

Entrepreneurship Education in India: Emerging Trends and Concerns

H. Ramakrishna H Hulugappa*

Abstract

The age-old way of class room teaching is gradually washing out. Because of enforcement of globalization, the pyramid of education (from elementary to university) needs to be modified. In order to expect and face the uncertainties and business cycles well in advance, there is a need of transformation of century old traditional class room based teaching to entrepreneurial, industry-institutional interactive and innovative industry-institutional linkage (Chinese Model). India is one of the globalization forcing the countries in this regard. Instead of blaming the structure and working of WTO and globalization, how best we can produce the market goods, and how best we are preparing Indian HR with entrepreneurial skills, presently is the need of the hour. A successful entrepreneur can safeguard the several numbers of employees and create newer jobs in to the market. Thus, the paper focus on the need of entrepreneurial based education and implementation of such skills in India.

Keywords: Globalization, Entrepreneurial, Human Resource, Education, Entrepreneurship

Introduction

Education has long been regarded as one of the primary components of poverty reduction efforts and overall social development and many governments are setting specific national educational goals, including gender related targets. International Labour Organization (ILO) stated that, “The economic investment of governments in

education and training will be wasted if young people do not move into productive jobs that enable them to pay taxes and support public services (ILO Report, 2006-07). European commission on entrepreneurship education that, “Entrepreneurship education and training are the two driving forces behind the phenomenon of entrepreneurship and small business development that generates the relevant entrepreneurial attitude, competencies and skills”.

Globalization has paved the way for proliferation of many entrepreneurial and managerial based institutions across the globe. This has been recognized in the article of Ehlen (2001) that a small business will create majority of jobs compared to the big business houses. In the traditional system of education, the students are inevitably stuck on the outdated method of teaching. As a result, students do not get an entrepreneurial education and exposure in the competitive world.

Entrepreneurship and innovation are rapidly being recognized as the important economic drivers across the globe. Thus, created greater demand for imparting entrepreneurship education worldwide including India. The word “entrepreneur” and “entrepreneurship” are generally attributed to Richard Cantillon for coining the word in his essay entitled “*Essay Sur la Nature du Commerce en General* (translated as “*Essay on the Nature of Trade*”) which was written in 1732 and published posthumously in 1755. The terms are derived from French “*entreprendre*” which is translated as meaning “*to undertake*” (Mason, 2011).

The Globalization is expecting more than what the developing nations are wiring with advanced countries.

* Department of PG Studies in Commerce Smt.Saraladevi Satischandra Agarwal Government First Grade college, Bellary, Karnataka, India. Email-is: ppgov2-cce-kabl@kar.nic.in

Innovations and inventions in the areas like marketing, finance, logistics are common phenomenon across the globe. Students exchanging programmes, adoption of curriculum from Western Universities, international mobility of human resource etc. are the part of globalization. Obtaining Entrepreneurship education and training methods are the primary conditions to become a successful entrepreneur. Because of the creation of substantial jobs by an entrepreneur, there is a great concern for imparting entrepreneurship education in the academic institutions in India.

The Report of National Knowledge Commission on Entrepreneurship (2008), Government of India observed on the reasons for motivational factors to become entrepreneur discloses that independence and family backgrounds play dominant role (21% each) followed by idea driven (18%), and lastly dream desire (10%). The Region-wise factors states that The most significant motivating trigger for Entrepreneurship was found to be wide ranging across regions – from ‘family background’ being the prime trigger in Ahmadabad and Kolkata (38% & 28% respectively) to ‘market opportunity’ serving as the most important motivator in Bangalore (26%). The study found that ‘independence’ is the most powerful motivator for the first-generation entrepreneur. The NKC study found that ‘market opportunity’ has become an increasingly significant motivating trigger since the economic liberalization gathered momentum. Predictably, ‘family background’ is the prime motivating factor among the second generation, whether in the same family business (74%) or in a different one (34%), though the extent to which it serves as a motivation trigger varies significantly. An overwhelming 99.4% of the entrepreneurs said they do not want to be in a routine job, signifying that they are satisfied with their vocation and do not regret their initial decision to become entrepreneurs.

Statement of the Problem

India is one among the emerging economies. Its natural resources, availability of skilled human resource at cheapest rate, knowledge centers, IT & BT centers, banking sector, and well regulated capital and money market has attracted many MNCs to the country. At the same time, the population of India is growing fast. Due to irregularity of monsoon, less attention on irrigation projects, least diversion of funds for agricultural related research activities has resulted into the drastic decrease

