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ENTREPRENEURSHIP EDUCATION IN INDIA AND MOTIVATION FOR STUDENTS TO BECOME ENTREPRENEURS

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ABSTRACT

Entrepreneurship education is very important to the educated youth. However, educated youth of rural areas continuously migrate to towns and cities in search of jobs and also day by day the number of educated unemployed has been increasing. Moreover, those who have left the educational institutions may not get the reasonable remunerative job. Therefore, the educational institutions should adopt entrepreneurship educational strategies for promoting self-reliance among the students and persuade them with innovative ideas, new ventures and new techniques to match the global challenges in the contest of new demand. There is a need of the hour to washing out the old methods of teaching entrepreneurship education. The new teaching methods of entrepreneurship education aspires the students to become entrepreneurs. Thus, this paper focus on the need of entrepreneurship education teaching methods should induce the students to become entrepreneurs in India.

KEY WORDS: *Entrepreneurship education; Educational institution; Teaching methods; Global challenges*

1. INTRODUCTION

In the modern era, the holistic development of India lies not only in the availability of rich human resources, but also in its proper utilization. This requires expansion and development of Entrepreneurship/Vocational education. The need of the hour is to impart Entrepreneurship/Vocational education in order to acquire expertness in the field of "technical know-how", Entrepreneurship/Vocational education is concerned with the training on vocation. It is related to productivity. Entrepreneurship/Vocational education prepares individuals for jobs. It has adequate employment potentialities and helps in broadening of horizon. It leads to dignity of labour and helps in the maximum utilization of the material resources of the country. Vocationalisation of education is designed to introduce manual skills in general education.

With the trend of increasing globalization, entrepreneurship has been receiving more attention from government and educational institutions. Changes in the uncertain world economy have resulted in fewer job opportunities for college graduates, and in response, the government has sought to develop creativity among students through entrepreneurial activities and programs. Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. It has been realized that the educational institutions do not offer any assurance to get access to employment in the formal job market. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation and improves global competitiveness. Moreover teaching methods should be in proper manner to enhance their knowledge, creativity, innovation and managing skills of business. Hence, this study has been taken up.

2. Objectives and Methodology

This paper written with the following objectives: 1. To know the present scenario of entrepreneurship education in India. 2. To examine the existing teaching methods of entrepreneurship education in India and 3.To probe the challenges / problems and suggest remedial measures for strengthening the teaching methods of entrepreneurship education in India.

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Development of sound entrepreneurship education has created large number of member of potential entrepreneurs. Using high quality teaching methods can nourish and develop competent entrepreneurship through entrepreneurship education. To probe the entrepreneurship education, research design adopted in this study is exploratory. Data is collected from the secondary sources such as books, journals, published reports and websites, etc.

3. Review of Literature:

Entrepreneurship education has been recognized as an essential agent of change and development in the minds of potential Entrepreneurs. The literature on the entrepreneurship education, teaching methods and motivate the students toward an Entrepreneurial career has been reviewed and presented below.

Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea, generation, start-up, growth and innovation (Fayolle et al., 2009). Entrepreneurship education was pioneered by Shigeru Fij II, who started teaching in this field in 1938 at Kobe University in Japan. Courses in small business management began to emerge in the 1940s and in 1947 Myles Mace introduced the first course in entrepreneurship in USA at Harvard Business School. Only half a century later did this phenomenon gain a more universal recognition (Alberti et al, 2004). Entrepreneurship courses are taught at nearly every American Assembly of College Schools of Business (AACSB) accredited institution, at over 1400 postsecondary schools, and enjoy considerable world-wide growth (Karsson, 2003; Honig, 2004).

Entrepreneurship education covers a wide variety of audiences, objectives, contents and pedagogical methods (Fayolle et al, 2008). The most commonly cited objectives of entrepreneurship education by previous studies are: to acquire knowledge germane to entrepreneurship, to acquire skills in the use of techniques, in the analysis of business situations and in the synthesis of action plans, to identify and stimulate entrepreneurial drive, talent and skill, to undo the risk-adverse bias of many analytical techniques, to develop empathy and support for the unique aspects of entrepreneurship, to revise attitudes towards change, to encourage new start-ups and other entrepreneurial ventures, to stimulate the 'affective socialization element' (Alberti et al, 2004). The objectives of entrepreneurship education could be classified into three categories: raising awareness, teaching techniques, tools and how to handle situations and supporting project bearers (Fayolle, 2007). Generally, entrepreneurship education aims to increase the awareness of entrepreneurship as a career option, and enhance the understanding of the process involved in initiating and managing a new business enterprise Lee et al.

The most important primary and short term results are to raise awareness, knowledge and understanding about enterprise/entrepreneurship concept and practice, to develop individual enterprising/entrepreneurial skills, behaviors and attitudes, to enable personal self-confidence and capability, to create empathy with an entrepreneurial way of life, to embed entrepreneurial values and beliefs, to motivate and inspire students toward an enterprising or entrepreneurial career or life, to understand venture creation process, to develop generic entrepreneurial competences, to develop key business 'how-to's', to build personal relationship and networking skills, to prepare for becoming a freelancer or self-employed, to start a new business, and to exploit institutionally-owned IP (Hannon et al, 2006). On the other hand, entrepreneurship education long term results include change in attitude, culture, support system and influence on business created by youth (Azizi, 2009).

