

Evaluating the Effectiveness of Sustainable Entrepreneurship Education

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Abstract:

The Entrepreneurial education is necessity of today due to the changing environment. The entrepreneur is one who contributes with his creativity and competence towards promoting the economic growth of the nation. This study evaluates the effectiveness of sustainable entrepreneurship education in enhancing students' entrepreneurial competencies, sustainability awareness, and intention to engage in environmentally and socially responsible ventures. . The study is based on preparing the young entrepreneurs, developing creativity, and contributing them in the growth of the nation. In the study data is collected from secondary sources which include books, internet, journals and manuals. Entrepreneurial education provides the individuals of today with the ability to recognize commercial opportunities, self esteem, knowledge and skills to act on them. It includes recognizing the need of present, commercialization of a concept, management of resources and preparing a business venture. Entrepreneurs or is also termed as an attempt towards self employment, will continue to become increasingly important element in the growth and development of the nation. For this it is also required to have infrastructure, an entrepreneurial mind set and also encouraging self employment. The purpose of this paper is firstly the identification of the needs of the present business environment. Secondly, designing the course structure suitable for students at the university or college level. Thirdly, preparing an atmosphere of innovation and creativity in the mindset of individuals. Fourthly, train them for the self employment opportunities.

Keywords: Entrepreneur, Innovation, Education, Self employment, Opportunities

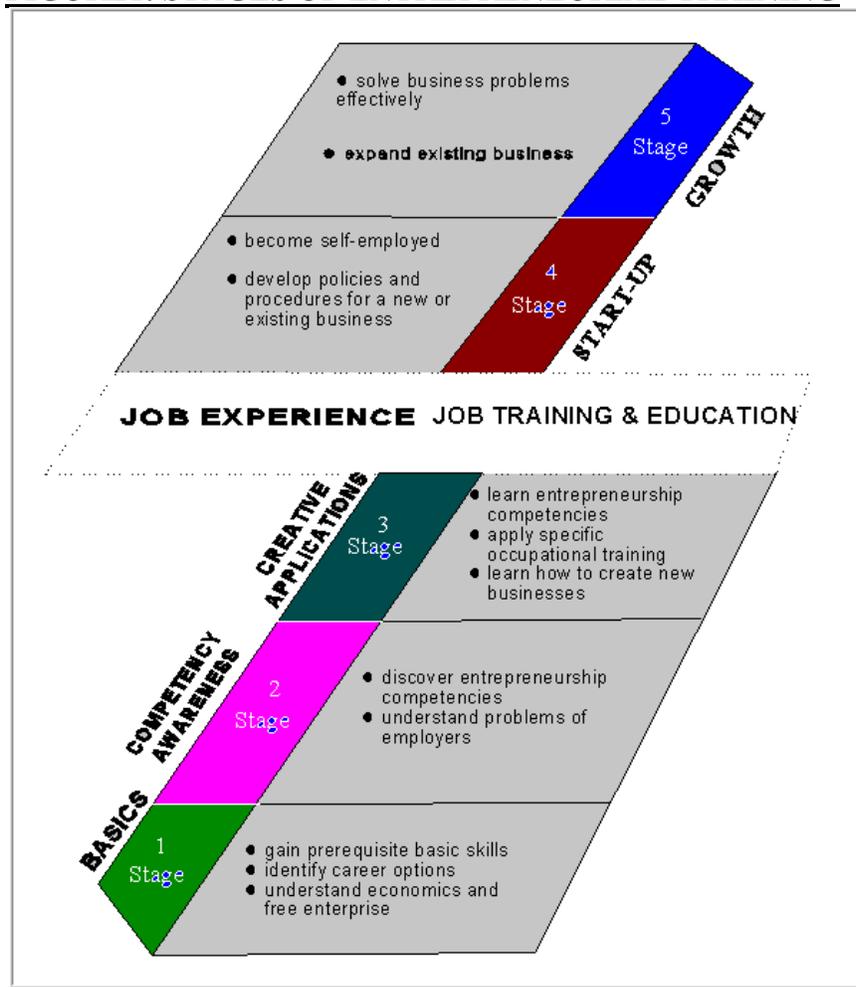
Introduction:

