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**Topic of Research Paper: Critical Assessment of Entrepreneurship Education**

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**Abstract:**

Entrepreneurship education is significant for the development of entrepreneurship and the economy. Through entrepreneurship courses students can increase the business opportunities and decrease the unemployed graduates. Entrepreneurship education is gaining its popularity day by day but it is facing problems also. This research paper aims at reviewing how entrepreneurship education affects students and the problems related to entrepreneurship education. The paper is based on literature review. The development and growth in curriculum and courses of entrepreneurship education has been noteworthy. The finding of the study is that entrepreneurship education has provided the essential change in research and teaching process. But there is an urgent need to improve and change the curriculum according to market conditions and transferring to practical teaching rather on theoretical teaching so that employment opportunities can be increased. Students should contact to experienced entrepreneurs rather depending on teachers only.

**Keynote: Definition, Entrepreneurship Education, Entrepreneurship Education affects Students and Problems of Entrepreneurship Education.**

## **1) Introduction:**

Entrepreneurship is a skill which improves the development of mindset of entrepreneurs. Our Indian society has to pay attention towards curricula of entrepreneurship from elementary schools to universities. Companies look for competent, creative and innovative person. Through entrepreneurship education countries can produce entrepreneurs who can generate employment. Entrepreneur word is derived from French word called "entreprendre" which means "to undertake". Entrepreneur is responsible for economic development who are involved in planning and judgement while carrying the process of entrepreneurship. Entrepreneurship courses are supported by government and educational institutions (Kuratko, 2004). Entrepreneurship is considered as engine of economic growth. It is necessary for creation of venture (Wennekers and Thurik, 1999; Carree and Thurik, 2003; Rasmussen and Sorheim, 2006). There is a close relationship between entrepreneurship and regional development (Malecki, 1997)

India in the post independence period focuses on the self employment through business start-ups. In year 1956 the Industrial Policy Resolution has strongly focused on small and medium enterprises sectors. The economy has transfer from agriculture to industry which need entrepreneurship education which helps the need based entrepreneurs to come into the emerging sectors. Entrepreneurship education in 1960s and 1970s is seen as training program which is supported by financial institutions, central and state universities.

In 1980s entrepreneurship education focuses on training entrepreneurs so that they can start their own ventures. In 1980s entrepreneurship education came in management and technology institutions. To encourage entrepreneurship government has taken efforts in setting science and technology parks and incubation centres at various institutions. In 1990s Indian government took entrepreneurship as employment generator but also as source of creation of wealth. And now our respected Prime Minister has launched the startup India which helps the students in creating their own ventures. But there is an urgent need to improve entrepreneurial education so that for students who becomes entrepreneurs can have friendly business environment (Vilcov and Dimitrescu, 2015) so it helps students in becoming entrepreneurs of new venture.

### **1.2) Definitions of Entrepreneurial Education:**

Definition of entrepreneurship education has changed from time to time. The definition of entrepreneurship education is different for developed and developing countries, for developed countries it means innovation, creativity and capability of thinking out of the box and for the developing countries it means concept of self employment.

**Table 1: Definition of Entrepreneurship Education**

<b>Auhors &amp; Year</b>	<b>Definition of Entrepreneurship Education</b>
Kourilsky, (1995)	Entrepreneurship education is taken as “opportunity recognition, use of resources with calculated risk and creating business venture.
Gibb, (2002)	Entrepreneurship education means preparing individual for self employed and an owner of the company but also who can be lead entrepreneurship and innovation and be people who pursue “enterprising behavior”.
Kuratko, (2004)	Entrepreneurship education is a kind of education which deals with the need and objectives of the human being. Entrepreneurship education deals with skill development program, creativity thinking in development of product and marketing, leadership training and generation of wealth.
Jones & English, (2004)	<p>Entrepreneurship education is the combination of action oriented teaching which leads to experiential learning, project based learning, creativity, problem solving skill.</p> <p>Entrepreneurship education is defined as the process of providing concepts and skills to individuals and also provide sense of insight, self esteem and knowledge.</p> <p>Entrepreneurship education is all about formal education on informing, training and educating potential entrepreneurs for the creation of business. Entrepreneurship education is the teaching skills and improving innovative plans.</p>
Politis, (2005)	Entrepreneurship education is defined as a continuous process that helps in the development of startup knowledge and techniques how to manage the new ventures.
GEM, ( 2008)	Entrepreneurship education is defined as a broad term used for knowledge and skill building with the objective of entrepreneurship at each level of educational institutions.
Martinez <i>et al.</i> , (2010)	Entrepreneurship education is defined as knowledge and skill building at primary, secondary and tertiary level of educational institutions.

