

# Entrepreneurship Education in Indian Educational System

Dr. Munish Kumar Tiwari<sup>1\*</sup> Mr. Amit Manglik<sup>2</sup>

<sup>1,2</sup> Associate Professor, Mangalmai Institute of Management & Technology, Greater Noida

**Abstract – This research plans to assess entrepreneurship learning in advanced educational establishments in India. The idea is to move toward through a pioneering method to educating entrepreneurship. The diverse technique research design was utilized to gather & examine facts from management institutes chosen arbitrarily. The research disclosed a frequent usage of the conventional unreceptive & the increasing education method to entrepreneurship. This method was experiential to influence students' aptitude to basically relate their information & abilities got all the way through learning. It is suggested that thought must be haggard to the universal skill of science of education & knowledge of entrepreneurship. To encourage a well-built educational structure in teaching of entrepreneurship, stable modernization must be expectant. This would support in constructing knowledgeable alumnae with employability abilities.**

**Keywords – International Entrepreneurship, inventive pedagogy, HEI, Technology, Business Endeavour.**

-----X-----

## INTRODUCTION

Entrepreneurship is observed as a main startup of modernization, aggressiveness, & expansion. Public administrations & worldwide associations like the OECD, EU, & others have enlarged their center on entrepreneurship (Wilson 2008). Study, particularly in urbanized nation, have studied the efficiency of entrepreneurship learning in educational establishments & established the vast advantages related among it (Vesper & Gartner 1997; Global Entrepreneurship Monitor 2008; Buame 2010; worldwide Entrepreneurship education 2013). These works include that the area of entrepreneurship has added mainly to the makeover of numerous industrial countries. Global organizations such as The World Bank, and UNESCO have started different works meant at recognizing as well as inspecting prerequisites for the incorporation of entrepreneurship guidance in the technological advanced learning method (World Bank details 2002). Entrepreneurship learning participate a important function in supporting the stage of expansion by now attained as well as helping additional growth. In emergent nations, entrepreneurship learning is sighted as the type that releases the entry to transformation as a determinant of all features of transformation.

A huge amount of work have concentrated on technological & occupational teaching in preferred nations and the advertising of entrepreneurial actions for the official & private segments of the market (McGrath & Kenneth 1999; Delluc & Atchoarena

2002). Advanced educational establishments in US initiated the entrepreneurship learning through the opening into MBA classes in 1947 (Katz 2003). Afterward, a vibrant growth procedure in entrepreneurship guidance began in the beginning of 1970s proceeding to turn into most significant guidelines of the learning of tomorrow. Entrepreneurial learning that established significant recognition as well as achieved major growth in current decades in Asia, Europe, & nearly all African countries (Global Entrepreneurship Monitor 2008), has enhanced the industrial approach of nation. Investigators in the area stated that entrepreneurship can be trained, as the falsehoods to entrepreneurs are intuitive not prepared is not applicable (Kuratko 2003; Lall and Sahai 2006). It is hence present on advanced learning institutes to guide & arrange students to exert in a energetic, fast altering entrepreneurial & universal surroundings.

To make sure that advanced learning institutions generate alumnae who can assemble nearby sources to generate their individual ventures & present job to themselves & to others, the government of India has recognized management & technical institutes in the different regions of the country. These institutes are to link gaps formed by the universities in regions of the condition of realistic & academic entrepreneurial abilities to people. The management & technical institutes which have been started over six decades ago are assigned to present tertiary learning to educate core level manpower in the areas of production,

commerce, & science,. These institutes are authorized to offer prospects for talents improvement & functional study. To accomplish this authorization & mix out knowledgeable alumnae who can utilize the information & talents to lay down their individual business endeavours, entrepreneurship learning was established as an obligatory subject matter in the institutes. Entrepreneurship education is introduced in the curriculum of the institutes with the requirement of the need for students to be described to the benefits and difficulties of starting own businesses. This education has been known as a unique opportunity for management institutes to get entrepreneurial skills and knowledge and also the medium for growth and self-development. It initiates scholars to global entrepreneurship for the scholars to create companies that business enterprise overseas or begin selling overseas.

