

Entrepreneurship Education

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Abstract

Higher Education has to be connected to application of knowledge and creation of new knowledge. The unfortunate part of education is the lack of employability skills amongst the graduates. There is a gap between the conceptual and procedural knowledge, which allows the version Education 1.0 still to prevail in our education system. The paper is an attempt to bridge the gap between theory and application in higher education with entrepreneurship education as a connecting link between the two. The paper draws attention that the entrepreneurship can be integrated in education from aims of education, to curriculum, to methods of teaching, assessment and role of teacher. The paper also interconnects education to social entrepreneurship for betterment of the society. The nation's economic development and visibility on the global face can be when there is evolution of education, especially higher education from the version 1.0 to 4.0. The entrepreneurship in education is amalgamation of the heart, head and the hand, which will make entrepreneurship mindset a part of any education, not limiting it to only students of economics and commerce, but any stream of academic discipline. To conclude, the paper presents a rationale for entrepreneurship education, with illustration of applying it in the college of education.

Keywords: Entrepreneurship skills, entrepreneurship education, integration, pedagogical, social.

Introduction

In the eighth edition which was presented in the India Skills Report that less than half of the Indian graduates are employable, and the reason is professional skills are lacking. "The report stated in 2021, nearly 45.9 percent of graduates are found employable, a decline from 46.21 percent in 2020 and 47.38 percent in 2019." The question arises why a young country with the potential raw material seems to be inadequate in achieving the outcome of national developmental goals. The answer might be obvious or too simplistic. The raw material is not processed with the ability to be contributors of the changing needs and times of the society and the nation. The process is in



the hands of the education system, and all the facets that come under its spectrum. It may be unfair to blame everything on the education system, but there is some element of truth in it.

The development of the people whether economic or socio-cultural requires an entrepreneurial and innovative bend of mind, this has been underscored even by the higher education of India. But it is not easy to convert centuries old education system of conventional education version of 1.0 into innovative, make in India version of 4.0. “Building a culture of entrepreneurship requires a fundamental rethinking of educational systems, both formal and informal, as well as the way in which lecturers or educators are trained, how examination systems function and the way in which rewards, recognition and incentives are given” (World Economic Forum). There is a need for rethinking, revisualizing higher education from a more alleviated and futuristic perspective.

Present Education System

The education system presently in India is also conducive to creating a follower mindset wherein the pre-determined knowledge is transmitted from the authority to the follower, for quiet submission and this can be evaluated with the examination system which can be even more demanding on reproduction of what has been already taught. The education system started with an intention to have people who will be able to work with machines as skilled labourers. The Factory Model of Education led the education system to have the features of being transmitted the education as in a factory, with set timings, assembly lines, strict adherence to schedules, already pre-determined work allocation, without any choice or inclinations looked into, and most importantly the intention was completing the outputs as expected by the goal setters without having any sense of belongingness or ownership of it. Thus, the content in the classroom was mechanically but very strictly delivered in the classrooms. The teacher was the only dominating personality in the classroom whose task was to pour information and evaluate whether it is absorbed verbatim. The students were the passive recipients of the subjects and their performance was judged by the marks driven exams. The subjects taught like Mathematics, English grammar and likes were promoting following the rules, getting answers by just repetition and following what was handed down in the prescribed books or notes. The traditional classroom transacted bookish knowledge with the chalk talk style, with no students allowed to think on their own or raise any doubt or questions. This total submission and obedience were a cornerstone of the factory model of education and the annihilation of the creative and innovative education system. Thus, there was hardly any exposure to experiential learning or learning by doing. The spirit of innovations, enterprising way of looking at things were not considered. The vocational training was meant for any skills required in the factory and not for any creativity or innovations. The curriculum does not include the skills required for entrepreneurial training. Performance is based



on assessments and marks driven and not innovative as per the changing face of the society. The education 1.0 that is the version of the factory model is not an event from the past. It is still very much prevalent as a social evil in today's education system too. There are still many high schools and higher education institutions who follow this way of transmitting knowledge.

It is not that the students don't want to learn in any other way or teachers cannot teach the content differently. The system is set in such a way that there needs to be a revamping of the goals of education, the syllabus and curriculum and the methods of teaching. Most importantly, the evaluation pattern has to change from promoting reproduction verbatim what is taught in the classroom to the application aspect resulting in fostering thinking education prepared to be the producers of knowledge.