**1.3) Benefits of Entrepreneurship Education to Students:**

Entrepreneurship education provides benefits like development of business plan, higher earnings to self employed and improving economy (Ronstadt, 1987); (Charney and Libecap, 2000); (Robinson and Sexton, 1994).Through entrepreneurship education students can be taught how to identify business opportunities and be innovative (DeTienne and Chandler, 2004) ;(Kuratko, 2005).There are several benefits of entrepreneurship education to graduate and post graduate students.

**Table 2: Benefits of Entrepreneurship Education To Graduate and Post Graduate Students**

<b>Entrepreneurship Education in Graduation</b>	<b>Entrepreneurship Education in Post Graduation</b>
Introduction to career path	Networking with minded people
Opportunities of involving in Institutes and National enterprise awards	Definite and better business opportunities
Continuous performance assessment	Live practical exposure
Team Work	Focused on self learning
Interaction with potential entrepreneurs	Learning in campus incubator
Knowledge gained from passionate lecturers	Enhancing business management and operational skill
Connection with external agencies	Preparation of business plan
Attitude Changes in personal and career: Self importance and self confidence building, Self awareness ,Self management, learning approach ,Motivation ,Teamwork ,Interpersonal communications ,Problem solving ,Creativity	Knowledge of basic marketing and accounting skills
	Training of converting problems into opportunities

**2) Objective of the study:**

- To examine the various problems of entrepreneurship education faced by educational institutions.
- To study how entrepreneurship education affects students of educational institutions.
- To suggest measures for strengthening of startup through entrepreneurship education.

**3) Literature Review:**

**Table 3: Problems Faced By Entrepreneurship Education**

<b>Author (Year)</b>	<b>Findings</b>
Hamidon, (2015)	Entrepreneurship education needs commitment. Students and educators both find issues and problems towards entrepreneurship education. The student main objective is on academic grades and the challenge face is to choose between studies and business venture .
Katz, (2003)	He found that entrepreneurship education courses are inadequate among all educational levels.
Volery, (2004)	People think that entrepreneurship program is a learned phenomenon. Entrepreneurs are made and not born. They are created by their own experience, from influence of parents and role models in the process of growth. Entrepreneurs can be encouraged but cannot be taught.
Raichaudhuri, (2005); Shankar, (2012)	There is strong inclination of students towards entrepreneurship in India. Unfortunately entrepreneurship education has not earned the preferred courses among students of management. In many colleges of India entrepreneurship is taken as co-curricular program.
Matlay, (2008)	Qualitative research study was conducted to explore the impact of entrepreneurship education on entrepreneurial outcomes. The study concludes that need of graduates of entrepreneurship education does not match the result in terms of skill, attitude and knowledge of entrepreneurs.
Njoku, (2010)	Lack of functional curriculum, inadequate inspections of schools by superintending agency, linkages between public-private partnership is very low, poor vocational and technical education, limited faculties, poor vocational schools, development of open universities is slow, private institutions have poor laboratory facilities, lack of mechanism for quality control, strict legal framework and inadequate support for students.
Mutsuddi, (2012); Dutta, (2012)	Many institutions are offering management and technical education for entrepreneurship students known as E-cells or entrepreneurship cells but framework of entrepreneurial education is not satisfactory. The differences between developing and developed economies in context to entrepreneurial education is related with chronic scarcity,

	sensitivity on culture, lack of infrastructure, problems with socio political governance and no proper organized competition.
Shankar,(2012)	There are six problems of entrepreneurship teaching are: inadequate institutionalization, inadequate indigenous experience, inadequate trained and skilled teachers, difficulties with pedagogy, entrepreneurship education subject is not considered as core subject.
Chen, Hsiao, Chang, Chou, Chen, & Shen, (2015)	Many educational institutions are not having adequate infrastructure for entrepreneurship education. Various countries are working on improving infrastructure for entrepreneurship education to support business.