Entrepreneurship is defined in various ways by different authors. Kourilsky (1995) defines entrepreneurial education is taken an opportunity recognition, use of resources with calculated risk and creating business venture. Jones and English (2004) defines entrepreneurial education is the combination of action oriented teaching which leads to experiential learning, project based learning, creativity, problem solving skill. Politis (2005) Entrepreneurial education is defined as a continuous process that helps in the development of startup knowledge and techniques how to manage the new ventures. Entrepreneurial education is the need of the today's scenario. The colleges or universities of today are promoting more of entrepreneurial skills. With the need or demand of today's scenario has laid the establishment of more professional colleges to focus on the entrepreneurial education. The entrepreneurial education will help youngsters in the identification of innovative skills and laying down the establishment of small scale units or factory. Education, training and direction are considered as the basis for the success of the entrepreneur. The increase in globalization, the need of market is changing and hence the need for entrepreneurial education. In our country there are many professional colleges providing education to the youngsters but they do not provide employment opportunities. Therefore, colleges and universities focusing on the entrepreneurial education will prepare them for self employment. They will not only self employment opportunities but will they the candidates in identifying the area in which they can excel. The education will train them in various areas and will prepare them according to the needs of the present day scenario.

The growth of any country depends on the manpower or human capital which an important factor. The youngsters should be encouraged about their innovation, creativity, and sustainably contributing to the establishment of new enterprises or units. In the competitive scenario it is important to enhance the level of innovation, creativity, spirit of entrepreneurship in meet the demands of the present business environment. By promoting entrepreneurial education, the knowledge acquired through it can be used in a positive way. A training program administered to the candidates regarding the entrepreneurship and creating learning will enhance the human capital of the organization. The higher educational institutions or professional colleges should create an atmosphere of learning and dissemination of knowledge. In the entrepreneurial education the institutions imparting knowledge should not only use relevant concepts related to the current industry trends rather than focusing only on theoretical education. In the traditional scenario more of theoretical based which only imparted the knowledge but did not update the candidates with the relevant industry trends. Entrepreneurial education should focus on the specific segments of population which includes the women, minorities and youth. In India the women entrepreneurs have being a role model as well as contributed towards promoting entrepreneurship.

The entrepreneurial will benefit the candidates in providing self employment opportunities and innovative. The entrepreneurial education will provide the candidates in the career options. In educating the students it is important to have an interaction with potential entrepreneurs who guide them with their lectures and valuable suggestions. Their suggestions will progress the students in their fields and also contributing towards the nation progress.

FIGURE1: STAGES OF ENTREPRENEURIAL TRAINING



Source: Consortium of entrepreneurial education

In Figure 1 shows the stages in the entrepreneurial training. The stages in the entrepreneurial training are divided into five stages. The first stage focuses on the basic skills required for setting up an enterprise. It also helps the individual to identify the economics required for establishment of a venture or business. The second stage focuses on the competencies required of an entrepreneur. The entrepreneur a risk bearer, innovator, creative or innovative skills, problem solving skills for understanding the current trends in entrepreneurship and its development. The stage 3 considers the occupational training required for the development of an entrepreneur. It put light on learning the entrepreneurship competencies for establishing of a new enterprise. It also establishes the point to point key areas to focus on the establishment of a new venture. The stage four considers the policies and procedures required for starting a new venture or enterprise. It also put light on the opportunities available for self employment and also brings out the advantages and disadvantages. The stage five deals with the various ways of solving the problem and use of effective strategies for expanding the business. The business environment of the

entrepreneurial firm is complex as it is made of both the internal and external factors. Therefore, the entrepreneur has to devise ways for improvement in business.

