

**An Analysis Of The Innovations Required In Entrepreneurial Education For Realizing The 2022 'Make In India' Dream****Dr. Jyoti Dewan**

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The paper begins with a review of literature on entrepreneurial teaching methodology and dwells on the configuration approach (involving the individual personality orientation, evaluation of the course content, educational processes and the corresponding environment) to explore the various innovations that can be incorporated in entrepreneurial teaching at the graduate level to enable development of effective entrepreneurs.

The paper draws inputs from experiences recorded while implementing an entrepreneurial course at private university in association with an American NGO, to draw inferences on the effectiveness of various pedagogical tools.

The findings highlight that while the students are extremely receptive to knowledge acquisition they find it difficult to 'think- thorough' their ideas to completion. It was also found that they hesitate to undertake financial risk.

Analyzing various pedagogical tools the paper develops a model for fostering entrepreneurial initiative among the youth to give shape to the realization of the 2022 'make in India' dream.

Keywords: configuration approach, effective entrepreneurs, entrepreneurial initiative, knowledge acquisition, pedagogical tools.

**Introduction:**

This paper attempts to identify the ways in which graduate students can be motivated to take the entrepreneurial plunge using pedagogical tools and an innovative curriculum. It dwells on the configuration approach involving the individual personality orientation, evaluation of the course content, educational processes and the corresponding environment to understand how to make entrepreneurial education more impactful. The paper represents the reflections of the author on her experiences in the execution of an entrepreneurial course at a private university. There was an opportunity to collaborate with an American NGO which provided insights into a variety of teaching methodologies and the student response to them.

**Literature review:**

Highlighting the importance of entrepreneurial education, Kuratko observed in 2003 that entrepreneurial education has become very popular in U.S. business and engineering schools. Similarly Solomon et al (2002) and Katz (2003) observe that the number of schools teaching entrepreneurship was expanding at a very fast rate. McMullan in 1998 made a point that entrepreneurial education is the recipe for job creation. Whereas Zeithaml and Rice (1987) inferred that there is difference in the training of students to be entrepreneurs as compared to training them to be managers.

Employability statistics in Uttar Pradesh paint a grim picture. The 66<sup>th</sup> National Sample Survey (2009-10) mentions that one crore unemployed youth in the age group of 15-35 years will be added to the existing unemployed in Uttar Pradesh by the close of 2017. Hence there is an urgent need to

develop entrepreneurs who can be job creators, innovators and developers of new products, services and conveniences. The Prime Minister, Mr.Narendra Modi's, ' Make in India' and 'Start up India' programs are a step in this direction.

In order to make this entrepreneurial education effective it needs to be targeted at multiple objectives as stated by Butler in 2003.

### **Measures for entrepreneurial training:**

In order to make the entrepreneurial training effective it is imperative to follow the top down model. Hence the decision to introduce the course in the curriculum was approved in the board of studies. It was decided to launch it as a credit course. The need to make the course application oriented was highlighted. Sessions by successful entrepreneurs were also proposed in order to motivate the students.

Curriculum was developed so as to equip students with entrepreneurial skills which they could fall back on in case of lack or loss of job. As commented by Hills in 1988 the most important objective of an entrepreneurial course was to make students aware of the processes involved initiating a new venture. The syllabus was made keeping in mind the above outcome. The following modules were proposed:

- Introduction to Entrepreneurship
- Identification and evaluation of new venture Opportunities
- Exploring venture creation in products and services
- Venture Protection through Intellectual Property Rights
- Market Research
- Developing the Market Strategy
- Selection of ideal legal form for business initiation
- Organization plan and team building
- Sourcing and marshaling the finances
- Managing, growing and harvesting/ ending the venture

Pedagogy was enriched by inclusion of 'My Story Sessions' by prominent entrepreneurs, site visits to entrepreneurial ventures, exposure to sessions by The Indus Entrepreneurs. The final graduating project of students was devoted to developing a plan for launching their own venture. Ball and Gilligan in 1985 also focus on the 'project based method' for training for small businesses. Hence as recommended by Bechard and Toulouse (1991) both pedagogical and andragogical models of teaching were used for imbibing entrepreneurial skills.

### **International collaboration for training students:**

A partnership was created between the host university and an American NGO for training students in the craft of entrepreneurship. A 3 weeks contact program was launched wherein American Entrepreneurs flew in to share their experiences with the students. Interacting with foreigners proved to be a great confidence booster for the students. The teaching methodology, was interspersed with anecdotes and video clips. The student fascination kept them coming to class and promoted cross-cultural communication. The students were evaluated on the basis of their classroom interaction and presentation of final project at the culmination of the program.

**Benefits of the program:** The collaboration promoted interaction of students with business professionals. It enhanced communication between faculty groups. Students had to develop a project for final presentation working in groups. Hence it promoted teamwork and resulted in the creation of projects which can be converted to businesses later. This exercise also enhanced the students' leadership skills and project management skills.

However the program had certain limitations as well. Cultural differences also created a divide. The students were not as forth coming with the international faculty when called for meetings off-campus or during internet interaction.

**Module outcomes:**

As the conclusion of the various initiatives taken for entrepreneurial training it was revealed that they helped in student development. It created responsibility among the students and the willingness to take risk. The project created by them during the training would serve as a back up plan in case of lack or loss of job. It also introduced them to the concept of corporate entrepreneurship whereby they could add value to their employer organization through business development. An important outcome was that many students started viewing the campus as an opportunity for starting campus ventures. Some also put in applications for permission to initiate these ventures. In order to study the outcomes of the multi-pronged approach to infuse entrepreneurial skills in student an exit interview was conducted with the following results:

**Post session Feedback:**

- Almost 75% of the students reported the desire to start their own venture and felt that they had received sufficient learning.
- 80% students were inspired to develop their ideas into business plans
- 85% students felt that the training was useful and inculcated social and leadership skills.
- However it was also found that almost 60% of the students were hesitant to bear the financial skills.
- 65% were unable to 'think through' their idea to execution.

**Model for inculcating entrepreneurship skills**

On the basis of reported student feedback it was gleaned that the development of entrepreneurial skills can be achieved by developing an amalgamation of theoretical and practical concepts. Students with an entrepreneurial mind have to be identified at the point of entry into the graduate program, trained in the various phases of converting an idea into an opportunity, an opportunity in to a business plan, arranging finances and, execution of market research, creating an organizational plan and building a team. They have to be taught the value of shouldering responsibility, the maturity to hedge the risks and the gumption to bring their project from the idea stage to reality.

**Limitations:**

The study was conducted on a particular campus and maynot be universally applicable. It is limited to students belonging to commerce and management background. It is too early to actually measure the conversion of students to entrepreneurs. No distinction has been made between the students on the basis of gender. Bird (1989) also observed that the is no significant difference in the abilities and motivational patterns of male and female.

**Conclusion:**

It was found that collectively the measures infused a spirit of entrepreneurship in the students. The training encouraged the students to develop ideas and plans and motivated them to try and convert them into reality. The study highlighted the need for exploring a variety of pedagogy for the development and inculcation of entrepreneurial skills in students.

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