

Entrepreneurship Training in Bangladesh: A Case Study on Small and Cottage Industries Training Institute

Mohammad Tahlil Azim

Department of Business Administration, Faculty of Economics and Administration, King Abdulaziz University, Jeddah -21589, Saudi Arabia, tahlilazim@yahoo.com

Abstract: This paper attempts to evaluate the entrepreneurship development training program of Small and Cottage Industries Training Institute (SCITI) of Bangladesh in terms of its content, design, approaches of delivery and effectiveness. This is a qualitative study based on data collected through internet, direct interview with the Principal and faculty members of SCITI, and telephone interview with the trainees participated in the training within one year of the study period. It follows the second tire i.e. *Pre and post course/program* of evaluation framework developed by Jack and Anderson (1998). It also emphasizes on the inputs of the program like program design, contents, approaches of delivery, and characteristics of the facilitators as highlighted by Hytti et al. (2002). Given the shorter duration, the entrepreneurship development program of SCITI can be considered a rich initiative in terms of its contents and approaches. The extensive use of various activities, games and exercises facilitates active involvement of the learners. However, the program should put more emphasis on the development of creativity among the participants and some of the most important entrepreneurial traits like need for achievement, internal locus of control and risk taking propensity should be dealt with more rigorously in the program.

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1. Introduction

Entrepreneurship education and training (EET) has received enormous attention from the researchers, academicians and policy makers in recent years. In the face of crisis in the corporate world and heightened unemployment, many governments emphasize on entrepreneurship as an alternative way out. Moreover, unprecedented enthusiasm is also observed from the demand side as well. Educated youths as well as dropouts from high schools or colleges are found interested to equip themselves with entrepreneurship knowledge and skill, viewing it as a lucrative career alternative. As a result, intervention in the form of entrepreneurship education and training has become a common scenario in almost all countries, developed or developing.

Garavan and O’Cinne’ide (1994) points out that the observation that the entrepreneurial role can seemingly be culturally and experientially acquired, indirectly gives support to the view that it might also be influenced by education and training interventions. It has long been the conventional wisdom that some people are born entrepreneurs and will succeed with or without education, while no amount of education can provide business success for those who lack the “entrepreneurial spirit”. But, experience demonstrates that people are entering business schools to learn about entrepreneurship, and there is a growing acceptance that elements of entrepreneurship can be taught and learned (Gottlieb and Ross, 1997). Entrepreneurial education has firmly established a

foothold in academia as a result of a shift in academic thinking about the value of this field. It is now recognized that entrepreneurship is an important educational innovation that provides the impetus to *learning about learning* (Charney and Libecap, 2003). In arguing for entrepreneurship education, Onstenk (2003) articulates that even if it does not turn students into entrepreneurs, it will prepare them better for employability and active citizenship.

Given the gravity of EET, Bangladesh has paid attention to the development of *entrepreneurship* in the country through education and training intervention. Courses on Entrepreneurship have been introduced at different academic levels and Entrepreneurship Training programs have been designed and offered through public, private, and development institutions in Bangladesh. This paper attempts to evaluate the entrepreneurship development training program of Small and Cottage Industries Training Institute (SCITI) in terms of its content, design, approaches of delivery and effectiveness.

2. Definition and objectives of entrepreneurship education

The entrepreneurship education is rendered with multiple objectives ranging from personal skill development to innovative venture creation and target audiences are drawn from diversified backgrounds and levels of education, which results in multiplicity of its definitions. Bechard and Toulouse (1998, p. 320) define entrepreneurial education as "a

collection of formalized teachings that informs, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development.” Gottleib and Ross (1997) emphasize on creativity and innovation. According to them, “Entrepreneurship education should be viewed broadly in terms of the skills that can be taught and characteristics that can be engendered in students that can help them develop new and innovative plans. It focuses on the features that are needed to conceive of and start up a brand new business venture.”

David A. Kirby (2004) refers entrepreneurship education to activities aimed at developing enterprising or entrepreneurial people and increasing their understanding and knowledge about entrepreneurship and enterprise. Kourilsky (1995) views entrepreneurial education as opportunity recognition, marshalling of resources in the presence of risk, and building a business venture. The Working Group (EC, 2002) on “European Best Procedure Project on Education and Training for Entrepreneurship” spells it out as “Teaching and learning about entrepreneurship involve developing knowledge, skills, attitudes and personal qualities appropriate to the age and development of the pupils or students.” OECD provides a simple definition of Entrepreneurship education based on single objective of venture creation as it says, “Enterprise education is the teaching of business entrepreneurialism and the skills needed to start a business” (OECD, 1989).

Based on above deliberations, it can be deduced that the notion of entrepreneurship education may include two different elements: (1) A broader concept of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities that may be applied in practice within the domain of self-employment, business initiation or employment in the large organization and is not

directly focused on the creation of new businesses and (2) A more specific concept of training in how to create a new business.

However, as the general term “entrepreneurship” essentially entails initiating and running a venture, any entrepreneurship education or training program must aim for knowledge, skills and competencies to start a business, preferably an innovative business. Without this overriding objective it will be a misnomer.