PROBLEM DEFINITION: The research focuses on the misalignment between the academic output and market demands. The youngsters are facing a significant gap between the theoretical knowledge and practical aspect required in the scenario. The graduates should inbuilt practical skills, creativity and innovation in order to compete with the professionals in the industry. Traditional curriculum is stagnant and whiles the needs of the industry keeps on changing due to the dynamic competencies required by the globalised scenario. The teaching should be more on experiential learning which should be case based learning, hand on training, interface with industry, industrial visits, projects which would add to the candidate to enhance its competencies required to meet the changing needs of the industry.

NEED OF THE STUDY: The study is required to meet the needs to transform the educational landscape to needs of the present global scenario. The study is necessary due to the need of the entrepreneurial education which can transform passive job seekers. The need is to see where the job seekers can be transformed with skills suitable to meet the current demands of the industry. The need is to securitize the competencies required for entrepreneurs and to transform the students by imparting experiential education which will be suitable for startup ventures in India.

ASSUMPTIONS: The Assumptions of the study includes the following:

1. The Pedagogy used in the study should focus on strategic thinking and normative competence.
2. The change in the curriculum designed to meet the industry specific demands.
3. The Experiential Learning should be promoted and to be implemented in the learning process.

Growth Of Entrepreneurial Education In India

The progress of any country the manpower is the important factor in the contribution of the nation. Entrepreneurship courses are run by many state and central universities in India. In 1990s after the liberalization of Indian economy has encouraged the setup of new entrepreneurial firms in the country. The universities grants commission has setup the course structure in 2000 for undergraduate courses. All India council of Technical education has been promoting Entrepreneurship development cells (EDC) in technical courses in colleges and universities. In India around 100 different departments are offering course in entrepreneurship. Taking the case of the Narsee Monjee Institute of Management Studies (NMIMS) conducts a two year fulltime program on family business management. The program is well equipped and helps the students in enhance the skills, knowledge and mindset to run the family business. The courses are run by the institute for instance Indian Institute of Entrepreneurship, Entrepreneurship development Institute of India, Indian Institute of Entrepreneurship, Xavier Institute of Management and entrepreneurship, Symbiosis Institute of Business Management, Indian Institute of Entrepreneurship, Indian Institute of Planning and Management.

At School Level:

At School level the students of standard X and XII should be encouraged by discussing the stories of successful entrepreneurs in India. The stories of the successful entrepreneurs include Dhirubhai Ambani-Reliance, Ratan Tata- Tata Groups, Narayan Murthy –Infosys, Azim-Prem JI-Wipro, Lakshmi Mittal- Arcelor, Dr Verghese Kurien –Amul, Anand Mahindra –Mahindra Group, Shiva Nadar- HCL, Jamnalal Bajaj and Rahul Bajaj –Bajaj- Bajaj Auto, Sunil Mittal – Bharathi Enterprises. The top entrepreneurs with their success stories will motivate and encourage the youngsters to develop the innovative skills and develop expertise by learning through various courses on entrepreneurship. The curriculum developed will help them in create the understanding the concept and process of entrepreneurship. The course will orient students to understand the market situation, do the market assessment, environment scanning and also identifying the entrepreneurial opportunities. They are different qualities, which are indirectly required in motivating the students to boost them for the entrepreneurial career.

At College Level:

At the College Level the methodology used to impart education to students who are pursuing entrepreneurial courses. The method adopted is case study, group discussion, individual presentation, guest speakers, formal lectures, seminar and web based learning. The college students should not only be trained by providing real life examples but also provide them with the action based training to enhance their entrepreneurial skills.

Literature Review:

Concepts Undertaken for Research: The research focuses on a specific set of multidimensional concepts that bridge the gap between academic instruction and real-world impact. The Concepts focused are the sustainable Entrepreneurial competency which includes the traditional skills to required skills to compete in the industry. The research also focuses on the experiential learning which includes the hand on training, case studies, industry interface and projects used to enhance their skills. The opportunity to take the risks to transform into business leaders or entrepreneurs for starting up the new venture or how start ups would be promoted in India. The startups in India should be promoted and seen as not only as setting up a new venture but as foreseeing them as growth of young entrepreneurs as well as employment opportunities multiply.

