

EDUCATIONAL ENTREPRENEURSHIP: THE STIMULUS FOR GROWTH IN INDIA

Mariya Samreen Raje

School of Business Studies, Central University of Karnataka

Abstract

Education has become a need of life. This paper aims to explore the various perspectives of economic growth through a latest concept of Educational Entrepreneurship. Education, then, was mere a process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. The time has changed. Today, Education is seen as an opportunity and directly is contributing to the national growth. The author in this paper tries to bring out the hidden significance of Educational entrepreneurs and their contribution in the national growth. The present study tries to investigate as to how Educational entrepreneurship could be a stimulating factor for contributing in the development of the nation.

Keywords: Educational Entrepreneurs, Educational Entrepreneurship, Digitization, Economic growth.

Introduction

Globalization has led vast changes in economies of many countries. The scaling of economy depends on various factors. One of the prominent factors today is 'Entrepreneurship'. Entrepreneurship, in many research studies is found to be a contributor in growth of the economy for a nation. With emerging entrepreneurs, globalization has enabled the world to be a common market for all. Education, on the other hand acts as an indicator of economic development. A well developed country constitutes a team of qualified and intellectual citizens. Hence, lead to own remarkable rewards. Since, entrepreneurship and education are two factors of economic growth; the researchers have tried to bring them together. This modern concept is regarded as "Entrepreneurship Education". The author is concerned to study this modern concept in Indian context.

In the race of economy, India currently holds the title of "developing nation". With all its capabilities, India has the ability to hold the tag of a "developed nation". However, certain factors drain India off that title. Although, India is said to be a nation with highest count of young citizens by the year 2022; it is the time for the citizens to be prepared to experience this transformation. Mere presence of population never results in development. The author in this paper tries to bring out the hidden significance of Educational entrepreneurs and their contribution in the national growth. The present study tries to investigate the ways in which Educational entrepreneurship could be a stimulating factor for growth of Indian economy.

Entrepreneurship Education- Definition and Concept Education

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).

Entrepreneurship

The definition of Entrepreneurship as stated by Professor Howard Stevenson, the godfather of entrepreneurship studies at Harvard Business School "Entrepreneurship is the pursuit of opportunity beyond resources controlled.

Entrepreneurship Education

UNESCO Inter-Regional seminar on promoting Entrepreneurship Education (2008) defined- "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".

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.

Concept of Entrepreneurship Education

Entrepreneurship education is the formal and structured approach to generate the entrepreneurial mindset in an individual. Though, an individual can establish the firm without having a formal education, but the skills to manage the workforce, finances and product markets can only be learnt if they are taught and guided by someone who is already an expert of the domain. Some studies show that students who receive entrepreneurship education are more likely to start their own companies (Sovit and C Kumar, 2016). The Consortium for Entrepreneurship Education (2004) highlights that the entrepreneurship education must contain five stages: (1) Basics (2) Competency Awareness (3) Creative Applications (4) Start-up 5) Growth.

One of the researchers H. Ramakrishna (2013) has listed some of the important aims and objectives of Entrepreneurship Education are: 1. Vocational/Technological education is 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.

Critical Analysis of Entrepreneurship Education- A Review

In Harvard Business Review, Peter F. Drucker (1984) in his article mentioned that new businesses and startups have formed the main driving force for the nation's economic growth. These start-up ventures adopted new approaches for the market and posit a challenge to the conventional businesses. Plaschka and Welsch (1990) presented the framework for the development of entrepreneurship education courses and programs. There are two dimensions of Entrepreneurship education- the absolute number of Entrepreneurship courses and the degree to which these courses and programs are integrated. In their paper, Lutheje and Frank (2002) have observed that a positive correlation exist between education and business creation. Another researcher Lall (2001) says that the appropriate strategy for any country depends not only on its objective economic situation but also on its government policies and national views regarding the

appropriate role of the state. Entrepreneurship is a direct function of the level of economic development in a nation as found out by **Hugo Erken, Piet Donselaar and Roy Thurik (2008)**. 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. In India, **Anisur Rehman and Dr. Yasir Arafat Elahi (2012)** in their research paper, explained the evolution of entrepreneurship education in India. The paper also focused on the challenges with regard to the role of educational programs and the delivery systems for disseminating these entrepreneurship education programs. **Ronnie Screwvala (2015)** in his book "Dream with your Eyes Open: An Entrepreneurial Journey, shared failures and triumphs that aims to inspire a generation to dream big and grow the spirit of entrepreneurship and leadership. The book discussed the need for an inspiring start-up nation. The report by **European Commission (2012)** studied the impact and effect of entrepreneur education on entrepreneurship key competence, intentions towards entrepreneurship, individual's employability and society and the economy. The report concluded that Entrepreneurship alumni scored higher on key competencies.