### RESEARCH PROBLEM:

The content and the pedagogy of the entrepreneurship teaching adopted by management and technical institutions are adopted without modifications. Entrepreneurship studies in the institutes followed the conventional teaching methodology. Bu this teaching of learning in the entrepreneurship discipline requires and innovative and also unconventional approach. Since the inception of entrepreneurial education in the higher institutions, very less empirical knowledge exists on courses offered and the teaching methodologies utilized. This research will find out innovative approaches to the training and education of the entrepreneurship in institutes. This will lead to achievement of objective of the entrepreneurship education.

### RESEARCH OBJECTIVES:

(Wilson 2008; Gartner & Vesper 1997) states that it is necessary to know the content, the learning strategies and the teaching which works, while identifying entrepreneurship educational practices around the world. The objective of this research is to know the approach used to facilitate the learning and teaching of entrepreneurship in management & technical institutions. The objectives will be:

- a. To know the link between Industry and University.
- b. To know the entrepreneurial education knowledge provided in institutions.
- c. To know the sustainable growth of society through entrepreneurial education.

### LITERATURE STUDY:

Entrepreneurship is a learning process which includes opportunity grabbing, firmness, and risk

taking ability Kuratko (2005). This shows that knowledge can be obtained through learning. Entrepreneurial education encourages students to make their decision for career a self-employer. Kuratko (2005) states professionals, academics, and teachers have gone away from the idea that managers and entrepreneurs are born, not made. Niyonkuru (2005) states that entrepreneurship can be made learned and that education can uplift capabilities, approach, and entrepreneurial skills. Entrepreneurship works like a channel in the growth of developing country as monetary development will be incomplete without the contribution of risk takers. Entrepreneurship has become an important focus for academicians and practitioners in the whole world (Shane & Venkatraman 2000; Davey et al. 2011). With entrepreneurship education, young generation gets organizational abilities like leadership development, interpersonal skills, and time management.

The entrepreneurship education has developed in the last few years, different moves to set theory so as to contribute to the development of the profile of business in technical & managerial education students (Franko et al. 2010). Kiggundu (2002a, b) states that entrepreneurship education must be numerous studies (Patzelt and Shepherd 2011; GEM 2008; Hisrich 2004; Franke and Luthje 2002) have found the enhancement in entrepreneurship education. HEI's in Europe are very vigorous in novel shapes of entrepreneurship learning. They have further 30 spaces in entrepreneurship among 1997 and 2004 (Klandt 2004; Volkman 2004; Rocha et al. 2013; Wilson 2008); these developments are also there in other countries. Latin American universities are having a commitment to development entrepreneurship among their students (Marques et al. 2012). Gorman et al. (1997) stated that the titles and descriptions of courses exhibit that entrepreneurship is taught or encouraged in most of the institutes and universities in Sub-Saharan countries giving degree's in management.

Entrepreneurship is the outlook of management institutions and it is foundation to progress into leadership position (Wilson 2008). There is appealing dialectic in the management education area between creativity and control. Meyer (2001) states that these variant approaches are deviating thought systems. There is a biological gap between control oriented management disciplines like Accounting and entrepreneurship and Finance faculties who give credit to the creation method. Triumphant entrepreneurs have the ability as well as willingness to identify and exploit the opportunities. Since that ability go beyond the academic discipline and proposes opportunities in all areas of endeavour, the possibility to build up and relate entrepreneurial skills should be specified to all concerned students despite of their area of learning (Schoen & Weaver 2007).

Entrepreneurship learning educates students to look ahead to transform rather than to become panic. Entrepreneurs look at threat and see the opportunity in it. As the young students are taught about new businesses with high potential (social also along with business), they also analyze opportunities which are available with them. Business and social entrepreneurs are integrated personally wise in the need to attain new things through new methods, new services, new innovations, new versions of a product or service goals to specific way of life's, niches, or social needs. Entrepreneur brings enhanced as well as cheaper and more communally sustainable product or service. It solves problems in different modes, and presents a location more convenient than it is offered by other competitors.