4. Present Scenario of Entrepreneurship Education in India:

The liberalization of the Indian economy in the 1990s has encouraged entrepreneurship in the country by reducing the barriers of entry to start businesses, making financing more easily available and the setting up of institutions for the development of entrepreneurial talent.

The present status of entrepreneurship teaching in higher education in India leaves much to be desired. The University Grants Commission (UGC) developed a curriculum for under-graduate level, way back in 2000 and circulated it to all the universities and colleges for their consideration. Subsequently, a minuscule number of colleges have started basic entrepreneurship teaching. All India Council for Technical Education (AICTE) has been promoting Entrepreneurship Development Cells (EDCs) in engineering and technology colleges. On a rough reckoning, there are about 50 EDCs supported by AICTE. The Ministry of MSME also supports, in a limited manner, creation of EDCs in Universities. It had supported about 5 universities in setting up EDCs. National Science and Technology Entrepreneurship Development Board of the Department of Science and Technology is the major sponsor of EDCs, though its focus is engineering and science colleges and universities. So far, it has sponsored close to 80 EDCs. Besides, a number of Management Schools have been offering 'entrepreneurship' as one of the electives. Only 4-5 Business Schools offer post graduate programme in 'entrepreneurship'.

Courses in entrepreneurship are the core activity of Entrepreneurship Education (EE) in India. Over 100 different departments of universities offer courses in entrepreneurship. For instance, Narsee Monjee Institute of Management Studies (NMIMS) conducts a two-year, fulltime program on family business management. Most of the courses cover the legal and managerial aspects of entrepreneurship. But the motivational aspect taught at NMIMS is equally important, since it creates an aspiration and enhances levels of confidence. This program has equipped students with the skills, knowledge, and mind-set to run their family business. Indian School of Business (ISB) in

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Hyderabad, affiliated to non-profit organization Wadhvani Foundation (committed to promoting entrepreneurship), offers entrepreneurial and incubation assistance. ISB has knowledgeable instructors equipped with business experience.

In India, many entrepreneurship centers have been founded to coordinate the broad array of activities, programs, and resources within the educational institutions. For example, the NS Raghavan Center for Entrepreneurial Learning in IIM Bangalore (NSRCEL—IIMB) carries out international collaboration projects. The Global Entrepreneurship Monitor (GEM) Project with the London Business School, the Ewing Marion Kaufmann Foundation, and Babson College has been a major project for the last three years. In the case of Indian Institute of Management (IIM) Calcutta, activities on innovation and entrepreneurship are more practical and driven by students, along with the faculty advisors.

These partnerships and centers are also happening in the technical schools as much as in the business schools. The notable names include the Technology Business Incubation Unit Delhi, the Small Industries Development Bank of India (SIDBI) Innovation and Incubation Centre in Indian Institute of Technology (IIT) Kanpur, and the Society for Innovation and Development (SID) at the India Institute of Science Bangalore, one of the oldest centers in India. In fact SID-IISc's notable achievement is a project called SuTRA--Sustainable Transformation of Rural Areas--which uses non-edible oils from indigenous neem trees as a substitute for fuel generation. Many ideas are focused on solving the problems of rural poverty, since innovation is getting compassionate, too.

Given the number of students, the entrepreneurship infrastructure in educational institutions is quite inadequate. For example, of the 620 universities and over 33,000 colleges, only about 200 have Entrepreneurship Development Cells. And, not all cells are very active. Therefore, Government realizes that it needs to give a big push to mainstream 'entrepreneurship' in education system.

4.1 Existing Teaching Methods of Entrepreneurship Education in India

The existing entrepreneurship education in the curricula has many important dimensions:

At School Level

At the primary level the children can only be oriented towards entrepreneurship through interesting success stories. But the real implementation and inculcation of ideas can take place during the secondary level of education as at that time the children are more in a formative stage. Apart from the textual information the students should be encouraged to be taught in a vocational stream. This can only be possible by introducing entrepreneurship as a part of the curriculum. Unless the curriculum is introduced the students may not take their initiative to learn entrepreneurship education.

Recently CBSE has introduced the curriculum for the standard XI and XII students. This is a very positive step to inculcate the spirit of entrepreneurship, among the young students. This can change the mindset of the students regarding their future career. The present educational institutions mostly encourage the students to be the job seekers rather than be on their own starting the enterprises. The curricula on entrepreneurship are important in this context. In addition to the individual independence it can bring about social development and prosperity. Basic objective of this course is to develop the understanding on the concept and process of entrepreneurship. They also enable the students to develop the skill of creating and managing the entrepreneurial venture. As an outcome of this course the students learn the entrepreneurial quality, competency and motivation. The course also orients the students to understand the market situation, do the market assessment, environmental scanning and also identifying the entrepreneurial opportunities. They are also taught how to prepare a project report, resource assessment and mobilization of resources. Managing enterprise 'is also included in the curriculum. There are many qualities, which are indirectly involved to generate and motivate the students to start an entrepreneurial career.