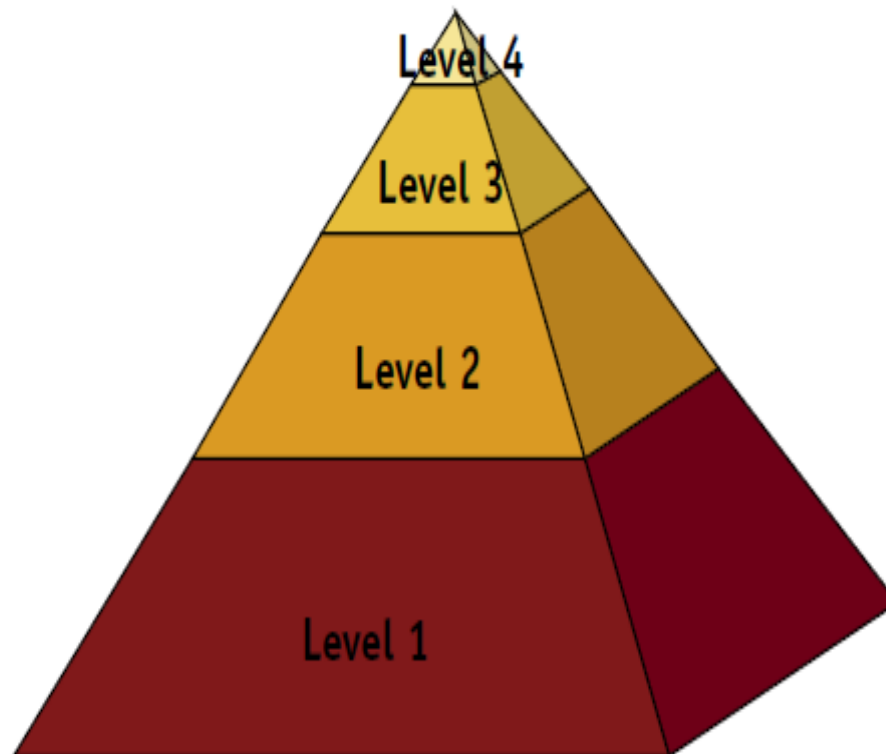
in agriculture production. Thus, it is difficult to meet the food problem of the growing population of India. Since, the multi-cultural composition, it is very difficult to bring the family planning programmes in India whereas in China it has adopted one child policy successfully and this has resulted in to accommodation of more HR into the business and entrepreneurial sector. Trade and Commerce sector is the largest one which accommodates more number of Human Resource. Thus, there is a need of inculcation of entrepreneurial and business skills among the youth in order to become a part of a trade and commerce segment. Thus, there is a need of studying entrepreneurial and business related education prevailing in India and its pros and cons in detail.

Literature Review: The Theoretical Background of Entrepreneurship

Defining Education

Education is a product of experience. It is a process through which the experience of race, i.e., knowledge, skills and attitudes are transmitted to the members of the community. Education is often regarded as learning. It is acquired through experience of any sort-intellectual, emotional or sensor motor. Education proceeds from birth to death and the school is the not only agency that imparts education because child also learns things from various sources like home, media, peer group, environment etc. Life involves a constant and continuous modification of experience. Ideas change and attitudes and skills undergo an alteration. The aim of education has varied from race to race and generation to generation but the main point of emphasis has always been on the mental and physical growth of the individual (Sampath et al., 1995).

UNESCO Inter-Regional seminar on promoting Entrepreneurship Education (2008) defined as “Entrepreneurship Education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing students’ ability to anticipate and respond to societal needs. The definition of Entrepreneurship Education for developed countries it is a creativity, innovation and thinking outside the box whereas for the developing countries it is a way to develop positive attitude towards Entrepreneurship and self-employment. Entrepreneurship Education is education and training which allows students

Figure 1 Entrepreneurship Pyramid

to develop and use their creativity, to take initiatives, responsibility and risks.

The important aims and objectives of Entrepreneurship Education are:

1. Vocational/Technological education be tightly tagged with Entrepreneurship Education.
2. Encouraging/nurturing of Entrepreneurship Education qualities need to be developed to become an entrepreneur.
3. Awareness about Entrepreneurship Education to exhibit as an ultimate survival Strategy and viable and realistic option for carrier development.
4. The promotional methods should influence the decision makers to give more attention to Entrepreneurship Education.
5. To develop innovative qualities among the youths.
6. Creation of Entrepreneurship Education and the scope of that education should not be limited to earn bread and butter for himself instead should become a successful entrepreneur.

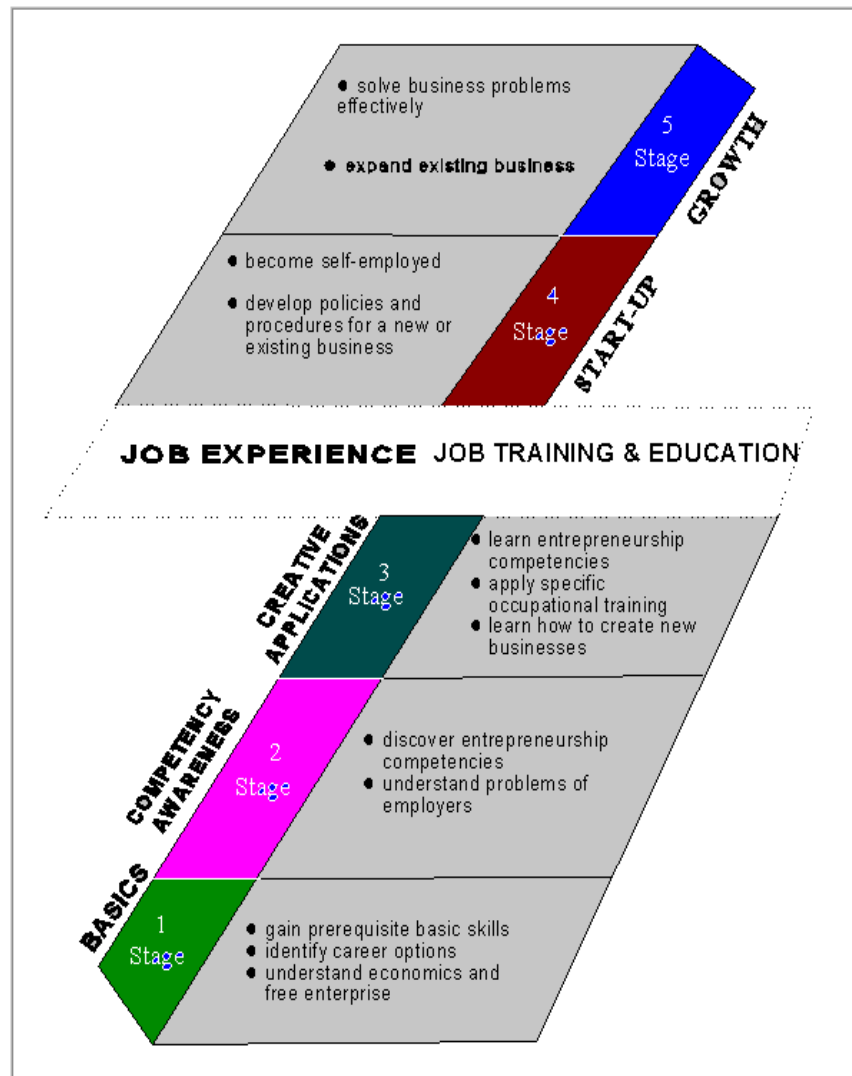
The Concept of Entrepreneurship Education:

“The best employer in the world over will be looking for the most competent, most creative and most innovative. People on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for top professionals and managers but up and down the length and breadth of the workforce. Those countries that produce the most important new products and services can capture a premium in the world markets that will enable them to pay high wages to their citizens” *The New Commission on the Skills of the American Workforce, National Centre on Education and the economy 2007*).

Entrepreneurship Education

Entrepreneurship is an area of study that is centered on dealing with ambiguity, uncertainty and complexity. Shane and Venkataramanan (2000) suggest that entrepreneurial ventures are started by individuals with a high degree of tolerance for ambiguity. In recent Envick, Madison &

Figure 2 Stages of Entrepreneurship Training



Source: Consortium for Entrepreneurship Education (2004)

Priesmeyer (2003) present a cross-course project model that employs the contents of one course to help teach the learning objectives of another course in an effort to remedy the deficiencies of traditional courses and by creating situations where students are forced to deal with uncertainty and ambiguity.

‘Entrepreneurship is the professional application of knowledge, skills and competencies and/or monetizing a new idea, by an individual or a set of people by launching an enterprise *de novo* or diversifying from an existing one (distinct from seeking self employment as in a profession or trade), thus to pursue growth while generating wealth, employment and social good’.

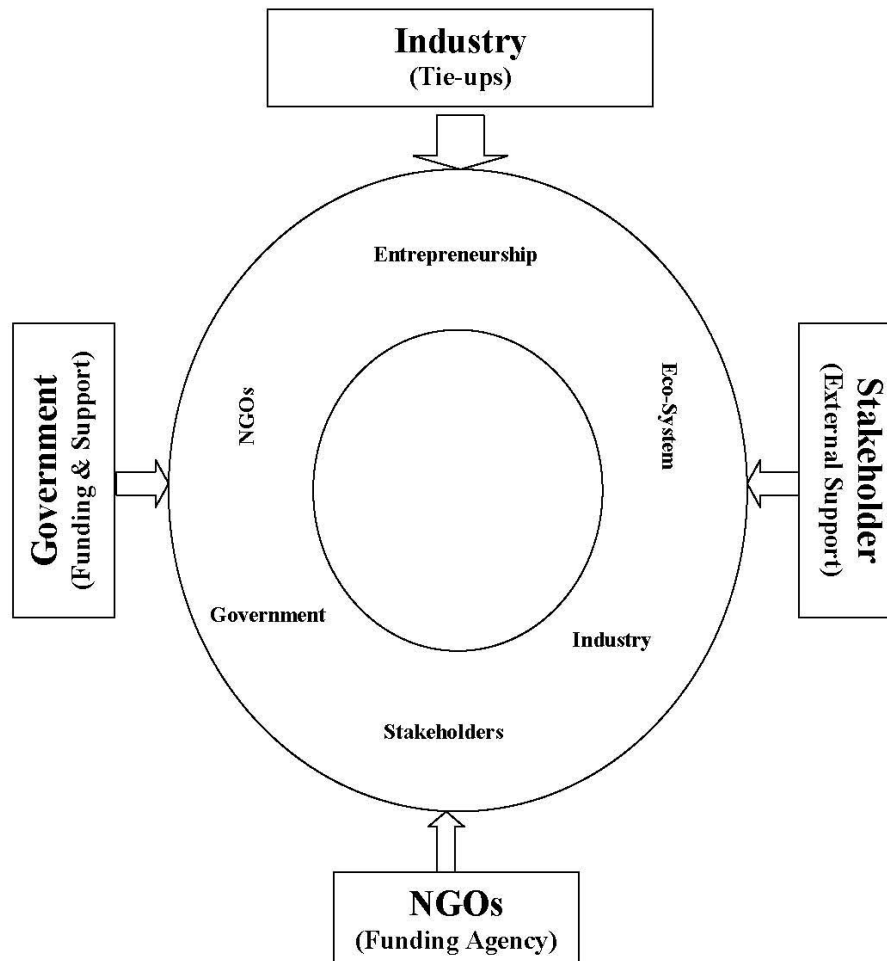
The Entrepreneurship ‘Pyramid’ in India (in terms of sectors and numbers of people engaged) is made up of the following

- *Level 1:* Agriculture and other activities: Crop production, Plantation, Forestry, Livestock, Fishing, Mining and Quarrying.
- *Level 2:* Trading services: Wholesale and retail trade; Hotels and restaurants
- *Level 3:* Old economy or traditional sectors: Manufacturing, Electricity, Gas and Water supply.
- *Level 4:* Emerging sectors (including knowledge intensive sectors): IT, Finance, Insurance and Business services, Construction, Community, Social

Table 1 Types of Training Skills

Motivation	Entrepreneurial Skills	Business Skills
<ul style="list-style-type: none"> • Need for Achievement 	<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Management/Leadership
<ul style="list-style-type: none"> • Ability to Inspire Expectations of the Higher Achiever 	<ul style="list-style-type: none"> • Innovation 	<ul style="list-style-type: none"> • Business Plans
<ul style="list-style-type: none"> • Obstacles or Blocks 	<ul style="list-style-type: none"> • Ability to Take Risks 	<ul style="list-style-type: none"> • Financial Skills
<ul style="list-style-type: none"> • Help 	<ul style="list-style-type: none"> • Ability to Identify Opportunities 	<ul style="list-style-type: none"> • Marketing Skills
<ul style="list-style-type: none"> • Reactions to Success or Failure 	<ul style="list-style-type: none"> • Ability to have a Vision for Growth 	<ul style="list-style-type: none"> • Operational Skills
	<ul style="list-style-type: none"> • Interpret Successful Entrepreneurial Role Models 	<ul style="list-style-type: none"> • HR Skills

Figure 3 The 21st Century Model of Entrepreneurship Education



& Personal Services, Supply Chain, Transport-Storage-Communications etc.

