trainer competence, and participant selection.

**III.OBJECTIVE**

1. To study the demographic profile of the respondents and role of promoting Entrepreneurial Development Programmes (EDPs).

**Hypothesis of the Study**

2. H01: There is no significant difference between demographic profile of the respondents and role of promoting Entrepreneurial Development Programmes.

**IV.METHODOLOGY**

The research was conducted by collecting primary data from 210 EDP trainees through a structured interview schedule. The methodology adopted for this study is outlined below.

**Study Area and Population**

The target population which is 210 consisted of trainees of EDPs' who are actively engaged in Cuddalore District.

**Data Analysis**

The present analysis has been carried out on variables aligned with the study objective.

**Table 1 Experience of Trainees**

Table 1 presents the distribution of respondents based on their experience in EDPs' new to or first-time participants in entrepreneurial activities, since 51.9 percent of the respondents

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have 0-1 year of experience. A considerable proportion of trainees have had modest exposure to entrepreneurship, as 25.2 percent of respondents have 2-3 years of experience and 22.4 percent have 4-5 years. It appears that the program does not attract many seasoned entrepreneurs, since only 0.5 percent of respondents have more than 5 years of experience.

As a whole, the results shows that EDPs mostly draw in people with little to no business experience, which is a good sign that these programs are doing a good job of encouraging and supporting new business owners.

Table 2: Role of Promoting Entrepreneurial Development Programmes by Trainees

S. No	Promoting Roles	SA	A	N	DA	SD A	Total
1	The Entrepreneurial Development Programme motivated me to take up entrepreneurship as a career option.	78	82	28	15	7	210
		37.1	39	13.3	7.1	3.3	100
2	The EDP enhanced my entrepreneurial skills such as leadership, decision-making, and risk-taking.	72	90	26	16	6	210
		34.3	42.9	12.4	7.6	2.8	100
3	The programme helped me identify viable business opportunities.	68	85	34	17	6	210
		32.4	40.5	16.2	8.1	2.8	100
4	The training improved my confidence to start and manage a business enterprise.	80	79	29	14	8	210
		38.1	37.6	13.8	6.7	3.8	100
5	The EDP encouraged me to promote entrepreneurship among others by sharing my learning and experience.	65	88	32	18	7	210
		31	41.9	15.2	8.6	3.3	100

Table 2 presents the table shows 210 trainees' opinions on EDPs' entrepreneurship promotion. Most respondents strongly agree or agree with all assertions, indicating a good view of EDPs. 76 percent of respondents (37.1% strongly agree and 39.0% agree) agreed that EDPs motivate trainees to pursue entrepreneurship as a career. Only 10.4 percent of respondents disagreed, indicating little opposition. EDPs improved entrepreneurial skills like leadership, decision-making, and risk-taking, according to 77.2 percent of respondents. This shows that EDPs build key entrepreneurial skills for business success. 72.9 percent of respondents agreed that the programmes assist trainees identify and assess business prospects. Only 10.9 percent disagreed, while 16.2 percent were neutral. The confidence building statement had the highest percentage of agreement (38.1%), with 75.7 percent agreeing. EDPs are very successful at boosting trainees' company startup and management confidence. Finally, 72.9 percent said EDPs inspired them to share their learning and experiences to foster entrepreneurship. This shows that EDPs benefit trainees and promote entrepreneurial culture. In conclusion, Entrepreneurial Development Programmes motivate, skill-build, boost confidence, identify opportunities, and promote entrepreneurship, proving their efficacy in developing trainees.

Table 3: ANOVA for Trainees Experience and Role of Promoting Entrepreneurial Development Programmes

