

Entrepreneurship Education in India

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Education is an important factor in determining entrepreneuring orientation in individuals. In simple words, we define an entrepreneur as “an individual who establishes and manages a business for profit and growth.” It has been reported that entrepreneurs of healthy units on an average had a higher level of education compared to those who own sick units. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success. In India, entrepreneurship education has gained relevance in today’s context. Entrepreneurship education can be helpful to develop skills and knowledge, which could benefit the entrepreneurs for starting, organizing and managing their own enterprises.

India has a pioneering status among developing countries for its early start on a variety of entrepreneurship education programs. For the most part, entrepreneurship education in post-independence India has been focused on measures designed to encourage self-employment and founding of Small and Medium Enterprises (SMEs). The Industrial Policy Resolution of 1956 has, for instance, a very strong emphasis on the SME sector.

As the economy transitioned from being primarily agrarian into one that has significant contribution from other sectors, it was felt that the most pressing requirement was education that would enable need-based entrepreneurs to make forays into these emerging sectors. Consequently, in the 1960s and 70s, entrepreneurship education was almost exclusively delivered in the form of training programs, offered by institutions under the aegis of State and Central Governments, and by financial institutions receiving support from the Government.

There has never been a definite answer to the question of whether entrepreneurship can be taught (Harrison, 2014). Although many would argue that the entrepreneurial spirit is innate, the credence on effective entrepreneurial education to foster the right entrepreneurial attitude with requisite training is gaining ground (Drucker, 1985; Trivedi, 2014). The development of entrepreneurship as a field of study in business courses has been largely inspired by the acceptance of entrepreneurship as a legitimate tool for economic growth (Arthur et al., 2012). The growth of corporate entrepreneurship as a valuable antecedent to the revitalization and enhanced performance of corporations, especially those in the developed markets, add to its merit (Bhardwaj & Sushil, 2012). Nevertheless, the effectiveness of entrepreneurship education is largely driven by the type and design of such education, as defined by the materials and modes of rendering the programs (Arthur et al., 2012).

The importance of introducing entrepreneurial education at various levels of education should seriously be thought as it can lessen the burden of unemployment as well as add on to the economic system of the country.

For the growth and development of any nation, human capital plays as one of the major contributing factors. The role of entrepreneurs in creating new enterprises is of crucial importance. If India wants to enhance its economic growth it has to give possible employment opportunities to its people. Indian economy needs to enhance the level of innovation, creativity and the spirit of entrepreneurship in order to confront the global competitiveness.

The people involved with training and development should keep in mind that their current activities should continue to promote uniform and standard knowledge and attitude, skills for inculcating entrepreneurial spirit among the learners (Swedberg, 2000).

Entrepreneurship is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses.

In economics, entrepreneurship combined with land, labor, natural resources and capital can produce profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace.

An entrepreneur is someone who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker, decides what, how, and how much of a good or service will be produced. An entrepreneur supplies risk capital as a risk taker, and monitors and controls the business activities. The entrepreneur is usually a sole proprietor, a partner, or the one who owns the majority of shares in an incorporated venture. According to economist Joseph Alois Schumpeter (1883-1950), entrepreneurs are not necessarily motivated by profit but regard it as a standard for measuring achievement or success.

Challenges faced by Entrepreneurship Education in India:

Difficulties towards start-ups:

Starting a business in India is costly in terms of the time required and the cost involved. Doing business in India is an extremely difficult proposition (Ashish Gupta, 2004). The absence of an appropriate entrepreneurial climate, the lack of required infrastructure facilities, and the lack of access to relevant technology hinder rapid industrial development. Most of the time, the Indian entrepreneurs have to tackle electricity, transportation, water, and licensing problems.

Incomplete Entrepreneurship Education in India:

Many people have the opportunity to change jobs or become entrepreneurs if they are properly trained. The students in India are not confident with the traditional education they receive in the university.

Lack of standard framework: Entrepreneurship education is widely spread, has diverse forms, and has a large number of stakeholders. But the overall state of affairs is a confused one, one that lacks broad vision, goals and systemic planning.

Dependence on Government: Higher degree of dependence on government is another challenge before entrepreneurship education in India. Insufficient private sector participation and lack of sustainable business models in entrepreneurship education act as barriers to its development in India.

Entrepreneurship should be introduced at the primary, secondary and higher level of education to inculcate the spirit of entrepreneurship among young students. This can change the mindset of the students regarding their future career. This can only be possible if it is a part of the curriculum. Unless the curriculum is introduced the students may not take their initiative to learn entrepreneurship education.

Entrepreneurship Education should focus on:

1. Create passion for some field.
2. Removing fear and building confidence to start something enterprising.
3. Extensive exposure to latest happening across the globe for better understanding.
4. Repeated business plan formulation and critical discussions about how to improve them.
5. Cultivation of good habits, positive thinking and proactiveness – so that the person uses money well.

There should be short duration programmes to promote entrepreneurship which will generate huge number of entrepreneurs which is the need of hour. Networking, exposure to new technology, understanding of business practices and business formats will help an entrepreneur. There should be regular counseling of the entrepreneur so that the entrepreneur may change his behavior as per the requirements of the situation.

Students can be taken to different business organizations to let them explore different business formats. Successful entrepreneurs can also come and share stories of their early struggle-which can inspire the students. Those entrepreneurs, who have achieved their success without any background or financial powers, should be invited.

Conclusion: Employment pressure has made Entrepreneurship education in India's education system absolutely important but the challenges and the difficulties towards start-ups prevent Entrepreneurship education from being successful.

In emerging economies such as India, there is an urgent call for the development and promotion of effective indigenous entrepreneurship education systems. Although entrepreneurship is a practice-driven subject, the need to supplement it with contemporary theoretical knowledge is of paramount importance.

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