3. Contents of Entrepreneurial Education and Training

Depending on the duration, target audience, resource availability and perceived efficacy of the program multiplicity of contents for different entrepreneurship education and training programs can be observed. Addressing the difficulty in deciding the objectives and contents of entrepreneurship education, Garavan and O’Cinneide (1994) postulate that while virtually every career in business involves some combination of knowledge, technique, and people skills, few involve the integration and combination of all functional knowledge and skills to the extent that entrepreneurial activities does. In entrepreneurship, however, it is argued that, while there is a good deal of fundamental business knowledge required which can be taught in a classroom, there is not yet a guiding theory to assist the would-be entrepreneur in dealing with the uncertainties which surround any new business venture. And even if there were, the real test is performance under actual conditions, with all the real world pressures over a period of several years. Consequently, different scholars have put forward different contents and modalities for entrepreneurship education programs to be effective. The following table summarizes the contents of an EET program as suggested by various scholars.

Table 1: Summary of the contents of an EET program identified by different studies

Study	Contents
Timmons et al. (1987)	business plan
Johannisson (1991)	the know-why (attitudes, values, motivations), the know-how (abilities), the know-who (short and long-term social skills), the know-when (intuition) and the know-what (knowledge).
Noll (1993)	(1) Researching customer insights, conducting a self-assessment of personal creativity, conducting a feasibility study, and identifying various business entry strategies. (2) Assessing personal resources and financial status, researching and evaluating the risks necessary to get started, writing a working business plan, and approaching others for money and other resources. (3) Learning to allocate resources, using various marketing strategies, and managing money

	and personnel.
Garavan and O’Cinneide (1994)	<ul style="list-style-type: none"> ▪ The formation stage - Emphasis: General business knowledge Content: The business world, the nature of entrepreneurship, the characteristics of effective teams and the nature of business transactions and activities. ▪ The development stage - Emphasis: skills and attitude. Content: business planning, market selection, financial planning, product identification and making financial presentations. ▪ Implementation stage- Emphasis: general knowledge and attitude Content: Financial planning, managing company growth, management functions and attitudes and making the transition from entrepreneur to manager.
Kourilsky (1995)	<ul style="list-style-type: none"> ○ Opportunity recognition: The identification of unfulfilled needs in the marketplace and the creation of business ideas. Observation of the market, insight into customer needs, invention and innovation. ○ Marshalling and commitment of resources: Willingness to take risks as well as skills in securing outside investment. ○ The creation of an operating business: financing, marketing, and management skills.
Rae (1997)	<ul style="list-style-type: none"> • Communication skills, especially persuasion; • Creativity skills; • Critical thinking and assessment skills; • Leadership skills; • Negotiation skills; • Problem-solving skills; • Social networking skills; and • Time-management skills.
Hisrich and Peters (1998)	<ul style="list-style-type: none"> • Technical skills: includes written and oral communication, technical management and organizing skills. • Business management skills: includes planning, decision-making, marketing and accounting skills. • Personal entrepreneurial skills: includes inner control, innovation, risk taking and innovation.
Vesper and Gartner (2001)	<ul style="list-style-type: none"> • Concept of entrepreneurship • Characteristics of an entrepreneur • Value of entrepreneurship • Creativity and innovation Skills • Entrepreneurial and ethical self-assessment • Networking, Negotiating and deal making • Identifying and evaluating opportunities • Commercializing a concept • Developing entry strategies • Constructing a Business Plan • Finding capital • Initiating the Business • Growing the Business • Harvesting Strategies
Jeroen Onstenk (2003)	<ol style="list-style-type: none"> (1) Motivation, need for autonomy and independence, creativity and originality, taking initiative, risk taking, looking for possibilities, posing challenging objectives, self-confidence, internal locus of control and endurance. (2) Operational management, personnel and organization, financial administration, marketing, financial management, and making a business plan. (3) Recognizing business opportunities, interpretation of market information and the development of customer orientation to the development and effective operation of relation networks and the building of an innovative organization

The above table shows that the researchers in this field have spotlighted the contents of an EET

program from a very specific area of business plan (Timmons et al. 1987) to a comprehensive one that

covers contents right from the opportunity recognition to creation and management of a business including the three essential aspects of entrepreneurship such as, *entrepreneur*, *enterprise* and *environment* (Onstenk 2003, Vesper and Gartner 2001, Kourilsky 1995).

4. Approaches to Teaching Entrepreneurship

The efficacy of an education/training program largely depends on the mood of delivery of the educator/trainer. McLuhan's (1967) famous argument that the "medium is the message" emphasizes the importance of the learning methods in relation to the content. The methods employed in entrepreneurship education and training programs vary considerably from lectures, presentations and handouts to video and case study-based learning, with group discussion and role-plays. Hytti et al. (2002) in their study of 60 European Entrepreneurship Education and Training programs identified a variety of teaching methods like lectures, taking written exams, Workshops, Counseling/mentoring, Study visits, Setting up a business, Games and Competitions, case study, computer assisted simulation and internship.

Some commentators, such as Davies and Gibb (1991) for example, are critical of the adoption of traditional education methods, which focus mainly on theory and a didactic approach, suggesting that they are "inappropriate" in the teaching of entrepreneurship. Young (1997) supports this view when he questions the relevance and value of a theoretical approach to a subject which deals almost exclusively with activity, suggesting that the experience and practical skills used by entrepreneurs are possibly not something that can be acquired through conventional teaching methods (Henry et. al. 2005).

