



Chapter 4

Approaches on Redesigning Entrepreneurship Education


Mallika Sankar

 <https://orcid.org/0000-0002-9296-8478>
Christ University, India

Angel Sophan

 <https://orcid.org/0000-0002-0406-9043>
Christ University, India

Joseph Varghese Kureethara

 <https://orcid.org/0000-0001-5030-3948>
Christ University, India

ABSTRACT

All over the world there is an emergence of a self-reliant life. This instilled a spark in entrepreneurship, especially during the wake of a pandemic world. The paradigm shift from dependency to self-reliance demands a set of skills and techniques as prerequisites to thrive in this competitive world. This chapter introduces a couple of innovative pedagogy strategies that can be inculcated in educational institutions, which will give rise to efficient entrepreneurs who can face adversaries and make an efficient contribution to society. The chapter aims to integrate realistic learning activities for fostering capability development in entrepreneurship education. Capability enhancement in entrepreneurship education includes activities that improve the knowledge, skills, and talents of potential entrepreneurs. The chapter aims to develop a model that further illustrates how the educational entrepreneurial experience could be explored.

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INTRODUCTION

Danish Foundation for Entrepreneurship defined entrepreneurship as “when individuals act on opportunities and ideas and turn them into value for others”. The conceived value can be monetary, cultural, or social (Moberg et al., 2012). Entrepreneurship education encompasses all activities that aim to cultivate a thought, mindset, passion, and outlook toward entrepreneurship with the goal of improving individuals’ skills, knowledge, and innovative behaviour (Ratih Indrayani, 2017). Economic growth, employment generation, enhanced sociocultural resistance, personal growth, and greater educational engagement are all potential benefits of introducing entrepreneurial education. However, these constituents can be favourable, but they can also be a major impediment to the implementation and operation of entrepreneurial education given the lack of resources at the overall organizational and academic staff levels. A lack of effectiveness in providing and assessing strategies at the curriculum level can force the introduction of entrepreneurial education. Entrepreneurship is frequently used as a connotation for “business,” and this narrative can lead to extremely limited and distorted conceptions of the phrase. While entrepreneurship entails “starting a new business,” it is not limited to this. By restricting the term in this way, we minimize the term’s wider range and larger spectrum.

Though entrepreneurship instructs students how to be creative, open to new opportunities, vigilant, and creative, it has been viewed from a financial and money-making perspective. As a result, it is now offered as an elective course in many colleges and universities. Deep learning is a less-discussed topic that students might benefit from if initiated at the elementary and secondary levels of education. The most important and challenging part is determining “how” to make students more entrepreneurial. Previous studies stated that ‘learning by doing’ is an effective approach but failed to include it.

Enterprise training and entrepreneurship learning are the two most frequently used phrases in this domain. In the United Kingdom, entrepreneurship schooling places an emphasis on advancement, worldview, expertise, and competences, whereas entrepreneurship education concentrates on starting a business and becoming a self-employed person. The term “entrepreneurial education”(EE) was coined by Erkkilä (2000) and believes that EE can be presented in elementary education through community-based outreach programs and the same can be introduced in high school through mini-companies, and also can be conferred in college and university through course offerings. Importance of personal growth can also be emphasized in primary, secondary, and higher education level with a greater emphasis on skills and competencies required for entrepreneurship programs.

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