

Contemporary Insights and Future Outlook of Entrepreneurship Education and Training In India

Suresh T S¹, Dr Tejil Thomas², Jinu Mathew³

¹ Research Scholar, Department of commerce St Thomas College Palai

² Assistant Professor, Department of commerce St Thomas College Palai

³ Assistant Professor, Department of commerce St Thomas College Palai

Correspondence mail – sureshspsphd@gmail.com

ARTICLE INFO

Received: 18 Dec 2024

Revised: 10 Feb 2025

Accepted: 28 Feb 2025

ABSTRACT

This paper is designed as a review article that aims to evaluate the role of entrepreneurship education and training in promoting entrepreneurship among budding generations and its prospect in India. The study is built upon existing literature on entrepreneurship education, entrepreneurial training, and entrepreneurship-driven economic development that promotes inclusive growth. Because entrepreneurship education and training act as a catalyst of attitudinal change among youth that needs to be streamlined for the sustainable economic development of the nation. Entrepreneurship education and training refine the entrepreneurial potential of students leading them to take up an entrepreneurial career (Badri & Hachicha, 2019). Both central and state governments have taken initiatives for integrating entrepreneurship into the higher education system for developing an entrepreneurial culture and bringing out a congenial ecosystem for promoting innovation, start-ups, and entrepreneurship among youngsters in the country as a tool to fight against unemployment. However, a vast majority of youths with latent entrepreneurial potential are passing out of higher education institutions without basic entrepreneurial skills (Mukesh et al., 2018). Therefore, the outcome of this study emphasizes the increasing need for extensive but rather rigorous entrepreneurship education and training in universities and higher education institutions as sustainable means of employment generation and socio-economic development. The conceptual framework explains the attributes of entrepreneurship education and training and its hypothetical relationships.

Keywords: Entrepreneurial skills, Entrepreneurship Training, Entrepreneurial ecosystem, Entrepreneurship education.

INTRODUCTION

Entrepreneurship has emerged as the primary driver for the economic growth of a nation (Badri & Hachicha, 2019). Entrepreneurship is not only important as it is a cause for job creation and economic development, but also it has contributed significantly to satisfying the need for achievement of individuals. (Van Gelderen et al., 2015). Entrepreneurship stands as a most pertinent subject among the researchers (Loh Rahim et al., 2015), and an immense urge to research the entrepreneurship phenomenon has been sensed across the globe not only due to its inevitable significance in fostering the economy and creating employment opportunities but also for product and market innovation (Anwar & Saleem, 2019a)

Education and training can have a definite role in enhancing entrepreneurship in the context of a developing country; it has been recognized as an indispensable agent of change and development in the minds of potential Entrepreneurs. It is proven that entrepreneurship can be promoted through education and training (Fietze & Boyd, 2017). As far as the effect of entrepreneurship education and training is concerned, research has shown that there has been a considerable amount of increase in entrepreneurship education and training across higher education institutes in the world in recent times (Fretschner & Weber, 2013)

India is a country with over 1.2 billion people, and out of that 379 million (31%) are between the ages of 18 and 35 (Census of India, 2011) And; many of these young people are in search of jobs, despite being educated. The decade of 2010–2020 was declared as the “decade of innovation” by the government of India, witnessing the establishment of many specialized government institutions and agencies like the “Ministry of Skill Development and Entrepreneurship” and “The Delhi Skill and Entrepreneurship University.” The developmental schemes like Atal Innovation Mission (AIMs), Startup India, Stand up India, Self-Employment and Talent Utilization (SETU), and Mudra Bank started as a government initiative to boost entrepreneurship in the country. The thrust is to extend support to both budding and established entrepreneurs (Mukesh et al., 2018b). But Indians still prefer salaried service as their primary career option over entrepreneurship despite the many supports and development, entrepreneurship training, and education programs initiated by the government of India to foster entrepreneurship and attract the youth to choose entrepreneurship as a career (Anwar & Saleem, 2019b)