Kourilsky and Carlson (1996) emphasized that a crucial part of an enterprise education program is actual decision making which requires learners to bear the consequences of their decisions. Kourilsky (1995) emphasized that students must personally experience the search for a market opportunity and the generation of a new business idea. They must also personally experience the challenge of securing resources over which they have no control, in a context of uncertainty. The students should also understand the risk of investing their own resources, time and even reputation in a venture that has no guarantee of success.

In Australia, Breen (1999) formulated a "best practice model" for delivering enterprise education that stipulated that initiatives should be based on a broad definition of enterprise education, use role models, have community and business links,

involve hands-on activities, involve the teacher as a facilitator, and have students learning under conditions of uncertainty. Other contributions to the best practice model include the suggestion that programs aiming to effectively assist in the development of enterprise need to be predominantly learner driven. Here the student needs to be the active agent, and such programs should explicitly promote transference. Kearney (1996) described the "transference capacity" as the ability of students to transfer skills they learnt in enterprise education programs to other settings or contexts (Lewi and Massey 2003).

Gibb (1987) suggests that the education system should emphasize a set of values and abilities which is inimical to an entrepreneurial spirit. Davies and Gibb (1991) suggest that using traditional education methods to develop entrepreneurs could be interpreted as teaching "to drive using the rear mirror". According to them the students of entrepreneurship program should be encouraged to cope in new ways with the real world by emphasizing: (1) learning by doing; (2) encouraging participants to find and explore wider concepts relating to a problem from a multidisciplinary viewpoint; (3) helping participants to develop more independence from external sources of information and expert advice, and to think for themselves – thus giving ownership of learning; (4) encouraging use of feelings, attitudes and values outside of information; this, in general, will place greater emphasis on experience-based learning; (5) providing greater opportunity for building up of networks and contracts in the outside world linked with their learning focus; (6) helping participants to develop emotional responses when dealing with conflict situations, and encouraging them to make choices and commitments to actions in conditions of stress and uncertainty.

According to Kirby (2004), to succeed in entrepreneurship education, it will be necessary to create a learning environment that changes the way students learn and reinforces the development of entrepreneurial skills. He considers the role of two hemispheres of the brain viz. left side and right side in human thought process and actions. The left side handles language, logic and symbols. It processes information in a step-by-step fashion. Left-brain thinking is narrowly focused and systematic, proceeding in a highly logical fashion from one point to the next. The right side takes care of the body's emotional, intuitive and spatial functions. It processes information intuitively, relying heavily on images. Right-brained thinking is lateral, unconventional, unsystematic and unstructured. It is this right-brained lateral thinking that is at the heart of the creative process. The preliminary research by Nieuwenhuizen

and Groenwald (2004) on the brain preference profiles of entrepreneurs appears to confirm the right brain thinking preferences of successful entrepreneurs. It, to some extent, explains why many successful entrepreneurs are known not to have succeeded in the formal education system (Kirby, 2002). It may also clarify why Gibb (1987), has argued that to develop entrepreneurs or more enterprising individuals, the focus of the education system needs to be shifted away from the traditional to what he terms “the Entrepreneurial” (Table 2).

Table 2: Traditional Vs. Entrepreneurial Focus

Traditional focus on	Entrepreneurial focus on
The past	The future
Critical analysis	Creativity
Knowledge	Insight
Passive understanding	Active understanding
Absolute detachment	Emotional involvement
Manipulation of symbols	Manipulation of events
Written communication and neutrality	Personal communication and influence
Concept	Problem or opportunity

Source: Gibb (1987)

Godtfredsen (1997) believes that the young entrepreneurs are impatient. They have often what is called a “fire-in-the-belly”. They want to make their mark, pursue opportunities, and express their independence. This becomes a major challenge for educators who rely on the traditional educational methods such as on lectures only to convey information and who depend on end-of-the-semester examinations. Such approaches to learning/teaching are unlikely to encourage entrepreneurial thinking. According to Godtfredsen (1997) entrepreneurship is by nature participatory. Success in an entrepreneurial venture cannot be measured by a written examination at the end of the year. It might be measured by the quality of a business plan, but even in that case it should be participatory, problem oriented, and structured to be immediately implemented. Thus Godtfredsen (1997) argues that how “classes” are structured, the nature of the subject matter, the methodology of the “lecturer” etc. need to be reconsidered in order to build a more practical and effective program. Educators need to re-learn how to teach if they want to be effective. Day to day participation and involvement must be highly valued rather than end of the year exams.

Godtfredsen (1997) has rightly remarked that the “teaching” methodology used in the classroom resembles sometimes that of an art school where students are encouraged to develop their creativity. In fact, it may be more accurate to refer to entrepreneurship as an art rather than a discipline.

This is particularly true in the idea development stage. Case studies are used extensively to function as tools for problem solving and creative thinking. The educator needs to be skilled not on providing the “right” answer but in helping students explore alternatives and thinking them through. Students can be engaged in group work and learn how to work through problems through cooperation, brainstorming, utilizing multiple group tasks, etc.

The choice of methodology and materials is numerous. One very valuable method mentioned by Godtfredsen (1997) that is to get students to select an entrepreneurial firm and evaluate it as a group. This brings reality into the classroom and much excitement, especially if the firm CEO and leaders come into the classroom to witness the evaluation. Also live cases bring an enthusiastic response from students. Live case discussion deals with a firm that is now functioning with all its problems and opportunities. The entrepreneur can be present or can listen to the discussion in another room and then surprise the class at the end and responding to their criticisms and suggestions.