Lutheje and Frank (2002) have observed that a positive correlation exist between education and business creation.

The Consortium for Entrepreneurship Education (2004) highlights that the entrepreneurship education must contain five stages as shown in the figure-02 as: (1) Basics (2) Competency Awareness (3) Creative Applications (4) Start-up 5) Growth.

Figure 02 discloses that the newly entrepreneur will learn the business environment and will try to inculcate the entrepreneurial qualities (from stage 01 to 03); moreover in the start-up during the growth stage, he will become self-employed and he will solve the business problems and decisions efficiently and effectively on his own.

In the European Union (EU, 2002) the objective of teaching include raising students awareness of self-employment as a career option (the message is about one can become not only an employee, but also a entrepreneur); promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk-taking, and responsibility; and providing the technical and business skills that are needed in order to start a new venture.

In another study Ladzani and Van Vuuren (2002) have identified the three types of training skills required to become a successful entrepreneur. As shown in table-01

The Report of National Knowledge Commission on Entrepreneurship (2008), Government of India observed the linkages between Education, Innovation and Entrepreneurship the high level growth of an entrepreneur depends upon the quality of education imparting in the institutions, the innovative qualities implied or expressed and conversion of the traditional education system to the market oriented and commercial.

The Role of NGOs in Promotion of Entrepreneurship Education

NGOs plays a dominant role in promoting entrepreneurship education. The economic conditions of most the developing nations will be shaped by the NGOs and Transnational Corporations (TNC). In case of India, for example, NGOs are involved with Small Business Management (SBM) while Entrepreneurship Development Institute of India (EDII) promotes it through training and other activities development like employment generation and poverty alleviation (Dana, 2001). In some countries, NGOs even create training and other activities and also teaching and learning models. The involvement of NGOs in the creation of entrepreneurship atmosphere will help the economically weaker section of the society to take active participation in job related activities. Moreover these NGOs can assist such fellows to take entrepreneurial activities in a drastic manner.

The Role of Governments in Promotion of Entrepreneurship Education:

The Central, State and Local Government play a vital role in implementation of education policies of a nation. The diversion of required fund for the development of educational research centers, teacher training institutes, entrepreneurship development cells will be decided by the concerned Governments. The development of skills, tactics, risk taking, capacity building abilities and the development of human resource for 21st century is the risk of concerned Governments from gross root levels.

The Role of Stakeholders in Promotion of Entrepreneurship Education:

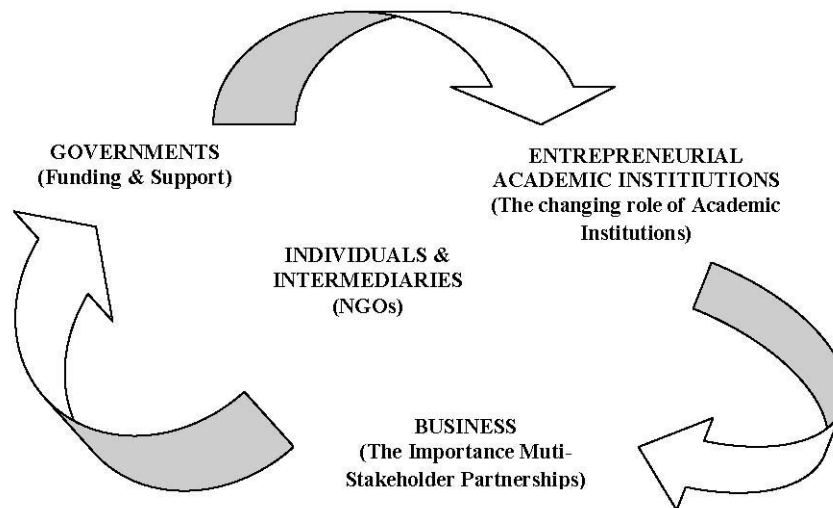
The Stakeholders like parents and society should take active participation in the development of entrepreneurial education. Thus, stakeholders can have freehand in extension of funds to the institutions offering entrepreneurial education. The stakeholders will have supremacy in deciding the scope of entrepreneurial education institutions.

The Role of Industry in Promotion of Entrepreneurship Education:

The Industry tie-ups with educational institutions offering entrepreneurial education are the part and parcel of the system. Industry should send their representatives to the institutions to monitor and suggest the needed curriculum and the development of entrepreneurial skills among the students.

