

Opportunities and Challenges in Implementation of Entrepreneurship Education

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Abstract

Education requires a different type of approach and support over the traditional education system. Teachers are expected to play a vital role in entrepreneurship as a possible career opportunity. There are several constraints in developing youth for entrepreneurship. Entrepreneurship is more than pure knowledge and pure skills. Non formal systems of education such as training and field exposure shall further help the students to grasp the real life situation.

Keywords: Dimension, socio-economic, constraints, change agent, inadequate, orientation, low literacy, counsellor, multidisciplinary, rapport, endeavours.

Introduction

Education is an important and necessary dimension of an individual's development process. It must be compatible with and offered in concurrence with the changing socio-economic and technological environment. This requires a different type of approach and support over the traditional education system.

“All of us do not have equal talent, but all of us have an equal opportunity to develop our talents.”

- A.P.J. Abdul Kalam

Teachers are expected to play a vital role in the socio-economic transformation by inculcating entrepreneurial values and education amongst students to make them aware of entrepreneurship as a possible career opportunity. Teachers have to come forward and equip themselves well for imparting, organising and monitoring entrepreneurship education and activities. This may help in converting creative energies, technical and scientific capabilities into productive output, income and generation of further employment.

Vast entrepreneurial potential does exist in every section of society irrespective of its stages of development but because of several constraints, persons with dormant entrepreneurial potential are unable to come forward and choose an entrepreneurial career. Identification of these constraints and development of a strategy for removal of the same may offer an approach for developing youth for entrepreneurial career. These constraints are –

Personal: Lack of entrepreneurial motivation, low confidence, lack of information on market data, business opportunities, procedures / regulations and inadequate financial resources etc.

Institutional: Inadequate professional resources, inadequate facilities or instructions (case studies, simulation exercises), absence of linkages with development institutions, absence of linkages with industry etc.

Environmental: Lack of family support, low literacy, inadequate support to first generation entrepreneurs, inadequate institutional infrastructure etc. The foremost strategy for removal of these constraints is through educational intervention. Proper networking with related agencies and administrative flexibility in educational curriculum will further ease the situation.

Keeping all these things in mind, the present day educational approach needs an altogether new orientation due to peculiarities involved in entrepreneurship education and training. Some of the aspects which need educationists/ teachers' attention are -

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Curriculum should create better understanding for entrepreneurial careers. It should be promoted as a desirable option rather than projecting it as a last resort. Motivational inputs like “charms of being an entrepreneur” must be emphasised which will give a feeling like – “I will be boss of my own”; “If innovative, I will grow” and so on. Entrepreneurship is more than pure knowledge and pure skills. Science and Technology students relatively have better skills and understanding of processes than others. Combination of knowledge and skills with attitudes will surely sow the seeds of entrepreneurship.

Merely focussing on broader aspects like quality of an entrepreneur, how to prepare business plans and to some extent financial estimates won't work. Behavioural inputs and motivational aspects are essential elements to highlight the “need for achievement”. For the present day education system these factors i.e. behavioural aspect, market information and business opportunities are quite challenging. Involvement of practitioner rather than theoreticians will help in the success of such endeavours. The advantages are that practitioners (professionals/ experts/ successful entrepreneurs) have a lot of experience with them and present case studies on the subjects. The ultimate objective is to set-up the ventures and business is “How to do the things?”

Non formal systems of education such as training and field exposure shall further help the students to grasp the real life situation. Such type of exposure and interface shall equip the student not only in setting up the venture, but also in bus successfully managing it. Science & technology colleges generally have good rapport with industry and can arrange for such activities very well.

Subjects which have lost relevance in present day context such as novels/ stories etc. should be dropped from curriculum. Teachers must teach stories/examples of successful micro-entrepreneurs preferable in and around their own place/town/region rather than giving examples of Tata/Birlas/Big Industrial Houses.

Educational institutions as well as teachers need to take special care of entrepreneurship education at their respective levels. In addition to routine teaching activities, a teacher's initiative and involvement in entrepreneurial education will change the destiny of many aspiring students.

Special efforts are needed on part of such ‘entrepreneurship oriented’ teachers. They have to act as a ‘change agent’ to motivate border line students who have latent entrepreneurial qualities and capabilities, which can be aroused to result in positive action. This role is more like a personal counsellor and problem solver than merely a teacher. To the

extent possible, he must have a multidisciplinary vision and approach to work as liaison officer, coordinator, trainer, counsellor and technical advisor. Arrange for field visits and implant training, if required, they may invite professional experts from Government Department / financial institutions and successful entrepreneurs who can share their experience and expertise with potential students.

Aim of the Study

To change the destiny of many aspiring students by introduction of entrepreneurship in routine education system.

Conclusion

Teachers have to come forward and equip themselves well for imparting, organising and monitoring entrepreneurship education and activities. This may help in converting creative energies, technical and scientific capabilities into productive output, income and generation of further employment. Behavioural inputs and motivational aspects are essential elements to highlight the “need for achievement”. For the present day education system these factors i.e. behavioural aspect, market information and business opportunities are quite challenging. Involvement of practitioner rather than theoreticians will help in the success of such endeavours.

“Plants are shaped by cultivation and men by education; we are born weak and we need strength; we need aid; we are born immature, we need judgment. Everything we do not have at our birth and which we need when we are grown, is given to us by EDUCATION.”

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