In an attempt to assess alternative approaches to teaching entrepreneurship, McMullan and Boberg (1991) compared the case method of teaching with the project method, by conducting a survey amongst current MBA students and alumni at the University of Calgary. They discovered that the students felt the case method was effective in developing analytical skills and the ability to synthesize information. However, courses based on the project method were perceived to develop and enhance knowledge and understanding of the subject area, as well as the ability to evaluate, and were felt to be more effective in teaching entrepreneurship.

Even though the emphasis on learning methods within entrepreneurship education has been to encourage an active approach, some argue that it should not necessarily be at the expense of theory. For example, Fiet (2000) believes that the entrepreneurship development programs should increase the theoretical content of the courses in order to develop in students the cognitive skills necessary to make better entrepreneurial decisions.

5. Role of Teacher/Trainer in Entrepreneurship Education and Training

One very plausible area of concern regarding Entrepreneurship Education/Training is the role of teacher/trainer in the program. Fiet (2000) highlights the critical role of the “teacher” in the pedagogy of entrepreneurship training as a facilitator to bring about attitudinal and behavioral modification in the participants for business start up. Teacher’s

motivation, skill, experience and values are all important ingredients for program success.

Meyer (2001) postulates that the experience and interpretations of faculty and administrators in the traditional control-oriented finance and accounting disciplines creates an ideological gap with teachers and researchers of entrepreneurship. The value systems tend to be quite different between the two groups of scholars. Entrepreneurship teachers (should) value the creation process, which is in alien juxtaposition to those who find control all important. And control is the fundamental basis of bureaucracy. Of course, there is a needed balance between structure and chaos, but freedom is necessary for entrepreneurship and creativity to thrive. These conflicting value systems will also determine approaches to teaching and learning (Meyer, 2001). Lewi and Massey (2003) point out that the emphasis on student-centered learning, and the strong "ownership" of the Entrepreneurship learning experience by the student poses a problem for many teachers who have been trained in more traditionally didactic methods.

Garavan and O'Connell (1994) identified a multiplicity of roles to play by the program facilitators in entrepreneurship training. The key roles usually adopted are those of counselor, coach, mentor, consultant, role model and guide. Some of the roles are performed simultaneously. Their study of six European entrepreneurship training programs found that *role model*, *counselor* and *consultant* were the dominant roles played/performed by the associated facilitators.

The entrepreneurship educator must have skills that may stand outside the usual mode of teaching. As the very nature of an entrepreneur is to be flexible, imaginative, willing to take risks, make constant revisions as circumstances merit it, and willing to experiment, the teachers/facilitators also must be prepared to abandon the rigid role of information provider, lecturer, and one who knows all the answers. In fact, without the enthusiasm and active involvement of teacher/trainer it is unlikely that much progress would be achieved in this area. A lack of motivated and trained teachers thus creates a barrier to the implementation of entrepreneurship courses and programs. Given the central role of facilitators in the process of entrepreneurship training, some scholars raise the questions: "Can people without business experience facilitate entrepreneurial education successfully?" (Godtfredsen 1997). Considering the crucial role of teacher in Entrepreneurship Education/Training and their scarcity in the traditional didactic education system of Business schools Godtfredsen (1997) feels that a teaching culture needs to be developed within

the business schools. Special recognition, financial rewards, teacher workshops, visitations, case writing for teaching, case research, and collegial cooperation can form part of such a culture so that teachers have to want to learn new ways (Godtfredsen, 1997).

The above notes on facilitators indicate that for making an Entrepreneurship Education/Training program successful, a facilitator has immense role to play. It is important that he/she should be sufficiently motivated, have practical exposure to business, have adequate education and training and more importantly, he/she should have strong conviction about entrepreneurship as a viable career option for the participants. Simultaneously the facilitator should wear multiple hats of teacher/trainer, counselor, mentor, coach, guide and role model.

6. Effectiveness of EET programs

The effectiveness of entrepreneurship programs is linked to the debate "whether we can actually teach students to be entrepreneurs". While the case for evaluation has already been made in the literature (Curran and Stanworth, 1989; Gibb, 1987b; Block and Stumpf, 1992; Cox, 1996; Young, 1997; Storey, 2000), the particular difficulties associated with the evaluation of entrepreneurship training programs are gradually being noted (Gibb, 1997; Wyckham, 1989; Storey, 2000; McMullan et al., 2001). For example, there is considerable debate over the most appropriate method of measuring the effectiveness of entrepreneurship programs (Westhead et al., 2001). Indeed, there does not appear to be a standard methodological approach to evaluation, nor does there exist a common set of evaluation criteria for determining effectiveness (Wan, 1989; Henry et al., 2003). This clearly presents problems for evaluators.

Wyckham (1989) has noted that there has been difficulty in identifying appropriate output measures of programs as well as determining causality. Despite this, however, Storey (2000) and McMullan et al. (2001) suggest that the best means by which to evaluate training courses is to directly relate program outcomes to objectives. Indeed, McMullan et al. (2001, p. 38) advance that the objectives of entrepreneurial courses should be "primarily economic" and as such "appropriate measures would include businesses started or saved, revenue generation and growth, job creation and retention, financing obtained and profitability". Clark et al. (1984) have noted that few surveys actually evaluate the impact a particular program has had on new venture creation following its completion. Instead most entrepreneurship program evaluations measure such variables as instructor's knowledge, preparation and presentation style, as well as the

degree of difficulty and level of interest of the program itself.