The 21st Century Model of Entrepreneurship Education:

As per the UNCTAD (2010) the ultimate objective of entrepreneurship education policies should facilitate for the creation of entrepreneurial culture which in turn help potential entrepreneurs to identify and pursue opportunities. The entrepreneurship education policy should include the particular segment of people for example, women, youth, minorities etc. in which entrepreneur training should have a significant impact. At the same time development of a proper atmosphere for the entrepreneurial education is needed. The state, central as

Figure 4 UNCTAD's Entrepreneurial Eco-System

well as the NGOs, and industry should play a prominent role in bringing entrepreneurial education into practice. A regular and continuous interaction between institution and industry and stakeholders will achieve such necessities. Therefore self sustaining relationships with institutions, stakeholders that work together can achieve the entrepreneurial ventures. The atmosphere entrepreneurial and business education should emerge from elementary to the university level of education. At the same time, the role of private sector cannot be ignored. Thus the stakeholders, institution, industry, society in general and the knowledge mentors have to put their effort in creation of an entrepreneurial education from the gross root level.

The UNCTAD Eco-System Figure: 04 will explain about the role of stakeholders, Government and institution in the establishment of entrepreneurial and business back grounded curriculum system.

Fig 04. explains that Entrepreneurial eco-system of mutually is beneficial and self-sustaining relationships involving institutions, people and process working together with the goal of creating entrepreneurial ventures. The different stakeholders will take the responsibility in the development of human capital and critical talent, public private partnership, multiple sources of innovation (UNCTAD, 2011).

Objectives of the Study

The following objectives have been set for the study:

1. To know the Entrepreneurship and Business Education in general.
2. To understand the existing entrepreneurship related education in India.
3. To study the challenges for entrepreneurship education and
4. To offer some strategies to implement entrepreneurship education with least barriers.

Research Methodology

The present study is based on secondary data. The data obtained from globally reputed journals related on entrepreneurship like Journal of Global Entrepreneurship, Journal of Small Business Management, International Journal of Entrepreneurship Education, Entrepreneurship Theory & Practice, Government of India's report on Entrepreneurship etc. The information has also been obtained from Business Education and Entrepreneurship related websites through online.

Entrepreneurship Education in India: Current Status and Challenges - A Critical Analysis

Entrepreneurship Development in India has a long history. The prime aim of Government of India in this regard is to motivate and strengthen the entrepreneurial and business skills, qualities and capabilities among the youths in

order to take up business units on their own. The notable institutions like Small Industrial Development Bank of India (SIDBI) is working for the long time to inculcate entrepreneurship qualities among the youths apart from extending financial assistance to the youth community of India.

It is pointed out that, a number of educated university graduates lack requisite skills for employment in India or global market. At the same time, there are secondary graduates who are in search of employable skills rather than joining degree programmes in the colleges. To promote skill based education in the post-secondary phase, there is a need for integration of the vocational education, training and general education in all types of education and training” (Report to the People on Education, Ministry of HRD, GOI, March 2012, pp.40-67)

India is a home for globally reputed institutions. The institutions, offering education to the door steps of poor and depressed classes. The institutions in India offering education in various subjects including entrepreneurship development. The globally reputed institutions working in India such as All IIMs (these IIMs carries out international collaboration projects). The IIMs in India have industry and educational tie-ups, students exchange programmes, case study discussions with the globally reputed institutions like London Business School, the Ewing Marion Kaufmann Foundation, Babson College, Yale Universities, Yale Entrepreneurship Society (YES) etc.,. More than 100 Departments of Universities in India offer courses in Entrepreneurship. Institute for Public Enterprise (IPE), Hyderabad, Indian School of Business (ISB), Hyderabad have equipped students with skills, knowledge and instructors are also equipped with business experiences. Moreover these organizations are working on non-profit basis.

Apart from these some institutions which are working for the up-liftment of poor from rural area, Society for Innovation & Development, Technology Business Incubation Unit, New Delhi are the notable ones. In NKC (2008) study has found that entrepreneurship flourishes as a result of a combined input of some triggers such as:

1. Favorable Business Environment
2. Access to Early Stage Finance
3. Education
4. Individual Motivation

5. Socio-Cultural Factors

Thus, in order to achieve the accelerated economic growth, the HR with Entrepreneurship qualities and skills are needed. To achieve these we should not neglect the role of Government, education institutions, favourable policies, support of stakeholders, industry-academic linkages, tie-ups with Chamber of Commerce and Industry, Federation of Indian Chamber of Commerce & Industry (FICCI), Associated Chamber of Commerce & Industry of India (ASSOCHAM), Confederation of Indian Industry (CII), Progress-Harmony-Development (PHD), Chamber of Commerce & Industry New Delhi and the society at large.

Challenges

Mere imparting entrepreneurial education from gross root level to the university is useless so the Government has to take an initiation to create a good and favorable business environment for the prospective entrepreneurs. Since, India consists of multi-cultural segment and people have a positive attitude towards the Government jobs rather than establishing the new ventures. The reasons are many and countless. The important ones are:

Entry and Exit Hurdles

The time and cost factors are highly negligible in India. The entry and exist norms are also rigid and tedious in India. If we observe the entry norms it gives a wonderful picture. The World Bank’s ‘Doing Business in India -2012 Report’ exhibits that minimum 21 days required to start a business with 34 procedures and the entrepreneur has to fulfill all these norms in 227 days, even in case of property registration also minimum 44 days are required to complete 5 procedures whereas 5 days are enough to start a business in USA and just 2 days in Australia and even in the neighboring countries like Pakistan, Nepal minimum bureaucratic norms are there to start a business. The fact sheet provides the recent data with regard to doing business in India with all procedures and rules systematically. (Fact sheet gives more information)

Entrepreneurship Education

The entrepreneurship education available in India through the reputed institutions is unaffordable whereas the Government institutions offering entrepreneurial

education with traditional systems and methods. Thus, the prospective entrepreneurs have less confidence over their enterprises. This has resulted into shifting from enterprise to enterprise.