The remainder of this paper was organized as follows: The first section discusses the Methodology and Theoretical frameworks such as entrepreneurship, Entrepreneurship education, and training. The second section describes the major studies and research progress in this area around the globe and in India. Then the following session deals with the current scenario in India, and the last section illustrates the major conclusions and presents some practical recommendations to improve the situation in India

METHODOLOGY

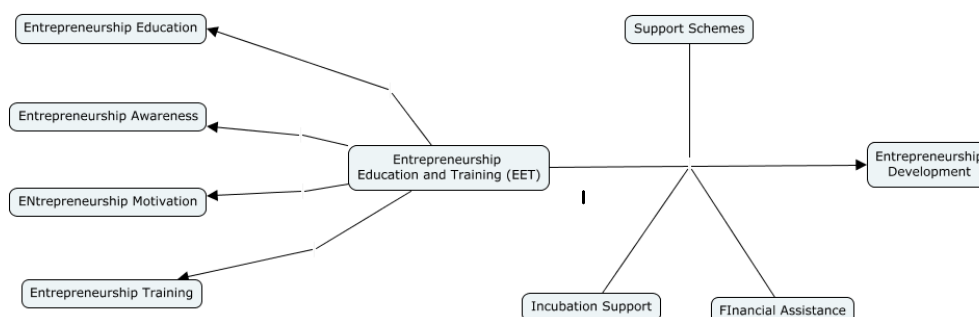
A systematic literature review method was used for this research. Searched for relevant literature in online databases Google Scholar, Scopus, and the reference list of articles read. Harzing’s Publish or Perish bibliometrics software was used to analyze total citations and citations per year and to identify various articles from significant databases. Keywords were selected based on the scope of the research, and the main keywords were Entrepreneurship Education and training. This study focuses on the following objectives;

1. To study the importance of entrepreneurship education and training for budding entrepreneurs
2. To study the current status and evaluate the challenges faced by entrepreneurship education and training in India
3. To suggest measures for developing entrepreneurship education and training in India

The conceptual Model created based on the literature review is shown below;

Figure 1.1

Conceptual Model of Entrepreneurship Education and Entrepreneurship Development



ENTREPRENEURSHIP

Entrepreneurship is a globally recognized phenomenon lacking a single precise definition. Early in the 20th century, Schumpeter (1934) discussed the role of entrepreneurship in promoting innovation and implementing change in an economy by introducing new products or processes. Kirzner (1973) defines entrepreneurship as a process of discovery, the acting upon previously unnoticed and often marginal profit opportunities. Some definitions tie entrepreneurship only broadly to specific economic activities, describing a process of opportunity recognition to create value and act upon that describe how, from a practitioner standpoint, entrepreneurship is generally understood as a process of creating new wealth, but for the purpose of measuring entrepreneurship, the definition narrows to the initiation of economic activities in the form of a legal (formal) enterprise.

Entrepreneurship is called as the process of starting a business or other organization. The entrepreneur develops a business plan, acquires the human and other required resources, and is fully responsible for its success or failure. Entrepreneurship operates within an entrepreneurship ecosystem.

ENTREPRENEURSHIP EDUCATION AND TRAINING

Entrepreneurship in education has grown exponentially since the first entrepreneurship class was offered at Harvard in 1947 (Liguori et al., 2019). Entrepreneurship education and training programs (EETPs) have rapidly expanded worldwide (Warhuus et al., 2017). Entrepreneurship Education and Training is recognized as an established field of study, growing in parallel with the interest of policymakers and students (Abdelkarim, 2018). EET generally reflects both the activity of transmitting specific mindsets and skills associated with entrepreneurship, as well as education and training programs that seek to produce various entrepreneurship outcomes. Education and training for entrepreneurship encompass a heterogeneous array of interventions, including formal academic education programs and standalone training programs. Both of the latter may aim to stimulate entrepreneurship and support students in entrepreneurial activities (Valerio et al., 2014).