Jack and Anderson (1998) have developed a five-step framework for assessing the effectiveness of entrepreneurship education and training programs, which is based on an earlier version developed by Block and Stumpf (1992). The model, which is illustrated in Table 3, is comprehensive, and emphasizes the measurement and impact of different elements of training courses over time from the

outset of a program and even after its completion. Such a model is useful for it raises awareness of the importance of tracking the development of participants on a course over time. Indeed, a number of authors have noted the lack of longitudinal studies conducted within the area of entrepreneurship and training and a clear need to evaluate entrepreneurship education and training programs over time has been identified (Wyckham, 1989; Fleming, 1996; Clark et al., 1984; Barrow and Brown, 1996).

Table 3: Jack and Anderson Evaluation Framework

Time Length	Measures
10 years +	Contribution to society and economy Firm performance Career satisfaction Personal self- actualization and psychological success
3-10 years post course/program	Survival and reputation of new firms and start-ups Change in reputation and innovation level of established firms
0-5 years post course/program	Number and type of start-ups Foothold acquisitions Entrepreneurial positions obtained Entrepreneurial positions sought
Pre and post course/program	Intentions to act Knowledge gained Self-perception of learning and capability
Current and ongoing measures	Student enrolment Number/type of course Interest in entrepreneurship Awareness of field

Source: Jack and Anderson (1998, p. 10)

Garavan and O’Cinne’ide (1994, p. 5) have suggested that “longitudinal research designs, using control groups to compare participants with individuals who did not have entrepreneurial educational experience, are needed to examine the lasting effects of entrepreneurship education and training interventions”. Storey (2000) also advocates such an approach but suggests that the most appropriate way to assess the effectiveness of entrepreneurial support programs is to include a control sample of matched individuals who are identical on the basis of age, sector, ownership and geography. Ideally, such matching should take place immediately before a program commences so as the two groups can be monitored over time.

Fayolle et.al. (2006) postulate that there are at least two key challenges regarding the assessment of EET: the selection of evaluation criteria on one hand and their effective measurement on the other, in particular regarding the effect of time and contextual variables. Regarding the evaluation criteria, as with any educational program, it is possible with EET to evaluate specific knowledge and/or skills acquired and to measure how well students have understood key

techniques and concepts. Student interest, awareness and intention can also be measured. Attendance rates, participation and student motivation are the classical criteria for measuring satisfaction, and evaluations or measurements taken during and shortly after attending the program are also important, as they can allow identifying variations and progress in performance levels (project management, team work, creative capacity, etc.). For EET in particular, Vesper and Gartner (1997) listed 18 evaluation criteria, ranked in order of importance by expert respondents. The top five criteria were: (1) the number of courses offered; (2) publications by teachers; (3) impacts on the community; (4) venture creation by students and young graduates; and (5) resulting innovations.

In view of the complexity of the evaluation of entrepreneurship education programs, a common practice is to use various intention models to assess the program’s impact on the participant’s intention, which leads to the desired entrepreneurial behavior. In the view of many authors (Shapero and Sokol, 1982; Bird, 1989; Krueger and Carsrud, 1993; Autio et al., 1997; Tkachev and Kolvereid, 1999), venture creation is a planned and hence an intentional behavior.

Intention therefore appears to be a better direct predictor of behavior than attitudes, beliefs or other psychological or sociological variables (Krueger and Carsrud, 1993). It means that attitudes and beliefs predict intentions, which in turn predict behavior (Ajzen and Fishbein, 1980). Therefore, intentions serve as a mediator or catalyst for action. In terms of evaluation, it means that measuring the impact of an EET on attitude and intention provides an indirect way to assess its impact in terms of entrepreneurial behavior.

Therefore, the evaluation of an EET is compounded by a multiplicity of factors like what indicators to measure, how to measure, the time dimension involved in the occurrence of various indicators etc. Moreover, a number of exogenous variables like, cultural aspects, role model, prior experience, institutional settings etc. have a grave bearing on shaping the outcome of the program. For this reason, many study projects mainly focus on indicators of effort (*input*), rather than indicators of impact (*output*) (Hytti et al. 2002). This particular concern focuses on the evaluation of an EET program based on *inputs* like, the contents included in the program curriculum, approaches of teaching employed, the attributes of the facilitators etc. instead of focusing on *outputs* such as, number of businesses created, or increase in the employment or profit in the participants' enterprises as more convincing assessment attempt of such a program.

7. Methodology of the study

The study focuses on the entrepreneurship development training offered by the state sponsored Small and Cottage Industries Training Institute (SCITI). This is a qualitative study based on data collected through internet, direct interview with the Principal and faculty members of SCITI, and telephone interview with the trainees participated in the training within one year of the study period. It follows the second tire i.e. *Pre and post course/program* of evaluation framework developed by Jack and Anderson(1998) which focuses on intentions to act, Knowledge gained and Self-perception of learning and capability. It also emphasizes on the inputs of the program like program design, contents, approaches of delivery, and characteristics of the facilitators as highlighted by Hytti et al. (2002).