FACT SHEET	
Starting a business	: 12 procedures; 29 days
Dealing with licenses	: 34 procedures; 227 days
Registering property	: 5 procedures; 44 days
Paying taxes	: 33 payments per year; 254 hours per year; Total Tax Rate 61.8% of Profit
Trading Across Boarder	: Export 8 documents; 16 days
Import	: 9 documents; 20 days
Enforcing contracts	: 46 procedures; 1420 days
Closing a business	: 7 years; recovery rate 20.1%

Source: Doing Business in India (2012), World Bank-IFC

Indian EDP System

The Entrepreneurial Education System in India is offering mainly through occasional courses, vocational courses, for rural poor with an aim of self sustaining unemployed. Even this type of education is offered through the District Industry Center (DIC), Rural Development and Self Employment Training Institute (RUDSET).

Lesson from China

As per UNCTAD Report-2010, the China Government started giving attention to the development of Small and Medium Enterprises (SMEs) in the late 1990s. The report also discloses that some MBA lecturers from China who were trained abroad came into contact with entrepreneurial education in the developed countries. They are back to China and taught similar types of programmes in China. This has resulted into employment pressure on university graduates. In China, awareness about the entrepreneurship education is more among the undergraduate students. The local and central Governments of China have a habit of giving incentives to student entrepreneurs. Yet another peculiarity of entrepreneurial education in China is many universities have their own incubator for the students' start-ups. Incubators are also available for youths. These incubators setup by the Government organizations and offer services to entrepreneurs at favorable prices. Apart

from this, a good support is getting from the stakeholders to start enterprises.

The UNCTAD Report also states that the Indian entrepreneurial culture is totally different from China. Chinese entrepreneurs have more spirit and take risks and also entrepreneurs are highly respected in Chinese society. The majority of the newly entered entrepreneurs have no family business backgrounds. But, the youths enter into enterprises without entrepreneurship knowledge or these newly entered entrepreneurs may be denied from entrepreneurship education because of illiteracy of the entrepreneurs.

To Become Entrepreneurs

The NKC Report (2008) states that the gradual increments in the MBA and other Post-Graduates in brining entrepreneurial ventures correspondence decrease in the Under Graduate young youths. This indicates that there is a drastic increase in the acceptance of entrepreneurial education by the MBA graduates.

Government of India's efforts in the development of skill and employability:

1. The national vocational education qualifications framework:

Through this program, the government has made a framework for linking various qualifications and setting common principles and guidelines to address the issue of skill shortage in various sectors. The important concepts to be noted here is that the technical/entrepreneurial related education should be continuing one.

2. Public Private Partnership to promote vocational education:

IITs are in frontline in meeting the challenges of Indian IT industry. At the same time, it is very difficult to government to meet the expenditure in this connection. Thus, the GOI has approved 20 new IITs on PPP basis. The uniqueness of this proposal is the partners in this programme like Ministry of HRD, host state governments should take equal responsibility of establishing IITs. The project is targeted to be completed in nine years i.e., from 2011-12 to 2019-20.

3. Submission on polytechnics under coordinated action for skill development: Government of India is providing financial assistance to the state/UT gov-

Table 2 Number of Centrally Funded Institutions of Technical and Sciences Education

Sl.no	Centrally Funded Institutions	Number of Institutions
1	Indian Institutes of Technology(IITs)	15
2	Indian Institutes of Management(IIMs)	11
3	Indian Institutes of Science(IISc)	01
4	Indian Institutes of Science Education and Research(IISERs)	05
5	National Institutes of Technology(NITs)	30
6	Indian Institute of Information Technology (IIITs)	20(proposed)
7	National Institutes of Technical Teachers Training and Research(NITTRs)	04
8	Other institutes of technology including Schools of planning and Architecture(SPA-3)	09
Total		79

Source: Report to the People on Education 2010-11, Ministry of HRD, GOI, P.45 Table 8

ernments. The finance is limited to Rs.12.30 crore per polytechnic in the un-served districts. Government also providing 100% recurring expenditure and non-recurring expenditure beyond Rs.12.30 crore. Apart from this, GOI also provides financial assistance for 500 existing Diploma level public funded polytechnics for the purpose of replacement of old and obsolete equipments, introduction of new Diploma courses. Totally, 500 polytechnics have been provided financial assistance of Rs.167.50 crores under this scheme till 30-11-2011 (Source: Report to the People on Education, 2011 Ministry of HRD, GOI, p.66).

4. Efforts to increase enrolment of girl students

In order to enhance women enrolment, the government is spending Rs.1.00 core for the construction of women's hostels in polytechnic.

5. Scheme of Community Development Through Polytechnics (CDTP):

This schemes is aims at providing non-formal, short-term employment oriented skill development programmes through AICTE approved Polytechnics to various people like rural, unorganized and disadvantaged sections of the society.

Scenario of Technical Education in India:

In order to control and monitor the technical education in India, there are two apex level councils are working viz:

1. AICTE

2. Boards of Apprenticeship Training(BOAT)

Apart from this, the National Board of Accreditation (NBA) was set- up in 1994 to award accreditation status to programs.

Table 02 explains the number of Technical institutions operating in India

1. Technical Education Quality Improvement Program(TEQIP) assisted by the world bank:

World Bank assisted Technical Education Quality Improvement Program(TEQIP) is in existence from the year 2010-11. The scheme is focusing on two components viz

1. Improving quality of Technical education and
2. Improving systems management

AICTE newly introduced a single window system for speed process of applications for the establishment of Technical institutions in India.