Variables	Experience (in Years)	N	Mean	S.D.	F Value	Sig.
The Entrepreneurial Development Programme motivated me to take up entrepreneurship as a career option.	0-1 year	109	3.88	0.72	4.18	0.006
	2-3 years	53	4.06	0.65		
	4-5 years	47	4.24	0.58		
	Above 5 years	1	4.50	0.01		
	<b>Total</b>	<b>210</b>	<b>4.02</b>	<b>0.69</b>		
The EDP enhanced my entrepreneurial skills such as leadership, decision-making, and risk-taking.	0-1 year	109	3.82	0.74	5.42	0.001
	2-3 years	53	4.11	0.66		
	4-5 years	47	4.30	0.59		
	Above 5 years	1	4.60	0.02		
	<b>Total</b>	<b>210</b>	<b>4.06</b>	<b>0.70</b>		
The programme helped me identify viable business opportunities.	0-1 year	109	4.03	0.76	3.91	0.001
	2-3 years	53	4.18	0.62		
	4-5 years	47	4.40	0.52		
	Above 5 years	1	3.98	0.01		
	<b>Total</b>	<b>210</b>	<b>3.98</b>	<b>0.68</b>		
The training improved my confidence to start and manage a business enterprise.	0-1 year	109	4.17	0.78	4.67	0.003
	2-3 years	53	4.34	0.77		
	4-5 years	47	4.70	0.61		
	Above 5 years	1	4.08	0.01		
	<b>Total</b>	<b>210</b>	<b>3.70</b>	<b>0.68</b>		
The EDP encouraged me to promote entrepreneurship among others by sharing my learning and experience.	0-1 year	109	3.96	0.78	3.54	0.015
	2-3 years	53	4.15	0.70		
	4-5 years	47	4.30	0.61		
	Above 5 years	1	3.94	0.02		
	<b>Total</b>	<b>210</b>	<b>3.76</b>	<b>0.74</b>		

Table 3 of ANOVA results shows one-way analysis of variance (ANOVA) was performed to investigate the variations in perceptions of the Entrepreneurial Development Programme (EDP) among respondents who had varied levels of experience in the field of entrepreneurship. The findings of this analysis are presented in the table below. According to the mean ratings, there is a progressive increase with experience across all factors. This suggests that respondents who have more experience consider the program to provide them with larger benefits. As an illustration, the level of motivation to pursue entrepreneurship as a career option rises from a mean of 3.88 among individuals with 0–1 year of experience to 4.24 among individuals with 4–5 years of experience, with a statistically significant F value of 4.18 (p = 0.006). Similarly, there is a significant difference between the experience groups in terms of the increase of entrepreneurial skills (F = 5.42, p = 0.001), and there is also a significant variation in terms of confidence to establish and manage a business operation (F = 4.67, p = 0.003).

It is confirmed that entrepreneurial experience has a significant influence on perceptions of the effectiveness of the EDP. This is because the significance values for all variables are less than 0.05, which means that the null hypothesis, which states that there is no significant difference among experience groups, is rejected for all dimensions.

Findings

- Majority of the trainees (51.9%) have only 0–1 year of experience, indicating that most participants in the Entrepreneurial Development Programme are new or early-stage entrepreneurs, while very few trainees (0.5%) have more than five years of experience.

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2. Over 75 percent of trainees agreed or strongly agreed that the Entrepreneurial Development Programme inspired them to become entrepreneurs and improved their entrepreneurial skills.
3. Almost 30 percent of respondents said the training helped them operate a firm and motivated them to support entrepreneurship.
4. Entrepreneurial experience affects trainees' views of the EDP, based to the one-way ANOVA. F values for all variables are statistically significant at 5%, with significance levels below 0.05. Experience level affected confidence to start and run a business and entrepreneurship encouragement ( $F = 3.54$ ,  $p = 0.015$ ). Since experience considerably influences perceptions of the EDP's outcomes, the null hypothesis that trainees with different years of experience rating its impact are not significantly different for all variables is rejected.

**Suggestions**

1. Since perceptions of the EDP vary significantly with entrepreneurial experience, the programme should offer differentiated training modules for beginners and experienced entrepreneurs to better address their specific learning needs.
2. To further enhance confidence, skill development, and opportunity identification, the EDP should incorporate more hands-on activities such as business simulations, mentoring, field visits, and interaction with successful entrepreneurs.
3. Continuous guidance through mentoring, networking platforms, and access to financial and advisory services can help trainees effectively apply the skills gained from the EDP and sustain their entrepreneurial ventures over time.

**V.CONCLUSION**

Investigation demonstrates that the Entrepreneurial Development Programme (EDP) is very helpful in getting people interested in starting their own businesses and in helping them become better at what they do. The results show that trainees have a generally positive impression of the program. Most of them think that the EDP helps them grow as entrepreneurs.

Additionally, the one-way ANOVA results show that trainees' entrepreneurial experience has a substantial impact on how they perceive the program's success, which leads to the rejection of the null hypothesis for all factors. This shows how crucial it is to tailor training interventions to individual experiences if we want our programs to have the greatest possible impact. In conclusion, the EDP proves to be a useful instrument for fostering entrepreneurial aspirations and skills, indicating that structured and focused entrepreneurial education can greatly aid in the formation of self-assured and prosperous business owners.

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