Many governments have introduced and funded entrepreneurship education and training (EET) programmes as a policy instrument to foster innovation, creation of new companies, for human resource development and consequently to improve the economic development of the regions (Gedeon, 2017). Entrepreneurship education and training not only provide human capital such as knowledge and skills but may also transform the attitudes and behaviors of students. (Wei et al., 2019). Entrepreneurial education and training at the university/ college level have a significant and positive effect on college students' entrepreneurial intention (Liu et al., 2019). Recognizing the importance of entrepreneurship education in promoting entrepreneurship development and the economy, Malaysia's Ministry of Higher Education has taken the initiative by making entrepreneurship subjects compulsory to all students at the national public universities (Loh Rahim et al., 2015). A Study conducted by Rim Badri and Nejib Hachichathe in Tunisian universities suggested that university teachers, along with the entirety of accompanying structures should play an influential and integral role in kindling and promoting the entrepreneurial spirit among students (Badri & Hachicha, 2019).

Entrepreneurship education and training programmes are important to create entrepreneurial skills and guidelines in their participants (HRD). In addition, for programs to be more effective, it is essential that there is support (financing, red tape reduction, among others) for the creation of companies (Galvão et al., 2018). Entrepreneurship education programs need to be planned and accustomed in such a way that it conveys entrepreneurial and exposure across both genders equally and put emphasis on the factors affecting entrepreneurial intention (Hassan et al., 2020).

The assumed impact of entrepreneurship education on entrepreneurial outcomes is based on the perspective that entrepreneurial skills can be taught. Entrepreneurship education is generally approached as an educational initiative aimed at enhancing knowledge, skills, and perceptions either as a potential career option or at positively influencing one's appreciation of its role in society (Aboobaker & D, 2020). Entrepreneurship education in the academic curriculum is an important factor in encouraging effective youth entrepreneurship (Valerio et al., 2014). A culture of experiential learning will provide students an opportunity to learn from the professional world and thereby assist them in their entrepreneurial journey. Therefore, the study establishes that entrepreneurs are not necessarily born but could be nurtured and developed through training as well. Those individuals who received formal

entrepreneurship training were keener to start their own venture as early as possible. Entrepreneurship education helps in increasing entrepreneurial status in society (Deepali et al., 2017).

(Galvao et al., 2020) have argued that entrepreneurship has a positive impact on regional economic development by encouraging the creation of new businesses, increasing local investment, creating new jobs, and promoting competitiveness. According to the Entrepreneurship 2020 Action Plan developed by the (European Commission, 2013), investment in entrepreneurship education offers one of the highest returns for Europe because these programs help people develop skills and competencies needed to create businesses. Despite this diversity, the literature overall acknowledges that EETPs both help increase the number of enterprises and develop more entrepreneurial skills and behaviors

DISCUSSION

ENTREPRENEURSHIP EDUCATION AND TRAINING IN INDIA

The current state of the economy points toward the need to usher in sustainable enterprises that are diverse and look at addressing the core challenges facing the country. In addition, it can solve the employment issue, which is of great concern, given the pandemic and its adverse impact on new entrants to the job markets. According to data from the Centre for Monitoring Indian Economy, 2020, joblessness shot up from 8.4% in mid-March 2020 to 23% toward the beginning of April 2020. In this context, entrepreneurship education can play a key role in identifying and nurturing such aspirants.

Entrepreneurship in India was limited to family businesses until a decade ago (Hassan et al., 2020). However, the ecosystem today is different and is favorable towards the first-gen enterprises or start-ups that want to build a business (Hassan et al., 2020). In the coming days, strengthening this ecosystem will ensure that the country moves into the next phase of 'innovation-driven.' This will require suitable policy measures as well as training to not only scale up but sustain a business. This is a crucial step for any economy that marks its transference from job-creators to job-generators (Deepali et al., 2017)