Suggestions

The following suggestions have been made to improve the entrepreneurial education in India:

Figure 05 states that the model of entrepreneurship education to combat poverty reduction of economically weaker sections of the society. The first two stages disclose that, the need for harmony and coordination of school education and entrepreneurship education. This is possible only with the support of the following elements:

Figure:5 A Model of Entrepreneurship education to combat poverty reduction of economically weaker sections of the society

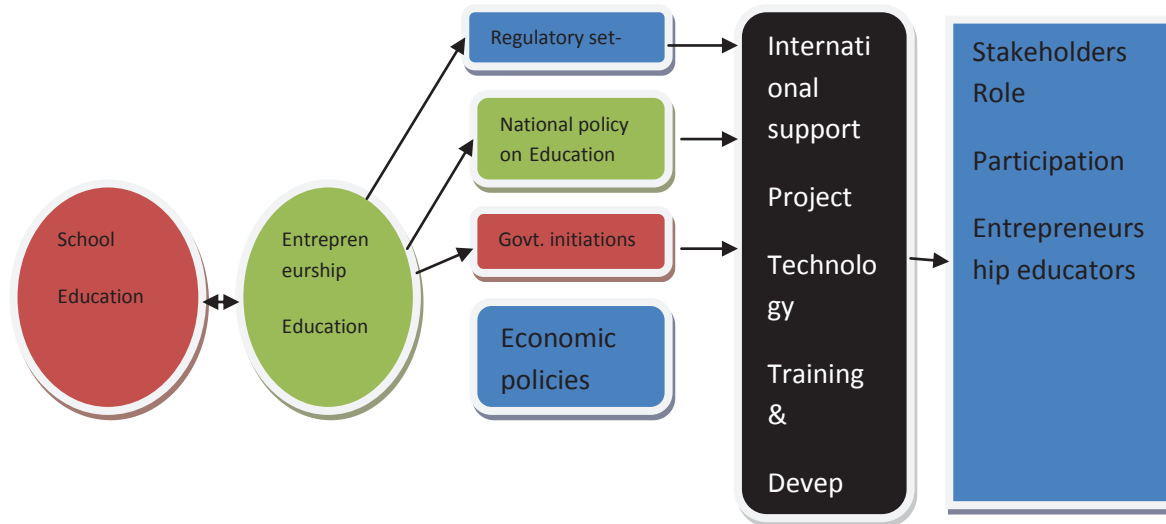
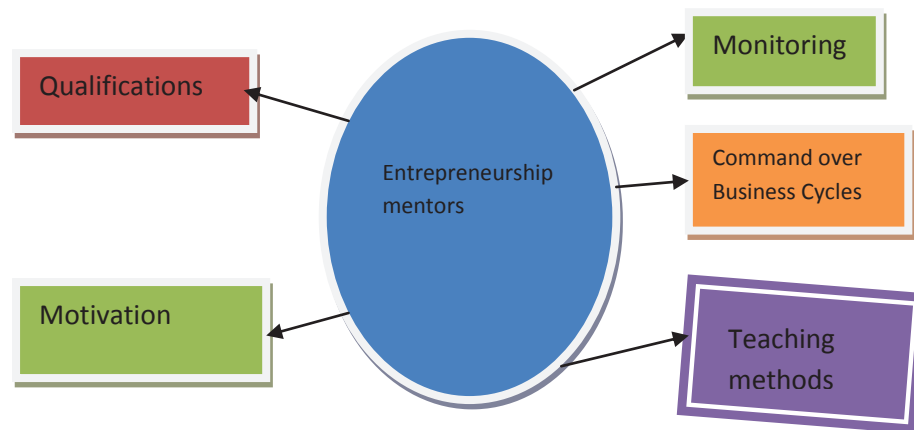


Figure 6 Dimensions of Entrepreneurship mentors



Source: World Economic Forum, 2009

1. Regulatory set-up
2. National policy on Education
3. Government initiation
4. Economic policy of the country
5. Stake holders

Government should frame regulatory set-up in order to bring harmony between school education and entrepreneurship education. The national policy on education need to be overhauled in this direction. Moreover, the economic policies of the state governments also focus on this issue. But, without the support and active participation of stakeholders in this saga, it is impossible

to achieve this target. Sometimes, it may happen to with international support for the implementation of the project to invite technology, training and development.

Figure 06. speaks on the dimensions of entrepreneurship education. The entrepreneurship mentors should be motivator and monitor the situation. Above all, he should have a capacity to assume the business cycles very easily.

Strategies with regard to recruitment and training of Entrepreneurship Mentors:

1. Entrepreneurship Mentors

Entrepreneurship Mentors are the central organs of the entrepreneurship education. They should be an effective and efficient knowledge persons in the following areas:

- Should have entrepreneurial skills
- Effective teaching
- Training in entrepreneurship education
- No gaps should be between theory and practice
- Able to understand business cycles easily
- Should be motivated, leader and have knowledge and sharing person

Curriculum Related Issues

Curriculum is the base on which the entrepreneurship education is being built. While preparing the Curriculum for the entrepreneurship education, the following points should be noted down:

- Should provide long-run vision for the aspirants
- Entrepreneurship education should be made compulsory for all the courses
- Curriculum should be employment oriented
- Barriers and hurdles while framing the curriculum should be chalked out and resolved by the experts
- The curriculum should be modified from time to time as per the need of the business world.

Role of Stakeholders

The entire entrepreneurship education is depended upon the stakeholders such as parents, NGOs, reaction of the society, local, central as well as the state governments. Thus, the stakeholders involvement in recruitment of entrepreneurship education mentors, formation and development of curriculum etc., are needed to give identification.

Apart from observing the various dimensions of entrepreneurship education and strategies regarding to recruitment and training of entrepreneurship mentors, the following suggestions will also enable to improve the entrepreneurship education in India.

1. In order to reduce the hurdles related to the entry and exit norms, the existing Single Window Scheme (SWS) should work in a transparent and meaningful manner.