Rethinking Education

In this context, the question arises then what becomes the renewed role of the higher education. The role of Higher Education is to develop an education system promoting not a follower mentality but an entrepreneurial mindset. It is about the mindset which can lead the learner to be in charge of their education with intention of analyzing, applying, valuing and creating knowledge construction. The approach to teaching and learning has to be experience based and learner centred. There has to be a strong belief ingrained in the students that the entrepreneur is a part of each one of us, it requires a little efforts and attitude to draw it out. The entrepreneurship mindset is not about just ruthless profit making or risk taking, but also connected to social outreach so as to create something that can be relevant and beneficial to the society. Thus, in education there is social entrepreneurship which is context based and with the purpose of development of the society. This can be easily integrated in the education system.

Recommendations of NEP 2020

The NEP 2020 focuses on vocational training to be integrated with general education, so that the students acquire various skills to meet the needs of the industries. A curriculum for entrepreneurship should focus on direct experience of equipping vocational skills. The vocational crafts of gardening, metal work, electric work, pottery, etc. can be inculcated from the very young age. NEP 2020 envisions that school and higher education by 2025 will be educated about vocational education and skills, leading them to entrepreneurship skills and attitude. The Entrepreneurship in education is encouraged with development of National Skill Qualification Framework NSQF right from school education. It has been recommended that the vocational skills in the curriculum, in co-curricular activities, participation with the industry, entrepreneurial initiatives.



Integration of the entrepreneurship in the education system

Entrepreneurship was initially considered as an economic related, profit-making concept. It was considered either as an inborn talent or a part of family business. But when we integrate entrepreneurship in education, it becomes a part of learning by doing for creating values in the society, service learning for benefit of maximum number of people. Therefore, there is a need to understand how to integrate entrepreneurship ideas in teaching-learning process.

In education, entrepreneurship can be integrated by understanding the goal, the pathway and outcomes in the field of education.

- a. Aim of education: The goal and aim of education is no longer to be the reproduction of knowledge but production and regeneration of new knowledge from the perspectives of the learner. Learning need not begin where teaching gets other, but teaching and learning can go hand-in hand.
- b. Curriculum: The skills, knowledge and attitude of entrepreneurship has to introduced across all learning ages. The curriculum has to be aligned with the need of the society and contextual, such that it is in in sync with the newer technology and updated research and innovations in the outside world. The teaching methods have to be aligned to the teaching methods and techniques. The learner centric curriculum based on the principles of activity-based learning, individual differences, application has to be inculcated in the curriculum. The enacted as well as hidden curriculum can be harnessed to bring in the changes in the pathway to education.
- c. Methods of teaching: The quality and excellence in teaching can be upheld by teaching methods which are experiential, participative and problem-solving methods enhance the learning experiences and stimulate relearning, revised perspectives and gives a sense of engaging involvement. This in turn can lead to higher order thinking skills like thinking out of the box, creativity and analytical thinking. The method of teaching can cultivate the entrepreneurship skills like learning by doing, problem based learning, case studies, seminar presentations, debates, field visits, analysis, internships, research activities etc help students to work independently and in a self-regulated way. These methods help learners to cope up with the challenges, be creative, think of out of box solutions and experience the project work. “Entrepreneurship education should have active learning and a student-centric approach.” (Rahman and Day, 2014)
- d. Role of teacher: The teacher plays an extremely significant role in the promoting entrepreneurship in education. The teachers motivate the students to develop their



perspectives towards the local and social context. A teacher can encourage students to participate in entrepreneurial activities, and engage them in critical, creative and meaningful learning integrating these skills in transaction of different subjects. Inspiring students with biographies and autobiographies of different entrepreneurs, a teacher can help students to understand the feasibility of taking risks and involving themselves in the entrepreneurship in education. Teachers can motivate students to opt for self - employment and start-ups connecting them to mentors in the field. The responsibilities of teacher here expect the teachers to have a positive mindset towards entrepreneurship and are aware of the different approaches to entrepreneurship activities and opportunities. Even faculty members who are interested in entrepreneur activities can be provided with opportunities and mentors for their initiatives.