8. Overview of SCITI

SCITI is a training focused specialized organ of Bangladesh Small & Cottage Industries Corporation (BSCIC). In fact, it is the only government-sponsored training institute in Bangladesh that is meant for conducting entrepreneurship development training along with other areas of

enterprise management targeting the small and cottage industries (SCI). In addition to training it also offers research and consultancy services to the new or existing entrepreneurs. SCITI, located in Dhaka has been operating since 1985. It offers training on various aspects of enterprise management for small and cottage industries through six faculties: (1) Entrepreneurship Development Faculty; (2) General Management Faculty; (3) Industrial Management Faculty; (4) Financial Management Faculty; (5) Marketing Management Faculty; and (6) Research & Consultancy Faculty.

It has a well constructed campus in Dhaka. Most of its training programs are conducted at this campus. However, sometimes it offers courses at different district levels in collaboration with the respective Industrial Service Centers of Bangladesh Small and Cottage Industries Corporation based on needs and convenience. It has a total of 85 employees of which 27 are teaching staffs and the rest are support staffs. SCITI has a full-fledged computer lab with internet facilities, an audio visual laboratory, a library with 8000 books and provision for residential accommodation for the trainees with the seat capacity of 70 persons.

9. Entrepreneurship Development Training at SCITI

SCITI has been offering Entrepreneurship Training since its inception in 1985. The program is offered under the caption of "Entrepreneurship Development Training". The target audiences for this program are potential entrepreneurs. However, existing entrepreneurs may also participate. SCITI offers this course 8-12 times in a year. It recruits trainees through advertisement in two national dailies as well as through its website. After receiving application, they conduct an oral interview in order to select the pool of participants. Usually they receive 70-80 applications from all over the country against 30 seats. The minimum academic qualification required for this training is Higher Secondary Certificate (12 year of education). During interview, they look for financial capability of the candidates to start a business, drive and urge for starting a business etc as the criteria for screening the candidates. As a principle, SCITI encourages female candidates. Therefore, female candidates usually face low level of rejection.

The entrepreneurship development faculty of SCITI has four fulltime faculty members. All the faculty members have good track record of academic excellence as well as training exposure on entrepreneurship and training for trainers. In addition, resource persons from organizations such as,

Bangladesh Small and Cottage Industries Corporation, Bangladesh University of Engineering and Technology, Institute of Business Administration, Private and Public Sector Banks, Export Promotion Bureau, National Board of Revenue etc. who have rich experience in promotion and extension of the SME sector are often invited in the training program of the Institute. Successful and renowned entrepreneurs of national level are also invited as guest speakers to share their experience with the participants.

Table 4: Typical Schedule of Entrepreneurship Development Training Course at SCITI

Day	Topic
Day 1 Opening & Warming Up (Unfreezing)	Opening Unfreezing Leveling of expectations Course outline House Rules Mood Barometer (Training evaluation)
Day 2 Personal Competencies (Un-Locking)	ESD (Energizer, Spokes person's report, Daily Evaluation), Mail box Experience of a successful entrepreneur Experience of a successful entrepreneur Personal Entrepreneurial Competencies (PEC) analysis PEC Exercise PEC Self rating Mood barometer
Day 3 Personal Competencies (Un-Locking)	ESD Dart market (Exercise) Dart market Goal Setting Technology selection, quality control, productivity improvement, technical aspect of a project Mood barometer
Day 4 Project	ESD Creativity Exercise Rules of brain Storming Picture Association (idea Generation) Macro Screening Micro Screening SWOT Analysis PBS (personal balance Sheet) Mood Barometer
Day 5 & Day 6	Market Survey
Day 7 (Business Plan)	ESD Introduction to Business Plan

	Mini Market (Exercise) Mini market Questionnaire and checklist on Marketing plan Market Survey preparation Marketing plan workshop Mood Barometer
Day 8 (Business Plan)	ESD Paper Bag Exercise (production Management) Check list on Production Plan Production Plan Workshop Credit facilities provided by Bank and LC opening formalities Mood barometer
Day 9 (Business Plan)	ESD Paper Tower Exercise (Organization Management) Check list for Organization Management plan Organization Management Plan workshop Role of SCITI, Bangladesh Small and Cottage Industries Corporation and Government of Bangladesh Mood barometer
Day 10 (Business Plan)	ESD Introduction to Finance Walk through Project Cost Workshop on project cost Utilities of Iodized salt and Effects of Iodine deficiency Walk through financial plan and repayment schedule Workshop on financial plan and repayment schedule Walk through Income statement Workshop on income statement Financial ratio Analysis Work through Break even Analysis Mood Barometer
Day 11 (Business plan & Closing)	ESD Business Plan Packaging Business Plan Packaging Business Plan Presentation (in front of panel) Satisfaction of Expectation Back home action plan Final Evaluation

a. Content and Approaches of Training

According to the manual of SCITI, the main method for delivery is the use of experiential learning methods, particularly the structured learning exercises (SLEs) and action learning methods. The experiential model views learning as cyclical process involving four distinct but interlocking steps, namely experiencing, practicing, generalizing and applying. In fact, they like to follow very little use of lecture method and emphasize on a “drawing out” process not a “pouring in”. As a result, the method focuses on empowerment of the target participants. The process recognized the learning principles of *learning by doing* and *experience is the best teacher*. The common methods used are: (a) Class lectures and groups discussions; (b) Business games, role play, case study, simulations exercise and learning by doing and (c) Filed visits and practical work, including preparation and presentation of reports.