Theoretical Framework:

The paper puts light on the entrepreneurial education and the studies carried out in the past on it. The traditional studies made on entrepreneurial education focused on the establishment of large enterprises. The entrepreneurial also focused on creativity, innovation and also it is risk bearing in the competitive business environment. Through, entrepreneurial education creating an atmosphere of learning and innovation for the candidates to progress. The studies carried out on the entrepreneurial education and the ways in which it can be operated. Kourilsky classified entrepreneurial curriculum into opportunity identification, resource allocation, and input and operational organization creation. Opportunity identification requires market analysis, customer needs, and inventions and innovation. The Harvard business school entrepreneurship course curriculum focuses on the three important concepts opportunity assessment, resource acquisition, and business growth and retention. Jones and English course structure goals of entrepreneurship

education are firstly on how to recognize and develop goals. Secondly, the financial status and personal resources also the risks involved in business planning. Vesper and Gartner analyzed the course curriculum in the undergraduate and postgraduate programmes where these are used. The programmes are divided into academic courses, faculty publications, graduate activities and public relations. The programme also focuses on the small business management, consulting, business plan writing and start of a new venture. Lee and Kim also classified entrepreneurship into six course modules which include entrepreneurship and entrepreneurship mindset, entrepreneurship plan, management skill and strategy, entrepreneurship issues for funding, for growth and development.

The studies carried by various authors towards entrepreneurial education which has an influence on the education of students in the educational institutions. The study focused on the relationship between entrepreneurial education and self efficacy. The study on entrepreneurial education has an impact on the young entrepreneurs for starting up a new venture (Bandura, 1986). Through entrepreneurial education the personal grooming of the candidate can be done, creating innovation, establishment of new venture and resulting in the creating of employment opportunities for youngsters (Gartner, 1990) Entrepreneurial education leads to the development of skills, attitudes and overall development of an entrepreneur (Johannisson,1991). The entrepreneurial education not only promotes the need but also fosters the growth in the universities at the graduate and postgraduate level (Docknells, 1991). Entrepreneurial education imparted in the colleges and universities groom the students and prepare them for the setting up of new enterprises (Hood& Young, 1993). Entrepreneurship education has a strong influence on the students in the graduate and postgraduate programmes in the universities for establishing the new units (Krueger & Brazael, 1994). The research studied the effect of leadership and entrepreneurship education (Harrisson & Leitch, 1994). The research focused on particularly influential in the field of entrepreneurship as it focuses on the role of experience and reflection in the development of entrepreneurial skills and knowledge (Politis,2005) The research focused on the use of technical skills in the entrepreneurship education. The technical knowledge of an entrepreneur is important but the other factors also play a key role in the establishment of a new enterprise which includes the innovation, creativity, knowledge, skills and attitude (Rae, 1997 & Cheung, 2008). The research focuses on the entrepreneurship which discovers new opportunities for young generations (Ventakaraman, 1997 & Shane and Ventakaraman, 2000). The entrepreneurial education programme in the higher education develops the interest of the students who attend these courses and motivates them to set up new enterprises (Lutheje & Frank, 2002). The research focused on the impact of entrepreneurial training on the entrepreneurial intentions and perception of self efficacy. The data was collected from the 85 respondents who were students of management, entrepreneurship and other discipline. In the research it was found that the final year students of entrepreneurship have more tendencies to become entrepreneur (Noel, 2002). The research focuses on the innovation skills of an entrepreneur enabling them in solving their problems and also to become self sufficient and develop innovative skills. The study focuses on the development in the skills of young generation entrepreneurs and leadership qualities which are required to transform into an effective entrepreneur (Henry, Hill & Leitch, 2005). The research carried put light on the understanding the concept of entrepreneurship program. The entrepreneurship programme focuses the basic objective of entrepreneurship and