- e. Learning environment: The stage on which the entrepreneurship education can be set needs to paid attention too. The learning environment has to be democratic setting, encouraging plural and diverse ways of problem solving. The learning environment can promote exhibitions, mock entrepreneur activities, inter-college competitions, industry-academia linkages, seminars inviting young entrepreneurs, integrate development of entrepreneur skills as a part of certificate and value-added courses, make provisions for seed money for students to explore the small scale business.
- f. Learning Outcomes: The entrepreneurship in education can frame the learning outcomes with regards to development of entrepreneur competencies, attitudes, enhanced entrepreneurship activities. The transformation from feeling unsure, detached and disinterested in entrepreneurship concept can be replaced by increased self-efficacy and confidence towards entrepreneurship activities. In India, Entrepreneurship was more a concern of business schools, commerce field but now with the emphasis on social change and entrepreneurial initiatives towards development of the disadvantaged in the society, it also has the outcome of social outreach.
- g. Social Entrepreneurship: Institute should also promote entrepreneurship projects which are connected to social cause and social development programs, outreach programs for the disadvantaged and underprivileged. Social entrepreneurship is initiatives that balances concern for society and environment without being overtly ambitious and profit-driven. Women entrepreneurship: Higher Education must promote women entrepreneurs too, especially by making the girl students aware of the provisions and schemes under Niti Ayog. The women entrepreneurs can coordinate with the women of the remote parts of the state and the nation. There are various schemes that have to be made aware of, to the women for assisting them to make their art, talents, artifacts known to the world. The



women may also need assistance regarding the finance literacy and other concepts in starting their enterprises or startups which can be provided under social entrepreneurship.

Thus, the higher education can promote the entrepreneurship in education. There are certain factors we have to pay attention to though. A research study stated that 80% of commerce students responded that they are highly interested in self-employment. Research studies by Satheesh K C. (2017) state that the students at Calicut University have positive attitude towards entrepreneurship. The respondents of Calicut University have brought to forefront that , “ 96% of students agreed that entrepreneurs take excessive risk for their operation. Only 14% of the respondents agree that Calicut University syllabus is motivate them to start a new entrepreneurship. 64% of the students argued that teachers do not motivate their student.” The conclusion shows that students at Calicut University have a positive attitude with regards to entrepreneurship. But there is not much support from the syllabus and teachers’ motivation towards promoting entrepreneurship in higher education.

Thus, the syllabus, learning environment teacher’s attitude and approach towards entrepreneurship have to be such that it promotes entrepreneurship for students of higher education. Even NEP 2020 supports start-up eco-system and initiatives of young entrepreneurs. NEP 2020 focuses on vocational education, making it as important as the academic study. The entrepreneurship culture in education can be created by a collective step towards dignity of labour and non-hierarchical attitude towards academic and technical work. Right from schooling if there is respect for education with work experience as envisioned in the Nai-Talim, promoted by Mahatma Gandhi then there is a platform set for an experiential education and entrepreneur pedagogy. In this way, gradually entrepreneurship in education becomes entrepreneurship education.

From Entrepreneurship in Education to Entrepreneurship Education

Bruyat and Julien (2001) defines “Entrepreneurship Education as learning that the individual entrepreneur experiences by interacting with the environment as the change and value creation the entrepreneur causes through his/her actions.” Thus, it is more than teaching the entrepreneurship skills but creating a learning environment to transform entrepreneur’s idea into action. It is the pedagogical intervention that leads to facing the uncertainty and complications in the real-world with practical, creative and relevant solutions with entrepreneurial competencies like risk-taking, handling diversity, higher order thinking, value creation for others and working with others.



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, 2009). Thus, Entrepreneurship Education is an approach to develop entrepreneurial skills, way of thinking, creating, and bringing change. It will be affected by the way it is integrated in the curriculum at different levels to bring about advancements in the society.

Entrepreneurship Education

- a. The important element of entrepreneurship education is “active learning and student centric approach”. (Rahman and Day, 2014).
- b. Experience, experimentation and experiential learning play an important role in entrepreneurship education. The students of education, engineering, medicine can identify challenges and come up with solutions for reaching out to the society. The investment in education can be fruitful when it becomes useful to the society.
- c. The learning approaches can have a spectrum of conventional and learner-centered approaches from lectures to student led seminars, from classroom discussion to field trips, internships.
- d. The focus of Entrepreneurship Education has to be real life experiences and authentic learning. The reflective process of the theory to practice is the core of entrepreneurship education for the students.
- e. Service-learning integration in value creation of entrepreneurship education.
- f. Technical and practical session should be provided to the teachers for encouraging entrepreneurial development.

Conclusion

The head, heart and hand ideology of Mahatma Gandhi fits in entrepreneurship education seamlessly. The understanding, awareness, conceptual knowledge, know-that, the attitude, approach, values and actual set up, procedural knowledge, the know-how get blended together to form the entrepreneurship education. It is also essential that there is resource and knowledge sharing, collaborative partnerships, and student-led initiatives can strengthen the entrepreneurship education. Great entrepreneurs focus on social transformations, and social transformations is the mission of education. The success of entrepreneurs lies in how they resolve the challenges in the society, the approach they take which is scientific, practical, application based but at the same side is sensitive to the needs of the society.

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