There is increasing demand for creativity and innovation in research and teaching and there is link between business creation and education (Luthje & Franke 2002; Cowling & Taylor 2001; Delmar & Davidson 2000; Wilson 2008). There has been significant interest in entrepreneurship education in the last couple of decades despite the fact that discuss adjacent whether or not entrepreneurship can be trained continues (Henry et al. 2005). Entrepreneurs are intuitive or prepared is a related & theoretical junction importance to the discussion. Entrepreneurship education is also important and there is impact upon entrepreneurial activities (Matlay 2006). The structure of entrepreneurship education is being made, processed, and discussed (Niyonkuru 2005). The reason for making and processing curriculum is dependent on making students for option take-a-job instead of option make-of-job. There is immediate need for young generation to be trained and educated in the entrepreneurship field. This will encourage the students to become job creators rather than job seekers after leaving their education (Jesselyn Co and Mitchell 2006). So there is a need to review how the management institutions are reacting to the difficulties to enhance entrepreneurial teaching beyond the faculty. There is need to review methodology and pedagogically appliances for entrepreneurship.

### **OBJECTIVES OF ENTREPRENEURIAL EDUCATION:**

The objectives of entrepreneurship education includes to produce & attach the influence of entrepreneurship with learning; to bring out a better age group of students who are capable of starting new endeavors or replenish current businesses; to give the young graduates through sufficient preparation which will facilitate them to be innovative and original in finding fresh trade prospects; to create students cultivate & expand industrial distinctiveness & approach including the two strings of having an businessmen & having entrepreneurship that is rewarding educational & occupational flow requirements of entrepreneurship learning; to provide

as a channel for financial augmentation & advancement; to build up a wisdom of modernization in young community & to build up their skill to recognize, generate, begin, as well as productively control individual, community, trade, & employment prospects; to recommend tertiary organizational alumnae through sufficient teaching in risk management, to make certain bearing feasible; to reduce high regulation of deficiency; to generate employability cohort; to decrease in village to city relocation; to offer the youthful alumnae through sufficient preparation & sustain which will facilitate them to put up a prospect in SME businesses; to indoctrinate the strength of determination among young generation & matures, which will facilitate them to persevere in some trade undertaking, they get on; & to generate horizontal evolution starting from conventional to a contemporary trade financial system.

Entrepreneurship learning is a complete expansion attitude, a transformation of intellect set & standard move in enlightening the young ones. Appreciably, entrepreneurship learning acts a necessary responsibility in influencing approaches, abilities, & traditions. Entrepreneurship learning gives a blend of empirical knowledge; talent structuring; &, mainly attitude. The former & additional extensive the revelation to entrepreneurship & advancement, the additionally it is that undergraduates will believe entrepreneurial jobs at a little position in the coming days. The purposes of entrepreneurship learning are so significant that it is vital to encourage a tough educational structure in education & knowledge of the matter, subsequently to give confidence steady modernization to facilitate additional students' advantage from educating entrepreneurship.

### **GLOBAL ENTREPRENEURSHIP:**

Global entrepreneurship is a significant & fascinating topic at the meeting point of global trade & entrepreneurship theory with numerous significant inferences for international administration, entrepreneurship, & tactical administration (Autio 2005; McDougall & Oviatt 2000). Global entrepreneurship come forward as a different part of study & started through an curiosity in beyond-border entrepreneurship, in meticulously in globalizing fresh businesses (McDougall 1989), although also comprises SME globalization (Lu & Beamish 2001). The area of global entrepreneurship has been considered from diverse disciplines like sociology, psychology and economics; & industry other-disciplines like strategic management, finance, & marketing, (Oviatt & McDougall 2005). The term global entrepreneurship was started approximately in 1988 to explain the numerous unexploited overseas areas that were open to innovative businesses shimmers a innovative technical & civilized surroundings (Morrow 1988). McDougall

(1989, p. 389) cleared global entrepreneurship as the development of global fresh businesses or beginners that, starting their beginning, involve in global trade, consequently seeing their working sphere as global from the early periods of the organization's process. In 1997, McDougall & Oviatt brought a magnifying description of global entrepreneurship to comprise the work of recognized organizations & the gratitude of relative (cross-national) investigation. They showed this area as a amalgamation of inventive, practical, & risk-taking activities that crosses or is matched transversely nationwide boundaries & is planned to generate worth in trade companies (McDougall & Oviatt 2000, p. 903). This description interested in at the company stage the concepts of originality, threat ability, & practical activities. It in addition concentrates on the entrepreneurial activities of these companies somewhat than merely the distinctiveness & purposes of the every businessman. The main extent of entrepreneurship newness, practicality, & threat tendency can be established & made at the company point.