theory used in developing the skills required to gain confidence, creativity, and teamwork (Junior Achievement Young Enterprise annual report, 2006). The research conducted in France on the quantitative study on the impact of an entrepreneurial education on the entrepreneurial intention of the student. In the research it was found that there is a significant impact on the entrepreneurial intention of the student but no effect was found on the behavioral control of students (Fayolle, Gailly and LassasClerc, 2006). Entrepreneurship education can help the youngsters of today to enhance their entrepreneurial skills and also for their success (De Paco et al, 2011). Radipere (2012) in the study on Current State of Entrepreneurship education in South African Universities focused on developing practical entrepreneurial skills. Chimucheka (2014) in the study on Overview of Entrepreneurship education objectives in South Africa studied the overview of objectives, challenges of entrepreneurship education within South African HEIs. Jounck et al (2016) in the study to Explore strategies for enhancing student participation in entrepreneurial activities focused on the effective teaching methods should be increased but the critical areas are mentoring and hands-on projects. Du Toit and Kempen (2020) in the study on Investigate inadequacies in entrepreneurship education structure focused on the need to improve the curriculum to have an impact on the entrepreneurial Education. Kruse et al. (2023) in the study on "Assess the effectiveness of entrepreneurship education in developing countries" studied the positive impact of Entrepreneurial Education on entrepreneurial intentions.

Conceptual Framework: The conceptual framework of this study is structured around the transition from Theoretical Foundations to Practical Application.

The framework identifies three critical pillars:

1. **The Pedagogical Pillar:** Action-oriented and project-based learning.
2. **The Mentorship Pillar:** Interaction with potential entrepreneurs and industry role models.
3. **The Contextual Pillar:** Adapting to globalization and market trends. The framework suggests that when these three pillars are integrated, the education moves from being "static" to "dynamic," successfully producing self-employed candidates.

Knowledge gaps identified- On the basis of the existing Literature review, the researches primarily focus on traditional entrepreneurship outcomes, venture creation and technical skills. There is lack of research on how educational frameworks specifically fostering sustainable entrepreneurship. Jounck et al. (2016) on mentoring and hands on projects there is a gap in defining a standardized pedagogical model that successfully combines technical skills with the "soft" leadership and reflective skills identified by Politis (2005) and Harrison & Leitch (1994).

Research Objectives:

1. To evaluate the level of entrepreneurial competencies acquired by students through sustainable entrepreneurship education programs.
2. To examine the impact of sustainable entrepreneurship education on students' awareness and understanding of environmental and social sustainability issues.
3. To motivate students to develop innovation and creativity skills.
4. To train the candidates for the self employment opportunities.
5. To evaluate the effectiveness of teaching methodologies and curriculum design used in sustainable entrepreneurship education.

Research Methodology:

Research Design: The study adopts a Descriptive and analytical research design primarily used in the evaluation of secondary data. This design is used for analyzing the available literature, government reports, and government reports and institutional curriculum identified to fit according to the globalised scenario. This approach is best for identification for analyzing the trends in demographic data such as women and youth entrepreneurs.

Theoretical Framework: The research is based on the multi- theoretical base. The study on entrepreneurial education has an impact on the young entrepreneurs for starting up a new venture (Bandura, 1986). In the research it was found that the final year students of entrepreneurship have more tendencies to become entrepreneur (Noel, 2002). Entrepreneurship education can help the youngsters of today to enhance their entrepreneurial skills and also for their success (De Paco et al, 2011). Du Toit and Kempen (2020) in the study on Investigate inadequacies in entrepreneurship education structure focused on the need to improve the curriculum to have an impact on the entrepreneurial Education Kruse et al. (2023) in the study on “Assess the effectiveness of entrepreneurship education in developing countries” studied the positive impact of Entrepreneurial Education on entrepreneurial intentions.