Entrepreneurship Development Program offered by SCITI is usually a 11 day (two weeks) course. The typical schedule of this course is as follows.

Based on its principle of *learning by doing*, SCITI emphasizes extensive use of various exercises that simulate the real life situation in the classroom, which is also evidenced from the above training schedule. Some of the exercises are briefed in the following sections:

- **Dart market Exercise:** This exercise is done as part of personal entrepreneurial competence development approach. In this exercise, the participants are divided into four/five groups and compete in scoring number by throwing an object from a certain distance on a dart board with number (scores) printed on it. The team scoring the highest number is declared the winning team. Through the exercise, certain personal qualities of the participants like perseverance, team spirit, goal setting, etc are tried to develop.
- **Mini market Exercise:** It is a marketing simulation where a prototype of a real market is installed in the classroom where the participants take part either as sellers with their own products or buyers. Buying and selling take place upon bargaining. It helps the participants to practice negotiating and selling techniques.
- **Paper bag exercise:** It is a production simulation where the participants are asked to make a paper bag with the materials available in the classroom. They are evaluated in terms of efficiency in use of materials, time required, and quality of the bag. The exercise facilitates learning the production method and its efficient management.

- **Paper Tower Exercise:** It is an Organization and Management exercise where 4 leaders are selected from among the participants through voting by the participants. The four leaders then select their workers from among the participants. Each team prepares a paper tower with the materials available in the classroom. The team, which makes the best tower, is declared winner. The exercise helps to learn team skill, leadership skill etc.
- **Worksheets:** The course extensively uses various worksheets in order to facilitate easy and effective learning. Worksheets like, Idea screening, Personal balance sheet, Marketing plan, production plan, project cost, financial plan, business plan etc are widely used during the training.

b. Support Facilities to the Trainees

Financing and guidance are critical to the initiation and success of the nascent entrepreneurs. To provide these services to the trainees, SCITI does not have its own arrangement. However, those who get training from SCITI are usually given favorable treatment by the commercial and specialized banks as well as the BSCIC. During the business plan presentation, usually the high officials from different public and private banks attend as the guests and they assure the participants about the credit arrangement for the viable projects. The district level offices of BSCIC are also asked to provide guidance to the potential entrepreneurs who received training from SCITI in project selection, raw material procurement etc. The trainees are also assured about the allotment of industrial plots in BSCIC industrial areas subject to availability of the plot and project feasibility.

c. Views of the Participants about the Training Program

A few individuals who participated in EDP training of SCITI within the last one year expressed their comments about their feelings regarding the quality, usefulness and shortcomings of the program.

- Bondroddoza Babu, Sirajganj (Student of Law at Northern University, Dhaka also involved in family Sawmill business and stock market): *I learned a lot about production, marketing and overall management of a business. I found the mini market exercise as a fascinating experience for me. I prepared a business plan on plastic product factory. In real life I could not use the knowledge I gathered in the training in a very constructive way. This is because I did not get bank loan at favorable terms and conditions. Even though during the training, we are assured by the Bank officials about loan, in reality we find a different picture. Similarly I find the same story*

about BSCIC in granting industrial plot and guidance. I find the BSCIC officials in my district are very much reluctant in providing guidance to the nascent entrepreneurs and abhorrently practice favoritism in allocating industrial plots.

- Rokhsana Rafique Dhaka [MSS from Jahangir Nagar University and Diploma in Interior designing from Shanto-Marium University of Creative Technology, Teaching at an English medium school, Dhaka): *The most important lesson I learned from the training is that I should do something, be it job or business and I should not stay idle. The training helped me to be more organized. I found the trainers very cooperative, and knowledgeable. Their teaching approaches are also excellent. So far I could not start my own business. Perhaps I am still not prepared for it. But I believe I will start my own business in future. It will be really beneficial if SCITI invites more entrepreneurs in the program as guest speakers. To make it more effective SCITI should impose condition that whoever will do this course must start a business. It should also do follow-up by contacting the trainees. I did my course one year earlier, but as yet I did not get any call from them.*
- Mahbubur Rahman, Bagura (Diploma in Lab Medicine, run an NGO working for enhancing efficiency of farmers, manufacture and distribute organic and inorganic fertilizer.): *I believe the teaching approach of SCITI is of international standard. One can learn many things from the training. I had a perception that people working for government organizations are inefficient and non-cooperative. But my experience with the faculty members at SCITI has turned my view wrong. I found the business plan preparation and organization management as critical learning points for me. I apply these lessons in my practical life in managing my NGO and running my fertilizer business. I believe the program would be more effective if SCITI can provide financial and technological support to the trainees.*
- Md. Shaheen, Chittagong (M.Sc. in Telecommunication from East West University, Previously worked for Proshika Net. Now looking after family business): *I found the teachers are very cooperative and teaching approach is quite good. Experience shared by the guest speakers was really impressive. I did not start my own business yet. But I have all the intention to start an electronics goods business in near future. I feel that to learn details about business, SCITI should introduce internship program for the trainees.*

