

Entrepreneurship Education: Characteristics and Implications

Vipin Sharma

K. K. Vigyan & Vyavsaik Adhyayan Mahavidyalaya, Indore (M.P.)

Abstract: *Transforming an idea into action has been done since the beginning of civilization around the globe. Entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude and vision. It has vital role in developing eco-system that promotes innovation. Its importance for providing the base for innovation and creating a value system; and developing entrepreneurial culture, which drives wealth creation and gives further push to innovations. This necessitates pro-active policy interventions in favor of entrepreneurship.*

Keywords: Entrepreneurial Teachers, Entrepreneur, Entrepreneurship Education, Teacher Education.

I. INTRODUCTION

Education has been the axle for social, economic and political transformation in all societies. It acts as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development. Recognizing the importance of education in national development, the policy makers (UNESCO, 2013) have placed an unprecedented focus on a recently identified concept in the field of education across all levels named as 'entrepreneurial skill development through education' In this review paper an effort has been made to conceptualize, the term entrepreneurship education? How it came into an action? Its nature , the new role to be played by teachers for promotion of entrepreneurship education, followed by its implications for the field of teacher education.

II. CONCEPT OF ENTREPRENEURSHIP

Transforming an idea into action has been done since the beginning of civilization around the globe. It has really transformed the world. Business persons have been creating ventures for masses based on such ideas materializing them into useful actions Entrepreneurs have a vision for doing things in a better way, thinking beyond the constraints of current rules and resources. Perhaps more importantly, they have the passion and urgency that literally compell them to take risk necessary to realize their vision . Therefore, entrepreneurship is not just a venture creation process; its essence goes beyond contemporary times with maturity and serves as an agent of change. It is universal and is reflected in all major dimensions of civilization viz. social, political, and economic etc. across the globe. Entrepreneurship is a multifaceted phenomenon. Gangaiah and Viswanath (2014) explained the genesis of term 'entrepreneurship' from the French word 'entreprendre' which

originally means an organizer of musical or other entertainments. The word has been in use since the 16th century. In Middle Ages the term 'entrepreneur' was referred to a person who was managing large projects. He was not taking risk but was managing the projects using the resource provided (Lakeus, 2014). The French economist Richard Cotillion is generally accredited with being the first to coin the phrase in the context of what we view today as 'entrepreneurship' in about 1730 (Ahmad & Seymour, 2006). Further they pointed out that in 19th and 20th century many eminent economists and scholars including Adam Smith, Alfred Marshall and Frank etc. elaborated on Cotillion's contribution, adding leadership and recognizing entrepreneurship through organization, but the key tenets of risk taking and profit were nearly always retained as important features of entrepreneurship.

These individuals have a passion for novelty and like to distinguish themselves from the others. Legendary world entrepreneurs like Bill Gates, Steve Jobs, Narayana Murthy and young entrepreneurs like Larry Page, Sergey Brin (co-founders of Google) and Mark Zuckerberg (CEO of Facebook) have set the bar for being the most inspirational and influential entrepreneurs in their respective fields. Balasubramanian (2012) argued that entrepreneurship is a key facet of any nation's economy and is the crucial driver for employment and economic growth.

III. ENTREPRENEURSHIP EDUCATION

A definition is a starting point to a full understanding of the phenomena under discussion. Through it one may be able to discover the essence, concerns and objectives of the phenomena too. Similarly, the essence, concerns and objectives of entrepreneurship as a field of study (Hytti 2002; Hytti and O'Gorman, 2004; Jones and English, 2004; Henry et al., 2005a, b; Gartner, 1990) can be speculated here. These basic issues, emanating from a definition may be taken later to be the basis for conceptually aligning entrepreneurship education with the appropriate target audience, course contents and teaching methodologies. However, for the sake of convenience, here opinion of some reviewers in the field are being reflected in forthcoming paragraph.

By reviewing the existing literature conflicting sides of entrepreneurship schools of thoughts, and an inherent lack of a common definition of entrepreneurship has been found (Sexton and Bowman, 1984). Wai and Man (2007) and Kirby (2004) characterised entrepreneurs as 'innovator'. While, Drucker (1985) and NKC (2008) mentioned entrepreneurs as a wealth creator, challenge taker. Entrepreneurship education is study of source of opportunities and process of discovery (Shane & Venkataraman, 2000; NKC, 2008; Timmons, 1989), in which an individual endeavours ability of creativity, risk taking and turn their ideas into action (Communication Commission 2006; European Commission 2003; Oxford Dictionary 2005; and Jones and English 2004).

Thus we can say that, an entrepreneur refers to an individual who has the ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Accordingly, entrepreneurship education can be defined as the process of professional application of knowledge, attitude, skills and competencies. It is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as

becoming creative and independent thinker, risk taker, assuming responsibility, and valuing diversity.

IV. CHARACTERISTICS OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship education basically focuses on creation of entrepreneurial culture. It helps potential entrepreneurs to identify and pursue opportunities. It is not limited to boosting start-ups, innovative ventures and new jobs. Entrepreneurship is a competency for all, helping young people to become creative and self-confident in whatever they undertake. The basic characteristics of entrepreneurship education as a discipline as obtained from the critical review of the works related to it have been identified by the authors as follows :

1. It is a function of innovation
2. It is a function of fostering leadership
3. It is an organizational building function
4. It is a function of high achievement
5. It involves creation and operation of an enterprise .
6. It is process of creating value for customers by exploiting untapped opportunities
7. It is strong and positive orientation towards growth in wealth, knowledge and employment
8. It is concerned with attitudinal change, risk taking abilities and turning idea in to actions

Thus as a discipline entrepreneurship education always tries to inculcate some skill, so that one can play a role of catalyst for socio-economical change. It gives force to shape the future society and one's own life simultaneously.