India has a pioneering status among developing countries for its early start on a variety of entrepreneurship education programs (Aboobaker & D, 2020). For the most part, entrepreneurship education in post-independence India has been focused on measures designed to encourage self-employment and the founding of Small and Medium Enterprises (SMEs). The Industrial Policy Resolution of 1956 has, for instance, a very strong emphasis on the SME sector. In the 80s, entrepreneurship education continued to focus primarily on entrepreneur training aimed at creating self-employment ventures. The 80s also saw the entry of entrepreneurship education into technology and management institutions. At the IIM Ahmedabad, for example, faculty members started offering Achievement Motivation Training. Other management institutions also began offering similar courses, driven mainly by faculty interest. However, none of these institutions took on a pioneering role to emerge as a thought leader (Vidyasagar, 2015). Governmental effort oversaw the founding of an initiative to set up Science and Technology Parks (STEPs) and incubation centers at a few reputed technical institutions. With the advent of liberalization in the 90s, the country saw the potential of entrepreneurship not only as an entry-level employment generator, but also as a means of wealth creation. Success stories, especially in the IT sector, were viewed by entrepreneurs as role models (Mukesh et al., 2018a). The country as a whole saw a growing interest in entrepreneurship, fuelled by factors such as the growth potential of the economy, changing social and cultural milieu, the global success of several Indian firms, emerging opportunities in different sectors, and lower capital requirement in IT and service sectors. The past two decades have witnessed the entry of industry associations, NGOs, consultants, and voluntary organizations into the entrepreneurship education space. In general, this time period saw the strengthening of the entrepreneurial ecosystem, with the establishment of modes of education that were not training based (Dr. Lalit Sharma, 2019)

Notwithstanding the overall COVID-19 pandemic, entrepreneurs need to confront another stark reality of an unprecedented downturn lumbering the global economy. In the current stage where our collective optimism is focused on flattening the COVID-19 spread curve, we also need to rethink ways of empowering the economy which has come to a disquieting pause. In one of his addresses to the nation amid the pandemic, the Prime Minister announced measures for a self-reliant India that is helmed by local businesses. This directive makes the role of new-

age entrepreneurs imperative in restoring the pace of the economy, which is coined as 'Atmanirbhar Baharat,' the directives have a substantial focus on the necessity and importance of entrepreneurial education. Entrepreneurs with the right amount of training will be better equipped to recognize and make the most of emerging opportunities. Entrepreneurship education is one of the most significant sectors that has been instrumental in establishing entrepreneurship as a viable career (Dr Satya Rajan Acharaya, 2020)

The significance of entrepreneurship education in regional development has become more obvious over the last decade. It is proven that entrepreneurship education is a strategic tool for regional growth and development (Galvao et al., 2018). There is a strong need for an effective EET regime in Indian HEIs (Mukesh et al., 2018b). suggested that EET cannot be implemented effectively in the university system without academicians' support. Moving towards global relevance and competitiveness - says only a few Indian higher education institutes have entrepreneurship courses and most of them have been introduced only recently (FICCI, 2021)

One of the significant challenges faced by entrepreneurship education in India is the lack of a standard framework. Although entrepreneurship is a practice-driven subject, the need to supplement it with contemporary theoretical knowledge is of paramount importance (Basu, 2014). Entrepreneurship education and training are yet to make inroads in Indian higher education, and its framework is not fully Functional. The government and regulators of higher education have failed to develop and implement a comprehensive entrepreneurship development policy (Chhabra et al., 2021; Mukesh et al., 2018b). Shankar (2012) classifies six primary obstacles to teaching entrepreneurship in India as: Lack of institutionalization, Lack of indigenous experience, Lack of trained teachers, Short-term focus on results, Limitations with pedagogy and Subject not considered as core

Entrepreneurship programmes and courses have been introduced by several top-ranked institutes imparting management and technical education. Such institutes are providing entrepreneurship assistance to students by way of e-cells (Mutsuddi, 2012). The steps taken to promote entrepreneurship by HEIs are not sufficient, reflecting that developing entrepreneurial spirits among students is still not the priority of authorities in the educational framework (Dutta, 2012). There is immense potential among the student to select entrepreneurship as their career choice and are quite receptive to it (Khanduja and Kaushik, 2009). However, they are not getting enough mentoring opportunities, and the educational support for its development is still a far cry from the agenda (Chaudhuri, 2005). This shows that the Indian entrepreneurship system is not fully developed and equipped to impart entrepreneurial knowledge, skills, and abilities and generate entrepreneurial intentions among the students.