### METHODOLOGY:

The scholars from all the management institutions authenticate that their attainment of entrepreneurship information cover up approximately all the matters (45%) in the course program. The scholars also declared that the information obtained throughout entrepreneurship learning made mostly of academic understanding (26%). In other way, the scholars specified that they obtained very minute realistic understanding & expertise (15%) in these parts. The scholars confirmed to facilitate the entrepreneurship lessons was deliberated mainly as a few of the educational lessons for the main function of clearing assessments. The outcome too specified that only a minute proportion (10%) of original understanding was included in the curriculum although awareness in global entrepreneurship includes only 4%. The information received additionally discovered that the majority of the understanding received beneath the curriculum is of global principles.

The entrepreneurship lesson faculties moreover substantiated this data & established that a few of their earlier scholars are doing better in the formation of trade & social enterprises and management of small and large trades at all limited & global stages. Though, the faculties shown throughout the interactions that since most of the materials they use for teaching & learning are overseas, scholars finds it hard linked to it close by; therefore, to integrate original information & ability keen on the entrepreneurship syllabus, they usually categorize presentations & request native entrepreneurs to interrelate with the scholars & allocate realistic understanding through them. For them, this method is extremely helpful to the scholars because it depicts the scholars to the actualities in the formation & administration of trades in their abnormal situation.

The scholars again said that 30% of the realistic information & talents attained made of preparation about how to inscribe trade tactics. Their trainers frequently required of them to recognize a trade prospect & increase a business preparation for it. This makes them to attain sensible information beside with ability in making trade strategy for their prospect undertaking. A few of the academicians also established this judgment & further that a few of the alumnae of the institute go on more to build up trade preparations they make in institute and set up business consequently. Yet, the majority of the scholars believed the fraction of the entrepreneurship lessons was not leaning near their particular grounds, particularly those undertaking engineering & management curriculum. The outcome showed that the entrepreneurship lesson part was stated as very helpful (65%), helpful (43%).

### IMPLICATIONS:

The research revealed important data on what is educated, how it is educated, & in what perspective entrepreneurship learning is captivating position in engineering & management institutions. Mainly, it is observed that the necessary & significant thoughts of entrepreneurship are educated in advanced learning institutions. As experimental by well-known academicians in entrepreneurship (Buame 2010; Wilson 2008; Hisrich 2004), necessary constituent of entrepreneurship learning have to include the attainment & growth of understanding & abilities in three central part areas, namely, commerce administration, individual industrial ability development, & technological ability enlargement. To a great scope, the assessment of the fraction of the entrepreneurship curriculum in the higher educational institutions & the information received from the part disclosed that information in nearly all of this vicinity is imparted to the scholars generally overseas & academic in environment, while. It is consequently suggested that further deepness & firmness is desired to make sure that entrepreneurship lessons, resources, & studies are of elevated excellence & thoughtful of limited ecological unit. Study & program growth are of meticulously significance in serving to guarantee entrepreneurship's equitable position between the scholastic disciplines. Entrepreneurship program parts in engineering & management establishments have to be quickly refurbished along with equipped through rising analytical answering abilities, which are really desirable in today's knowledge-based culture. Entrepreneurship & advancement have to be intensely surrounded into the set of courses to establish a novel entrepreneurial courage & attitude amongst scholars. The incorporation of global entrepreneurship learning in engineering & management establishments will facilitate scholars to include information concerning overseas marketplace.