**Table 4: Entrepreneurial Education affects Students of Educational Institutions**

Author, (Year)	Findings
Bandura, (1986)	There is a connection between entrepreneurship education and entrepreneurial self efficacy. The study concludes that entrepreneurship education affects perception of individual towards starting new venture.
Gartner, (1990); Lack_eus, 2015)	Entrepreneurship education aims at personality development, self reliance, creativity, development of business, creation of new business and growth.
Johannisson, (1991)	Entrepreneurship education works on entrepreneurial skill, attitudes and knowledge development.
Donckels, (1991)	The role of entrepreneurship education increases entrepreneurship awareness in schools and universities for the skill and knowledge of entrepreneurs. The minority group entrepreneurs and owners of small firms has keen interest in formal training.
Hood and Young, (1993)	Entrepreneurship education develops the students in following areas skills, content, mentality, personality and behavior.
Krueger and Brazeal, (1994)	The education of universities has an effect on entrepreneurship. Entrepreneurship increases the socio-economic welfare. The environment of universities has a

	strong impact on the entrepreneurial spirit which increases the intentions of student to start business.
Harrison and Leitch (1994)	They highlighted the need of leadership research with entrepreneurship. Entrepreneurship education is all about leadership, transformation of organization and learning.
Boyd and Vozikis (1994); Dickson <i>et al.</i> ,(2008)	It is found that self-efficacy is closely associated with new venture creation. Self efficacy motivates individual to connect with activities of entrepreneurship.
Cho, (1998)	Entrepreneurial Education helps students in gaining experience and familiarity of industries, facing issues and challenges of educational activities, creating new opportunities for entrepreneurship and training provided also helps in starting their own business. Entrepreneurship education concentrates on developing and improving personal and technical skills of the students. Skills and Knowledge are the motivational driving force for creating new ventures.
Rae, (1997); Cheung, (2008)	Entrepreneurship education is all about creating new ventures and explain the ways of creating business plan. Technical knowledge is important but only technical knowledge is not sufficient for the success of entrepreneurs. Entrepreneurship education focuses on knowledge, attitudes and skills. In entrepreneurship education knowledge benefits the students because of formal education. Therefore, Entrepreneurship education focuses on students personal and professional development.
Venkataraman, (1997);Shane and Venkataraman (2000)	Entrepreneurship is an activity which includes generation and discovery of opportunities
Shane and Venkataraman, (2000); Albornoz <i>et al.</i> , (2011)	Many business schools focus on process of creation of new venture rather in helping students in creating new ventures. The exploring and identifying opportunities are one of the important elements of process of entrepreneurship. Most of students throughout their education do not have the intention of starting business. Entrepreneurship education should be made voluntary education than mandatory course of education.

Consortium for Entrepreneurship Education, (2001)	The entrepreneurship education contains (1) Basics (2) Competency Awareness (3) Creative Applications (4) Start-up 5) Growth. Basic, competency awareness and creative application deals with inculcating entrepreneurial qualities which help them in solving business problems efficiently and effectively.
Ibrahim and Soufani (2002)	They found that students who attend the entrepreneurship courses has high willingness to start their own business compared to those who do not attend the course. Training is significant to success of new venture.
Lutheje and Frank (2002)	There is a positive correlation between education and new venture. The objective of entrepreneurship education should motivate students towards self employment, they should be entrepreneurs rather just an employee. Entrepreneurship education develops risk taking, creativity, business and technical skills of students which are highly needed to start business.
Noel, (2002)	According to research conducted in USA a quantitative study focuses on impact of entrepreneurship training on entrepreneurial intentions and perception of self efficacy. The sample of 84 students of final year of management, entrepreneurship and from other discipline. All attended entrepreneurship training programme. They founded that final year students of entrepreneurship has more tendency towards becoming entrepreneur, entrepreneurial self-efficacy and entrepreneurial intentions.
Henry, Hill & Leitch, (2005)	Entrepreneurs learns an approach of innovation which enables individual in solving the problems and can become self reliant and creative.  They focus on skill development through innovativeness, inner control, leadership all these differentiates entrepreneurs from managers.