CONCLUSION AND RECOMMENDATIONS

There is an urgent need for the development and promotion of effective entrepreneurship education and training systems in an emerging economy like India. India needs to go with an entrepreneurial-based education and training system in Higher education institutions and universities which is foreseeable in order to create more employment for the growing population. Entrepreneurship education should be interdisciplinary, developing multiple dimensions, such as employability, and social and academic entrepreneurship. The long-term impact of entrepreneurship education and training certainly gives fruitful results by way of sustainable economic growth, reducing poverty, and the creation of more employment. The designing of EET courses has to be done so that university resources such as e-cells, faculty, library, and online resources can be effectively used to give students a holistic learning experience. Entrepreneurs can also be tapped to enrich the EET curriculum. To deliver EET in a true sense, institutions must build mechanisms to support the budding entrepreneurs after completing formal learning at the campus and where EET only ceases with a venture's accomplishment. It is also the government's responsibility to create a robust entrepreneurial ecosystem in the country, improvise the overall education system and offer financial help to prospective student entrepreneurs for business development. Institutional support should also be extended to faculty mentors to explore their entrepreneurial potentials which the benefit will pass on to the learners. It can only be through persistent efforts that benefits could occur in transforming India into the world's entrepreneurial capital (Chhabra et al., 2021). Apart from improvement in education and training, along with government policies, factors like financial support, economic climate, commercial infrastructure, and cultural and social norms play a pivotal role in the growth of entrepreneurship education and training in India. (Dr. Lalit Sharma, 2019).

BIBLIOGRAPHY

- [1] Abdelkarim, A. (2018). Toward Establishing Entrepreneurship Education and Training Programmes in a Multinational Arab University. *Journal of Education and Training Studies*, 7(1), 1. <https://doi.org/10.11114/jets.v7i1.3833>
- [2] Aboobaker, N., & D, R. (2020). Human capital and entrepreneurial intentions: do entrepreneurship education and training provided by universities add value? *On the Horizon*, 28(2), 73–83. <https://doi.org/10.1108/OTH-11-2019-0077>
- [3] Anwar, I., & Saleem, I. (2019a). Exploring entrepreneurial characteristics among university students: an evidence from India. *Asia Pacific Journal of Innovation and Entrepreneurship*, 13(3), 282–295. <https://doi.org/10.1108/apjie-07-2018-0044>
- [4] Badri, R., & Hachicha, N. (2019). Entrepreneurship education and its impact on students' intention to start up: A sample case study of students from two Tunisian universities. *International Journal of Management Education*, 17(2), 182–190. <https://doi.org/10.1016/j.ijme.2019.02.004>
- [5] Basu, R. (2014). Technology Innovation Management Review Entrepreneurship Education in India: A Critical Assessment and a Proposed Framework. *Technology Innovation Management Review*, 5–10.
- [6] Census of India. (2011). *Census of India, 2011*. <https://Censusindia.Gov.in/Census.Website/>. <https://censusindia.gov.in/census.website/>
- [7] Centre for Monitoring Indian Economy. (2020). *CMIE*. <https://www.cmie.com/>
- [8] Chhabra, M., Dana, L. P., Malik, S., & Chaudhary, N. S. (2021). Entrepreneurship education and training in Indian higher education institutions: a suggested framework. *Education and Training*, 63(7–8), 1154–1174. <https://doi.org/10.1108/ET-10-2020-0310/FULL/XML>
- [9] Deepali, Jain, S. K., & Chaudhary, H. (2017). Impact of entrepreneurship education on entrepreneurial intentions of potential entrepreneurs in India. In *Entrepreneurship Education: Experiments with Curriculum, Pedagogy and Target Groups* (pp. 289–303). Springer Singapore. https://doi.org/10.1007/978-981-10-3319-3_16
- [10] Dr. Lalit Sharma. (2019). *India Requires Entrepreneurship Education to Strengthen Entrepreneurial Ecosystem - Higher Education Digest*. Higher Education Digest. <https://www.highereducationdigest.com/india-requires-entrepreneurship-education-to-strengthen-entrepreneurial-ecosystem/>
- [11] Dr Satya Rajan Acharaya. (2020, August). *Entrepreneurship Education And Its Significance In The Present Times*. <http://bweducation.businessworld.in/article/Entrepreneurship-Education-And-Its-Significance-In-The-Present-Times-/05-08-2020-305322/>
- [12] European Commission. (2013). *Towards Social Investment for Growth and Cohesion – including implementing the European Social Fund 2014-2020*.
- [13] FICCI. (2021). *Lack of entrepreneurship programmes in Indian institutes a concern*. Federation of Indian Chambers of Commerce and Industry. https://www.business-standard.com/article/management/lack-of-entrepreneurship-programmes-in-indian-institutes-a-concern-report-114111400016_1.html
- [14] Fietze, S., & Boyd, B. (2017). Entrepreneurial intention of Danish students: a correspondence analysis. *International Journal of Entrepreneurial Behaviour and Research*, 23(4), 656–672. <https://doi.org/10.1108/IJEBr-08-2016-0241>
- [15] Fretschner, M., & Weber, S. (2013). Measuring and understanding the effects of entrepreneurial awareness education. *Journal of Small Business Management*, 51(3), 410–428. <https://doi.org/10.1111/jsbm.12019>
- [16] Galvão, A., Ferreira, J. J., & Marques, C. (2018). Entrepreneurship education and training as facilitators of regional development: A systematic literature review. *Journal of Small Business and Enterprise Development*, 25(1), 17–40. <https://doi.org/10.1108/JSBED-05-2017-0178>
- [17] Galvão, A., Marques, C., & Ferreira, J. J. (2020). The role of entrepreneurship education and training programmes in advancing entrepreneurial skills and new ventures. *European Journal of Training and Development*, 44(6–7), 595–614. <https://doi.org/10.1108/EJTD-10-2019-0174>