At College Level

Methods of teaching entrepreneur education and leaning style of students are important factors to determine the effectiveness of entrepreneurship education. At college level general methods of teaching entrepreneurship education can be classified into following categories: Case study, group discussion, individual presentation, individual written report, group project, formal lectures, guest speakers, action learning, seminar, web-based learning and video recorded.

Most authors categorize teaching methods into two groups, which are termed "traditional methods" (comprising normal lectures) and "innovative methods" (which are more action-based), also known as "passive methods" and "active methods", respectively. Compared with passive methods, active methods according to Bennett (2006) are those that require the instructor to facilitate learning, not to control and apply methods that enable student's self-discovery. The three most used methods are: lectures, case studies, group discussions. These are actually the same methods used in other business-related courses, which according to Bennett (2006) are passive and less effective in influencing entrepreneurial attributes. Fiet (2000a,b) explains that instructors rely on lecture-based methods because they can be easily accomplished, and also because they require less investment. Other methods used, but not as common as the previous group, include: business/computer or game simulations, video and filming,

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role models or guest speakers, business plan creation, project works. Also used were games and competitions, setting of real small business ventures, workshops, presentations and study visits. This latter category of methods is termed "active" and is said to be more appropriate for nurturing entrepreneurial attributes among participants.

It is however also generally agreed that traditional methods are less effective in encouraging entrepreneurial attributes. It is said that such methods actually make students become dormant participants. These methods prepare a student to work for an entrepreneur, but not to become one. The existing shortfall in teaching methods confirms comments that most entrepreneurship educators though relate their courses with new ventures creation (educate far), they actually end up teaching about entrepreneurship. If entrepreneurship is to be learned as a career, it is best done using some kind of apprenticeship. Traditional methods should only be used to give students the commercial underpinnings of their entrepreneurial actions. But, doing something practical and having an opportunity to question, investigate, converse,, and discuss with real-world entrepreneurs gives both knowledge and skills and also stimulates attitudes. However, in a practical sense most of the advocated active/action-based teaching methods are costly and somehow may not align to the conventional university system of teaching and awarding. The teachers' main tasks are to provide theoretical knowledge on entrepreneurship and business planning, to instruct the students to find and test business ideas, and assess business opportunities and to consult group work and business plan writing. The students should realize the importance of preparing a business plan, gain an overview of the Business Plan structure and preparation process, and get some practice in writing a business plan on the basis of their own business idea. Knowledge on how to implement a business idea, experience of business planning and information on the process of setting up an enterprise should motivate students to think about setting up their own business and as a result, bring more of them to entrepreneurship.

4.2 Challenges / Problems and Suggest Remedial Measures for Strengthening the Teaching Methods of Entrepreneurship Education in India

Challenges / Problems	Suggestions
Polarization between passive and experiential learning. Passive modes of learning do not meet requirements of the real life	To redesign curriculum. To focus on learning through experience and reflection
Most graduates do not possess necessary entrepreneurial skills even if they feel entrepreneurially ready	To target an individual's "know-how" through interactive methodologies. To shift from "how to run a business" to "how to develop a set of relevant competencies"
The majority of the entrepreneurship programmes lack contact with business world,	To change educational context: to take students out of the classroom into community and real business. To engage business through visits, role models, sharing experiences, student mini- companies with business mentors
Less than 1/3 of staff teaching entrepreneurship has practical experience in business	To train, enable and motivate educators to enhance entrepreneurial spirit and culture, to encourage cross-border exchange of experience among faculties to make casting stricter
Entrepreneurial intentions are high, but not actions. The intentions in the developing countries are higher than in the developed ones	Entrepreneurship education should desist from simply teaching knowledge on business creation and rather focus on experimenting and experiencing entrepreneurship
The gap between skills and jobs is widening	To establish closer cooperation between business and academia. Education should be better linked with practice to ensure that future skills match jobs
Economic and institutional frameworks are unfavourable to entrepreneurial activity	To create and sustain the entrepreneurial ecosystem
Embedding entrepreneurship and innovation, cross-disciplinary approaches and interactive teaching methods require new models, framework and paradigms	Entrepreneurship education should be interdisciplinary, developing multiple dimensions, such as employability, social and academic entrepreneurship and Entrepreneurship
The results of entrepreneurship programmes are not immediate, since graduates' motivation and capabilities evolve overtime, hence, entrepreneurial intentions and the rate of graduate business creation are not the most suitable indicators to evaluate entrepreneurship	More effective measurements and evaluations of the impact of entrepreneurship education programmes and policies require longitudinal studies, whilst the short-term impact can be determined by measuring entrepreneurial skills and qualities of students/graduates.

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5. CONCLUSION:

Entrepreneurship has justifiably become cool, and its education on high demand. This trend will continue. At every level high school, college, graduate school, and community college entrepreneurship needs to be taught, and by 2020, we will see much greater penetration of entrepreneurship education throughout society. Entrepreneurship as a vehicle of economic development and prosperity is becoming well understood. Its education will also become so within this decade.

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