2. To Support the business environment, the concerned State Governments should introduce a common and single application for all clearances.
3. The introduction of flexible labour laws will help a prospective entrepreneur to play freely at least in SEZs.
4. A strict and stringent regulation with regard to assistance for newly entered entrepreneur with concessions and benefits can motivate the aspirants.
5. The Government should take initiation to establish entrepreneurship related courses starting from schooling level up to the University level.
6. The Universities and the Government should have industry tie-ups with the entrepreneurship courses in order to accommodate the fresh students who have completed entrepreneurship education.
7. The University and the Government should make mandatory to insert entrepreneurship education subject as a part of curriculum for all courses.
8. There should be industry interaction with the institutions offering entrepreneurial education in rural areas.
9. The quality of education mentors should be guaranteed i.e., the Human Resource sharing entrepreneurship should be highly qualified and he should able to expect business cycles easily and impart risk taking ability, motivation, self awareness, self confidence among the students.
10. The Universities should take the responsibility of establishment of commercial enterprises with an aim to involve students in business related activities. So that the students will familiar with the business cycles and market and finance related issues.
11. There is a need of specialized entrepreneurship colleges at UG and PG levels.
12. Entrepreneurship culture should be developed in India by using media, creation of literature, promotional methods, case studies, success stories with a long-term vision.
13. Most of the states Governments in India are suffering from financial constraints for the development of entrepreneurial education. Thus, the Public Private Partnership (PPP) mode of investment in this regard is more useful to create and improve existing infrastructure, with coordination from concerned ministries.

14. The entrepreneurship education must be based on skill build courses, negotiation, leadership, new product development, creative thinking, and exposure to technology innovation. The following are the useful learning tools we can make use in colleges and universities for the development of *Entrepreneurial Education (EE)*.

- Problems in the establishment of units/enterprises
- Discussion of case studies in the class rooms
- Industry visits
- Interaction with a successful entrepreneur
- Curriculum linkages with industry
- Interaction with entrepreneurship consultants
- Inviting a successful or failure entrepreneur regularly for discussion and interactions in order to share their experiences.

The National Knowledge Commission Report (2008) on '*Entrepreneurship in India*' has made certain observations on the role of Chamber of Commerce/Industrial associations and the educational institutions/R & D centers to improve entrepreneurship education in India.

The important ones are:

- The industry associations such as Chamber of Commerce and Industry, Federation of Indian Chamber of Commerce & Industry (FICCI), Associated Chamber of Commerce & Industry of India (ASSOCHAM), Confederation of Indian Industry (CII), Progress-Harmony-Development Chamber of Commerce & Industry (PHD) need to take active steps to conduct regular entrepreneurial meetings, discussions with young entrepreneurs, creation of network of entrepreneurship and providing platforms for newly entered entrepreneurs for discussions.
- The educational institutions should take the risk of developing pedagogy, curricula, learning methods, case studies, encouragement of critical and lateral thinking and greater linkage between theory and practice.
- The education institutions should also encourage student led entrepreneurial activities with active stakeholders participation in enterprise melas, marketing fairs, financial exhibitions

- Setting up of enterprises research centers in Universities and such centers should have constant contact with industry associations.

Conclusion

The Globalization is expecting the education from the developing countries in such a way that the Human Resource should able to understand the concepts of business cycles which should be easily expected the business cycles. Mass production and mass consumption is another feature of globalization process. The international mobility of Human Resource with skills and knowledge is also the part of globalization. Thus, the traditional education systems of countries like India need to be overhauled to the needs of globalization. Thus, India needs to go with entrepreneurial based education system which is an inevitable in order to create more jobs for the growing population. The long-term impact of entrepreneurship education certainly gives fruitful results by way of sustaining economic growth, reducing poverty and the creation of more employment. Therefore, the country like India should have an open mind in allocation of funds for entrepreneurship education, establishment of scientific and R & D institutions and developing ability to absorb the technologies offered by the countries. The educational system in 21st century is more interdisciplinary oriented and this has forced the countries like India to adopt entrepreneurship education in colleges and Universities inevitably.

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End Notes

1. The Knowledge Commission of India:

The National Knowledge Commission is a high-level advisory body to the Prime Minister of India, with the objective of transforming India into a knowledge society. In its endeavor to transform the knowledge landscape of the country, the National Knowledge Commission has submitted around 300 recommendations on 27 focus areas during its three and a half year term. While the term of the NKC has come to an end, the implementation of NKC's recommendations is currently underway at the Central and State levels. The ability of a nation to use and create knowledge capital determines its capacity to empower

and enable its citizens by increasing human capabilities. In the next few decades, India will have the largest set of young people in the world. Following a knowledge-oriented paradigm of development would enable India to leverage this demographic advantage. In the words of our Prime Minister, "The time has come to create a second wave of institution building and of excellence in the field of education, research and capability building so that we are better prepared for the 21st century." With this broad task in mind, the National Knowledge Commission (NKC) was constituted on 13th June 2005 with a time-frame of three years, from 2nd October 2005 to 2nd October 2008. As a high-level advisory body to the Prime Minister of India, the National Knowledge Commission has been given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry, e-governance etc. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services are core concerns of the commission.

2. The Report to the People on Education, 2011:

Report to the People on Education 2010-11, in continuation to the Report 2009-10, presents the initiatives undertaken and progress in Education sector during the last one year. It highlights the priority areas and ongoing efforts of the Central Government for expansion and improvement of education. The Report to the People on Education brings forth the issues and strategies falling under the mandate of Department of School Education and Literacy; and Department of Higher Education. The Report aims to present an overview of all sectors of Education viz. Literacy, Elementary Education, Secondary Education and Higher and Technical Education and delineates the strategies being pursued by the Ministry for promoting access with equity and quality in education. The Report is in four parts.