- [18] Gedeon, S. A. (2017). Measuring Student Transformation in Entrepreneurship Education Programs. *Education Research International*, 2017, 1–12. <https://doi.org/10.1155/2017/8475460>
- [19] Hassan, A., Saleem, I., Anwar, I., & Hussain, S. A. (2020). Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education. *Education and Training*, 62(7–8), 843–861. <https://doi.org/10.1108/ET-02-2020-0033>
- [20] Liguori, E., Corbin, R., Lackeus, M., & Solomon, S. J. (2019). Under-researched domains in entrepreneurship and enterprise education: primary school, community colleges and vocational education and training programs. In *Journal of Small Business and Enterprise Development* (Vol. 26, Issue 2, pp. 182–189). Emerald Group Holdings Ltd. <https://doi.org/10.1108/JSBED-04-2019-402>
- [21] Loh Rahim, H., Ali Bahari Abdul Kadir, M., Zainal Abidin, Z., Junid, J., Mohd Kamaruddin, L., Faizah Mohd Lajin, N., Zahrah Buyong, S., & Ahmad Bakri, A. (2015). ENTREPRENEURSHIP EDUCATION IN MALAYSIA: A CRITICAL REVIEW. In *Journal of Technology Management and Business* (Vol. 02, Issue 02).
- [22] Mukesh, H. v., Rao, A. S., & Rajasekharan Pillai, K. (2018a). Entrepreneurial Potential and Higher Education System in India: <https://doi.org/10.1177/0971355718781275>, 27(2), 258–276. <https://doi.org/10.1177/0971355718781275>
- [23] Valerio, A., Parton, B., & Robb, A. (2014). *Entrepreneurship Education and Training Programs around the World Dimensions for Success Human Development*.
- [24] van Gelderen, M., Kautonen, T., & Fink, M. (2015). From entrepreneurial intentions to actions: Self-control and action-related doubt, fear, and aversion. *Journal of Business Venturing*, 30(5), 655–673. <https://doi.org/10.1016/j.jbusvent.2015.01.003>
- [25] Vidyasagar, K. (2015). Management Education for Entrepreneurship Development. *International Journal of Academic Research*, 2(2), 2348–7666. www.tie.org
- [26] Warhuus, J. P., Tanggaard, L., Robinson, S., & Ernø, S. M. (2017). From I to We: collaboration in entrepreneurship education and learning? *Education and Training*, 59(3), 234–249. <https://doi.org/10.1108/ET-08-2015-0077>