## CONCLUSION & FURTHER RESEARCH:

The part of entrepreneurship learning & the curriculum as used in the management institutions & other institutions require to be revamped occasionally, to guarantee that entrepreneurship lessons, matters, & study are of tall superiority to comprise further of realistic ability growth in scholars & be added acclimatized to their limited ecology. It is also accomplished that the accomplishment of the suitable curriculum, which is, education & knowledge in a extremely realistic scenery to affect the type of information the scholars required during the syllabus, will assist these engineering & management establishments of education to manufacture capable alumnae who can utilize their information & abilities to generate & supervise organizations in their own confined societies, most important to individual enlargement, superior expansion, fiscal increase, & communal regeneration of their countries. An additional point well noticing is that pioneering move towards the knowledge & education of entrepreneurship is centering on the confined marketplace requirements, & situation & participation of entrepreneurs & confined organizations in entrepreneurship lessons as well as actions will be further valuable to scholars as well as their countries together with plenary talks, field effort, assignment effort arrangements by scholars, trade preparation script contest, organization job, & active class discussions. Hence, it is suggested that education & knowledge of entrepreneurship must be concentrated on the confined marketplace & confined societies.

## REFERENCES:

- Adjimah H (2011). Step by step guides to setting up your business: entrepreneurship development I. Excel Publications, Accra.
- Autio E (2005). Creative tension: the significance of ben Oviatt's and Patricia McDougall's article 'toward a theory of international new ventures', *J Int Bus Stud*, 36(1): pp. 9–19.
- Coviello NE, JonesMV (2004). Methodological issues in international entrepreneurship research. *J Bus Ventur*, 19(4): pp. 485–508.
- Cowling M, Taylor M (2001). Entrepreneurial women and men: two different species? *Small Bus Econ*, 16(3): pp. 167–175.
- Davey T, Plewa C, Struwig M (2011). Entrepreneurship perceptions and career intentions of international students, *Educ Train*, 53(5): pp. 335–352.
- Delmar F. and Davidson P. (2000). Where do they come from? Prevalence and characteristics of the Nascent Entrepreneurs, *Entrep Reg Dev*, 12(1): pp. 1–23,

- Franko M, Haase H, Lautenschlager A (2010). Students' entrepreneurial intentions: an inter-regional comparison, *Educ Train* 52(4): pp. 260–275.
- Henry C, Hill F, Leitch C (2005). Entrepreneurship education and training: can entrepreneurship be taught? *Educ Train* 47(2): pp. 98–111.
- EducKatz J. A. (2003). The chronology and intellectual trajectory of American entrepreneurship education, *J Bus Ventur*, 18(2): pp. 283–300.
- Keupp M. M. & Gassmann O. (2009), the past and the future of international entrepreneurship: a review and suggestions for developing the field, *J Manag*, 35(3): pp. 600–633
- Klandt H. (2004), Entrepreneurship education and research in German- speaking Europe, *Acad Manag Learn Educ Entrep Educ*, 3(3): pp. 393–301.
- Marques CS et. al. (2012), Entrepreneurship education: how psychological, demographic and behavioural factors predict the entrepreneurial intention. *Educ Train* 54(8/9): pp. 657–672
- Mathews JA & Zander I (2007), The international entrepreneurial dynamics of accelerated internationalization, *J Int Bus Stud* 38: pp. 1–17.
- Matlay H (2006), Researching entrepreneurship and education, part 2: what is entrepreneurship and does it matter? *Educ Train* 48(8/9): pp. 704–718.
- McDougall PP & Oviatt BM (2000), International entrepreneurship: the intersection of two research paths, *Acad Manag J* 43(5): pp. 902–906.
- Meyer GD (2001), Major unresolved issues and opportunities in entrepreneurship education.
- Morrow JF (1988), International entrepreneurship: A new growth opportunity, *New Manag* 3(5): pp. 59–61.
- Shane S. & Venkataraman S (2000), The promise of entrepreneurship as a field of research. *AcadManag Rev* 25: pp. 217–226.

---

**Corresponding Author**

**Dr. Munish Kumar Tiwari\***

Associate Professor, Mangalmai Institute of  
Management & Technology, Greater Noida