Entrepreneurship Education- Stimulating Indian Economy

Job-creation could be a buzz word today in India. The number of graduates passing every year is more than the number of jobs available in that year. For example: In Engineering stream, 1.5 million engineering graduates pass out every year, 20-33 % faces the risk of not getting job at all. This is a case of unemployment where demand for the jobs is more than the supply. But unfortunately India is facing the situation of underemployment as well. Those graduates who end up getting a job offer takes up the jobs which are well below their technical qualifications (Mahajan 2014). The Union Budget 2017 has announced various reforms in the budget that would create more jobs in infrastructure, manufacturing and IT sector. Job portal naukri.com predicted that 56 percent of the recruiters expect the creation of new jobs in IT sector (T. Thomas 2015). According to an article published in World Socialist Web "major IT firms have laid off thousands of workers in India recently. Many of the big giants have even refused to provide the joining letters to many of the fresh graduates they had recruited through campus placements. According to State of the Urban Youth, India 2012: Employment, Livelihoods, Skills India is set to become the youngest nation by 2020. Today, there are 430 million young people in the age group 15-34 years. This means every third person in the country today is young. By 2020, 64 percent of the population will be in the working group. Looking at the above statistics, Entrepreneurship education has an immense role to play in the country, as it would help to create job opportunities to the youngsters. This concept had to be supported by various stakeholders. Certain policies are vital to be incorporated across the nation. The execution of Skill India campaign is one such initiative from the GOI. This has directly led to the increment in the employment status of the citizens. However, the transformation is not concrete. Another initiative referred to as NSQF have been notified by the GOI during December 2013, to evolve a bridge between education and skills/qualification (employment). By this initiative, India would be at a pace of creating more employment opportunities as well as using the available youth skills to the optimum level. Hence, there would be a possibility for India to carry the tag of a 'developed nation'.

Conclusion

The author in this paper is concerned to study Educational Entrepreneurship concept in Indian context. Along with the very nature of Educational Entrepreneurship, the author discussed various significance, importance and objectives of the same concept. The author carried a critical analysis to verify the need of entrepreneurship education in India through previous literature and research studies. It was found that the GOI has sensed the stimulating effect of Educational Entrepreneurship on growth of Indian economy. Hence, certain initiatives like Skill India were undertaken. Also, the policy like NSQF (National Skills Qualification Framework) was notified to make the optimum use of available human resources in the country.

References

1. Entrepreneurship in India by National Knowledge Commission. (2008).
2. European Union. (2002). Final Report of the Expert Group "Best Procedure"-Project on Education & Training for Entrepreneurship. Brussels: European Commission Directorate-General for Enterprise.
3. Erken, H., Donselaar, P., & Thurik, R. (2009). Total factor productivity and the role of entrepreneurship.
4. H. Ramakrishna (2013) Entrepreneurship Education in India: Emerging Trends and Concerns.
5. Lall, Sanjaya, 2001. Competitiveness, Technology, and Skills (Northampton, MA, Edward Elgar).
6. Luthje, C. & Frank, N. (2002). Fostering Entrepreneurship through University Education & Training: Lessons from Massachusetts Institute of Technology. Proceedings of the European Academy of Management, Stockholm, Sweden. 9-11 May.
7. Mahajan, A. C. (2014, October 28). 1.5 Million Engineering Pass Outs in India Every Year, Fewer Getting Hired.
8. Plaschka, G., & Welsch, H. (1990). Emerging structures in entrepreneurship education: Curricular designs and strategies. *Entrepreneurship theory and Practice*, 14(3), 55-71.
9. Rehman, A. U., & Elahi, Y. A. (2012). Entrepreneurship Education in India- Scope, challenges and Role of B-schools in Promoting Entrepreneurship Education. *International Journal of Engineering and Management Research*, 2(5), 5-14.
10. Ronnie Screwvala (2015). *Dream with your Eyes Open: An Entrepreneurial Journey*, Rupa Publications, India.
11. Sampath, K., Panneerselvam, P. & Santhanam, S. (1995). *Introduction to Educational Technology*.
12. Sovit and C.Kumar (2016). Strategic Entrepreneurial Education: Role of Management Institutions In Nurturing Young Entrepreneurs. *AIMA Journal of Management & Research*, May 2016, Volume 10 Issue 2/4.
13. Thomas, T. (2015, August 26). 2015 salary increments, attrition higher than expected - Naukri survey - RTN.ASIA.
14. UNCTAD. (2011). *Entrepreneurship Education, Innovation and Capacity Building in Developing Countries* pp.1-21.