V. ENTREPRENEURSHIP EDUCATION AND THE NEW ROLE OF TEACHER

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). Entrepreneurship education was pioneered by Shigeru Fijii, as cited by Mwasalwiba (2010). According to Balasubramanian (2012) many top business schools in the country such as Indian Institute of Management (IIM), Indian Institute of Technology (IIT) and XLRI etc. offer specific programs in Entrepreneurship. IIM Ahmedabad's Centre for Innovation, Incubation and Entrepreneurship has short and long term programmes. The Entrepreneurship Development Institute of India (EDI), which operates under the Government of India at designated locations, offers post graduate diploma courses in business entrepreneurship, management, NGO management, etc. It also provides programs for working professionals with flexible schedules and a distance learning option for those unable to attend on campus programs. Central Board for Secondary Education (CBSE) in 2001 had also introduced entrepreneurship education at Senior Secondary level as an elective paper (CBSE, 2001).

In the midst of continuous growth in the number of universities offering entrepreneurship courses, large numbers have opined whether entrepreneurial goals can be achieved and enhanced through education and training, or whether certain people are 'born' to be entrepreneur or to act entrepreneurially. Some people still argue that it is not possible to teach entrepreneurship. For

them, entrepreneurship is a matter of personality and psychological characteristics. One of the arguments that have been advanced is that talent and temperament cannot be taught (Fayolle et al, 2008; Fayolle, 2007). But one could argue that this is true for many professions and professional situations. Nobody will dispute the fact that medicine, law, engineering and teaching skills can be taught and yet there are doctors, lawyers, engineers and teachers who are talented and others who are not. A similar argument can be made for entrepreneurship and entrepreneurs (Fayolle et al, 2008; Hindel, 2004; Fayolle, 2007). Despite of all ongoing debates on teaching and training aspects of entrepreneurship, Mwasalwiba (2010) agreed that it is beyond any doubt that the basic entrepreneurial skill, knowledge, and attitude can be inculcated in young entrepreneurs. Characterized entrepreneurship education as a discipline stating it as, “the teaching of skill, knowledge and attitude for people to go out and create their own returns and solve their problems”.

VI. THE IMPLICATIONS FOR TEACHER EDUCATION

Consequently, entrepreneurial learning and teaching have become more relevant issues in the field of entrepreneurship education research. Implicitly, the field of Teacher Education has to be geared up by teacher educators to handle this issue and meet the challenge of developing teachers to perform the above mentioned new roles in the classrooms and school. As rightly acknowledged by Jaana et al. (2010) that teachers have an essential role to play in enhancing student's entrepreneurial learning. Entrepreneurship Education requires the use of active learning method that places the learner at the centre of educational process and enables them to take responsibility for their own learning to experiment and learn about themselves. Thus teachers need the professional competencies to be able to guide student through the learning process rather than, as in traditional method, communicating knowledge and information mainly through 'chalk and talk' (European Commission, 2013). The core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs. Creativity is not fully embedded into these programs. Approximately 90% of teachers say that they would like to receive some further training on creativity. Thus, the following questions are of special significance:



Figure 1: The relationship between areas for action in teacher education for entrepreneurship. A comprehensive whole-school approach seems to be especially successful in doing so. These

interventions also encouraged schools to intensify their collaboration with the local community, especially with entrepreneurs. Teachers also learn to understand that entrepreneurship is relevant for all educational levels and not just in economic subjects. However, Young Enterprise Denmark (2013) reported in his study that the impact on teachers that were already familiar with entrepreneurial teaching and learning concepts before the intervention is higher than on others. In these symposia they have concluded that entrepreneurship education and in-service training are highly dependent in many countries on national/regional programs and other external agencies. National policies and practices provide the overall framework as well. But local support measures are the essential corollary of continuing professional development. These relationships have been shown below.

VII. CONCLUSION

It is simply impossible for any government to provide means of livelihood to everyone suddenly. Therefore, to meet the challenge Indian government has launched 'Skill India' programme in March, 2015. Its primary objective is to foster entrepreneurial skill in youth. Other things to ensure entrepreneurship with adequate education as a part of sustainable employment generation strategy to accommodate 540 million youths for nation development. Therefore, NKC (2008) has also stressed the importance of entrepreneurship education to overcome the above challenges concerning the productivity of education. In the future, innovation and entrepreneurship needs to be encouraged at Social levels, Governmental levels and Managerial levels. There must be a social attitude that views innovations with positive attitude. The role that the government can play in the encouragement of entrepreneurial efforts has already been noted in the above narrative. Clearly, the government can develop policies concerning educational and financial support.

It is a force that beckons an individual to pursue countless opportunities. Entrepreneurship education can give them valuable insights and also support them in this. Carrying out discussion on entrepreneurship education the article has tried to conceptualize the phenomenon of entrepreneurship education, starting from genesis of term 'entrepreneur', its definition, nature and role of teachers and teacher training institutions in fostering in young entrepreneurs. This article has also reflected on minimum basic understanding about entrepreneurial teacher and challenges before the teacher education/training institutions. The paper has also pointed out urgency of policy interventions at all levels in India in this regard. This is also the right time for National Council for Teacher Education (NCTE) in India to accept the above reflected challenge in Teacher Education in India and take initiative to meet the challenge

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