10. Analysis and Discussions

As far as the design and content of the program is concerned, the Entrepreneurship development training of SCITI promises many positive aspects. Its extra ordinary emphasis on preparing a business plan speaks for its overriding stress on creation of new ventures by the participants. Timmons et al. (1987) suggest that there is a limit to what can be taught in entrepreneurship training programs and that the only way to learn is through one's own personal experience. For this, they see the quality of the resulting business plan as a key measure of effective experiential learning. Business plan is recommended by a host of studies to be essentially included in the Entrepreneurship curriculum (Timmons et al. 1987; North Georgia Technical Institute, 1999; Garavan and O'Conneide, 1994; Onstenk, 2003; European Commission, 2002; Le Roux and Nieuwenhuizen, 1996; Brown, 2000; Roach, 1999; Noll, 1993; Jones and English, 2004). One vital skill related to the notion of entrepreneurship is creativity. Entrepreneurs, in the true sense of the term should be creative and should bring out something new. Therefore, any entrepreneurship development program should have enough attention to this particular aspect. Even though this is addressed in the SCITI training program, the emphasis is not sufficient. As noted by Kirby (2004), the entrepreneurship education should emphasize on the exercises related to the right side of the brain that takes care of the body's emotional, intuitive and spatial functions and it is at the heart of the creative process.

The program's content includes production management, organizational management, financial management and market survey, which definitely add to the self efficacy of the participants. Information about the credit facilities provided by Bank, Letter of Credit (LC) opening formalities, facilities offered by SCITI, Bangladesh Small and Cottage Industries Corporation, and the government of Bangladesh for entrepreneurs is expected to reduce information gap for the would-be entrepreneurs. Gibb (1987) suggests that the entrepreneurship education system should emphasize a set of values and abilities, which is inimical to an entrepreneurial spirit. To this end the focus on some important traits like need for achievement, risk taking, internal locus of control etc. and skills like leadership, organizing, communication, networking, decision making etc are very important. The development of such traits and skills in a person will lead to higher sense of perceived desirability and self-efficacy for entrepreneurship. As most of the sample participants are found intending to start their own business, it indicates the program could

successfully inculcate the perceived desirability of the entrepreneurship as a viable alternative career option. However, the sample participants attribute the external factors like non availability of the fund, or industrial plot, or other services as their causes of failure to start their venture. It indicates the program, at least, partially fails to generate enough self efficacies among the participants. This may be linked to the culture and enabling environment of the country. In fact, some of the cultural factors like 'people are fatalist' (Rahman, 1989), 'ascriptive society' (Khondoker, 1992), 'collectivism, uncertainty avoidance, and power distance' (Azim, 2008) are believed to affect the entrepreneurial growth in the country. Therefore, the facilitators of the entrepreneurship development program should consider these deeply rooted cultural values and address them accordingly. In fact, achievement motivation (McClelland's 1961; Shaver and Scott 1991; Johnson, 1990; Robinson et al. 1991), risk-taking propensity (Mill, 1984; Palmer, 1971; Sarachek 1978; Ho and Koh, 1992), and internal locus of control (Rotter, 1966; Pervin, 1980; Ho and Koh 1992; Robinson et.al. 1991) need to be dealt with rigorously in any entrepreneurship training program in the country.

In fact, to make the entrepreneurship training effective in terms of trait, knowledge and skill development, approaches of teaching are more important than anything else. Traditional lecture method will not be sufficient to serve the purpose. An entrepreneurship training based on lecture only will, at best, serve the purpose of letting the participants know *about* the entrepreneurship, rather than preparing them *for* entrepreneurship. The focus of the program on the involvement of the participants through various exercises, games, worksheets, surveys and presentations gives the participants more personal experience which is considered the most critical ingredient of an entrepreneurship training program (Kourilsky, 1995). In addition, the assortment of approaches of delivery also enhances communication, leadership, networking, and organizing skills of the participants. Inviting guest speakers, particularly the successful entrepreneurs for the program, gives the participants exposure to the real life cases of entrepreneurship. Their success stories not only encourage the participants, it also facilitates learning the key factors and critical barriers in the way to venture creation. Moreover, presenting the business plan in front of live entrepreneurs assists pinpointing the major weaknesses and strengths of the plan, procedural shortfall and ways of improvement. It ultimately boosts *transference capacity* (Lewi and Massey 2003) of the participants.

11. Conclusion

Entrepreneurship education/training is not the magic potion. Given the complexity of the world of an entrepreneur, no development program can be considered comprehensive. However, there should be every effort to make the program as useful as possible to the participants. Given the shorter duration, the entrepreneurship development program of SCITI can be considered a rich initiative in terms of its contents and approaches. Its excessive emphasis on business planning speaks for its ultimate target of encouraging the participants to initiate ventures. The extensive use of various activities, games and exercises facilitates active involvement of the learners. Interaction with the successful entrepreneurs exposes the participants to the realities of the venture creation and helps learning the nitty-gritty of the business venturing. However, the program should put more emphasis on the development of creativity among the participants and some of the most important entrepreneurial traits like need for achievement, internal locus of control and risk-taking propensity should be dealt with more rigorously in the program.

Corresponding Author:

Dr. Mohammad Tahlil Azim
Department of Business Administration
Faculty of Economics and Administration
King Abdulaziz University, Jeddah -21589
Saudi Arabia
E-mail: tahlilazim@yahoo.com

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