Instruments – Validity and Reliability: The study is based on the secondary data collected from various sources Journal of Global entrepreneurship, Journal of Small Business Management, International Journal of Entrepreneurship education, and various journals related to management or business, websites, manuals, details from the schools and universities running various courses on the entrepreneurship at the college level, business magazines, Convergent validity is ensured by referring to findings across different types of secondary sources; for example, if academic journals, government employment reports, and industry white papers all point toward a specific skill gap, the construct validity of that "gap" is confirmed.

Reliability of the study is maintained by reviewing multiple studies based on it and as well as the consistency of the data collected from the secondary sources published in various journals and on the updating of the existing literature based on it. To ensure reliability of data it would be limited to availability of literature as well as the current needs of the market scenario.

Sampling

The sampling is based on secondary research is **purposive and stratified**. The study is drawn from data collected from the studies carried out by various authors based "professional colleges" and "higher educational institutions" that specifically focus on entrepreneurial skills as mentioned in your scenario. The sample is further stratified to include specific "segments of the population," namely women, youth, and minorities, to ensure a balanced analysis of how education impacts diverse groups. This stratified approach to selecting secondary documents allows the research to draw specific conclusions about role models in the Indian context while still maintaining a broad enough sample to account for the impact of globalization on the general market.

Analysis of Data:

The Data was collected from the secondary sources the following were the observations made:

1. Syllabus of entrepreneurship education should be updated from time to time and it should not only cover the traditional based.
2. Entrepreneurial courses should be developed on the basis of competencies required in the individual for establishment of new venture or business.
3. The entrepreneurial education is not only based on the theoretical models developed by various entrepreneurs but on the practical approach.
4. The education institutions or universities imparting entrepreneurial education should focus on how to establish a new venture or business, innovative ability of the entrepreneurs.
5. The education imparted to them would them in finding new opportunities for advancement and growth. The women entrepreneurs should be encouraged to establish their new venture.

The technical education in the country is categorized into three which includes – Central Government funded institutions, State Government funded institutions, and self financed institutes. The central funded of technical and sciences are as under:

Table 1: Number of Centrally Funded Institutions of Technical and Science Education.

S.No	Centrally Funded Institutions	No of Institutions
1	Indian Institute of Technology (IITs)	16
2	Institute Institute of Management(IIM)	13
3	Indian Institute of Science(IISC)	1
4	Indian Institute of Science Education and Research(IISER)	5
5	National Institute of Technology (NITS)	31
6	Indian Institute of Information Technology and Management(IITMS)	4
7	National Institute of Technical Teacher’s Training & Research (NITTTRs)	4
8	Others (SPA, ISMU, NERIST, SLIET,NITIE& NIFFT,CIT)	9
	Total	82

Source: Ministry of HRD, GOI, 2017

Conclusion :

Entrepreneurship education is of prime concern and is essential for the economic progress of the nation. The entrepreneurial education is the concern of all educational institutions as it helps the individuals to identify their competencies, develop innovative approach, and practical knowledge to use it for establishment of business or firm. The research focused on the entrepreneurial education which changes the mindset of the students. Now the students will be job generator instead of job seeker. The course structure of the universities should be improved according to the current market or industry trends. Despite the focus of government in the development of entrepreneur but still the entrepreneurial institutions are facing major challenges. The business environment is complex and competitive and results in facing a lot of challenges for the students.

Implication of Research and Directions for further Research:

The research focused on the entrepreneurial education in the country which the need of the current industry trends. The educational institutions have developed a course curriculum for the students which is action oriented instead of traditional approach. The education imparted at the level of schools focused on instances of the entrepreneurs and which contributed towards the development of the business or venture. The contribution of the big entrepreneurs in the establishment of the business or firm and their contribution towards the society. They have not only established a venture but also provided the employment to the youngsters of today.

The directions for future research should help to provide the students with the entrepreneurial skills needed for the future. The research trends in the future will forecast the skills, competencies required at different levels. The changes in the entrepreneurial curriculum and also the development of effective policies for entrepreneurship education.

Limitations:

The following are limitations of the research:

1. The research used the secondary data collected from various websites, journals and manuals.
2. The data from the past records was drawn on the basis of the responses collected from the respondents.

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