Junior Achievement Young Enterprise annual report (2006)	The objective of the entrepreneurship program is to teach and explain students how to use theory into practice and understand the concept of entrepreneurship. This programme helps the students in gaining confidence, enhancing creativity, spirit of teamwork
Fayolle, Gailly and Lassas-Clerc, (2006)	According to research conducted in France a quantitative study on impact of an entrepreneurial education programme on entrepreneurial intention of the student. Research found that entrepreneurial programme has a significant impact on entrepreneurial intention of student but not significant impact on behavioral control of students.
Redfort and Trigo, (2007)	Entrepreneurship education plays a significant role in promoting society towards entrepreneurship. Through entrepreneurship education mindset of students can be diverted towards creativity and career advancement. Basically it develops business and technical skill which helps in building successful entrepreneurial career. Universities should work in building bridge between potential entrepreneurs and business organizations. Seminars and workshop of universities can invite business professionals and academicians for delivering knowledge which helps in building networks of entrepreneurs.
Saini and Bhatia, (2007)	Student who received entrepreneurship training shows higher performance in terms of employment generation and high sales as compared to those who do not received training. Vision of entrepreneur with ability to see future is taken as higher quality.
Dickson, George, Solomon and Weaver (2008)	Qualitative Research study conducted in USA explore the connection between general education, definite forms of entrepreneurial education and different types of entrepreneurial activities. The major findings of the study was that there is a positive relationship between entrepreneurship education and individual choice to become an entrepreneur.
Jansen et al, (2015)	Entrepreneurship education should be taught in every university .Curricula of entrepreneurship education courses

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	<p>should consist of process to start a business, strategies of business growth, case studies and development of business plan. Universities should start the doctoral programs on entrepreneurship, establishing incubators in universities, setting students interdisciplinary team who shares the knowledge. At university level students can set the mind towards idea creation and innovations.</p>
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#### **4) Suggestions:**

- Syllabus of entrepreneurship program should be different from traditional program management education
- Entrepreneurship education courses should be developed on the basis of skill development which includes leadership, negotiation, creative thinking and education on development of new product.
- There is an urgent need to understand that entrepreneurship education is all about practical experience and not learning theories of business activities.
- Entrepreneurship education programme should focus on process rather on content, aspect of 'how to' should be given more importance than 'know what'.
- The objective of entrepreneurship education policies should help in creating entrepreneurial culture which helps potential entrepreneurs in finding opportunities. The entrepreneurship education policy should be made in consideration with women, minorities and youth in which entrepreneurs training should be given importance. In the development of entrepreneurial education central, state government, NGOs and industry plays an important role. Linkages between educational industry and stakeholders is also important. For the establishment of new ventures there should be self sustaining relationship between stakeholders and educational institutions. The role of entrepreneurial education should be from school education to university education. Importance of private institutions in entrepreneurship education cannot be ignored.
- Base of Entrepreneurship education is formal education providing knowledge to entrepreneurs. Private universities traditionally teach subject of entrepreneurship they should expose to opportunities of how they can set business and private universities should collaborate more with industry rather focus on research and teaching of entrepreneurship education. In developed countries entrepreneurship

education should be more action oriented and focus on doing by learning. Entrepreneurship Education program should be designed with different methods of teaching from business courses. In developing countries entrepreneurship education is popular in teaching in traditional way.

### **5) Conclusion:**

Entrepreneurship education is emerging as a discipline in educational institutions. Entrepreneurs has a significant role in the economic development of the country. Entrepreneurs are the one who can generate employment for himself and also for others. To promote entrepreneurs various researches has being done on entrepreneurship, entrepreneurship education and in small and medium enterprises in India. But research has not being done on the impact of entrepreneurship education on start-ups. The study has shown that entrepreneurship education has changed the mindset of the students, but now students want to become job generator rather job seekers. Entrepreneurship education has provided the essential change in research and teaching process. There is an urgent need to improve the curriculum by changing according to market conditions and transferring to practical teaching rather on theoretical teaching so that employment opportunities can be increased. Students should contact to experienced entrepreneurs rather just depending on teachers.

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