

Paper 10  
**PEDAGOGICAL INNOVATIONS IN TEACHING  
ENTREPRENEURSHIP**

**Dr. Jomon Lonappan**

Asst. Professor

SDM College of Business Management & P.G. centre for management studies and research,  
Mangalore

Mobile Number:8197243483

*jomonlonappan@yahoo.co.in*

## **1. Introduction**

Teaching students to be entrepreneurs poses a challenge from a pedagogical perspective. For students to become entrepreneurs they must learn how to identify and pursue opportunities that create change and result in sustainable value for society. It involves student ability to apply their knowledge about how to launch a new enterprise [Halonen et al. 2002 p.284]. Introducing entrepreneurship courses in higher education builds core competence among students, even though not all students who are exposed to entrepreneurship education would start their own venture immediately or at a later date. The question whether entrepreneurship can be taught has been a major debate in entrepreneurship research and even led to the question whether entrepreneurship can actually be learnt [Edwards & Muir 2004; Rae, 2000]. Basic outcome of this study have been the identification of different aspects in entrepreneurship education of which some are teachable with the help of classical education tools and formats, while others do not seem to be teachable in same manner. Against the background of these findings, active learning concepts were increasingly integrated into entrepreneurship education [Shepherd & Douglas, 1996]

## **2. HISTORICAL CONTEXT OF ENTREPRENEURSHIP EDUCATION**

Katz (2003) developed the most comprehensive chronology of entrepreneurship education. While he included economic and agricultural literature and experiences dating back to 1876, and others have touted the Harvard courses taught in 1947, the reality of entrepreneurship education as a force in business schools began in the early 1970s. USC launched the first MBA Concentration in entrepreneurship in 1971 followed by the first undergraduate concentration in 1972. From there, the field of entrepreneurship began to take root

In 1987, Zenithal & Rice reviewed some of the pioneering universities of entrepreneurship Education in America contended that education in entrepreneurship covered the entire Scope of business administration, and as such was the closest approach to the original Concept of management education available in universities at that time. With the continued Increasing fragmentation of business education into narrow specializations, they believed that the a field of study that takes a broad, integrative, pragmatic, rational approach to Business would find itself increasingly popular with those who aspire to be entrepreneurs, Managers and top executives.

Also in 1987, Ronstadt proposed that entrepreneurial programs should be designed so that potential entrepreneur is aware of barriers to initiating their entrepreneurial careers and can devise ways to overcome them. Ronstadt (1987) proposed a two-continuum model of

curricular design for Entrepreneurship education. His “structured-unstructured” continuum addressed various Methods of transferring information and expertise. Among the methods he discussed were lectures, case studies, and feasibility plans. He contended that an effective program must show students “how” to behave entrepreneurially and should also introduce them to people who might be able to facilitate their success.

Four years later, Robinson & Haynes (1991) conducted a survey of universities with enrollments of at least 10,000 students to determine the extent of the growth in entrepreneurship education. While significant growth was cited, several challenges were pointed out including:

The challenge that lies in developing existing programs and personnel, thus improving the Quality of the field. There are several obstacles that need to be overcome to facilitate the development of quality in the field.

At the heart may be the lack of good solid theoretical bases upon which to build pedagogical models and methods. Another obstacle is the lack of formal academic programs, representing a lack of commitment on the part of institutions. A third obstacle is the maintenance of student interest in the academic programs. Robinson and Haynes believed that entrepreneurship education had come a long way in the past 20 years, yet there were several weak points in the field that were identified through their research. Of primary concern is the lack of depth of most of the programs that were then started. Further growth would depend upon how new programs were integrated with and nurtured by the established entrepreneurship education system.

### 3. **The objectives of entrepreneurship education**

Through the identification of various objectives of entrepreneurship education, we might have a deeper understanding of educational needs as well as a more weighted choice of evaluative criteria and pedagogical techniques (Alberti, 1999).

#### **To acquire knowledge germane to entrepreneurship**

Learning of knowledge, concepts and techniques about some specific area or Discipline, related to the field of entrepreneurship

#### **To acquire skills in the use of techniques, in the analysis of business situations and in the synthesis of action plans**

This objective aims at promoting skills of analysis and synthesis in the use of knowledge about accounting, finance, marketing and general management in a holistic way

#### **To identify and stimulate entrepreneurial drive, talent and skill**

aims at increasing individuals’ awareness of new venture career possibilities and supporting them in the development of awareness about their entrepreneurial interests, capabilities and potential

#### **To undo the risk-adverse bias of many analytical techniques**

This means education on how to manage risk, reducing the bias for risk-aversion. These objectives move away from traditional business education that has a bias towards quantitative analyses and an emphasis on postponing action until all the necessary data are available.

**To develop empathy and support for the unique aspects of entrepreneurship**

Refers to the wish/need of some individuals to understand and learn concepts related to entrepreneurship with no intent for their direct application

***To revise attitudes towards change***

This objective aims at educating people on how to encourage their subordinates to innovate

***To encourage new start-ups and other entrepreneurial ventures***

This aims at a direct stimulus in fostering new ventures, self-employment and entrepreneurial oriented careers.

**To stimulate the ‘affective socialization element**

This objective refers to the inculcation of attitudes, values, psychological mindsets and strategies necessary for taking on the entrepreneurial role.

In other words, entrepreneurship education aims at building the so-called entrepreneurial competencies, which are considered as combinations of the different skills, knowledge and attitudes above listed (Fiet, 2001a). The analysis of the objectives of entrepreneurship programs introduces a deeper examination of the different audiences for entrepreneurship education.

**Importance of Entrepreneurship Education**

**Entrepreneurship is a key driver of our economy.** Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale. It is with this in mind that the National Standards for Entrepreneurship Education were developed: to prepare youth and adults to succeed in an entrepreneurial economy.

**Entrepreneurship education is a lifelong learning process**, starting as early as elementary school and progressing through all levels of education, including adult education.

The Standards and their supporting Performance Indicators are a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have: progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities.

**Table 1 - Teaching methods**

<b>Theoretical Discussion</b>	
<b>Didactic model</b>	<b>Learning from each other</b>
Learning from teacher alone	Learning from each other
Passive role as listener	Learning by doing
Learning from written texts	Learning from personal exchange and

	debate
Learning from “expert” frameworks of teacher	Learning by discovering (under guidance)
Learning from feedback from one key person	Learning from reactions of many people
Learning in well organized, timetable environment	Learning in flexible, informal environment
Learning without pressure of immediate goals	Learning under pressure to achieve goals
Copying from others discouraged	Learning by borrowing from others
Mistakes feared	Mistakes learned from
Learning by notes	Learning by problems solving

Fonte: Duchéneaut, 2001: 133

By Combining Didactic Model and learning from each other we can generally classify the teaching methods into following categories.

1. Case Study
2. Group Discussion
3. Individual Presentation
4. Individual Written Report
5. Group Project
6. Formal Lectures
7. Guest Speakers
8. Action Learning
9. Seminar
10. Web-based learning
11. Video recorded lectures

#### 4. **METHODOLOGY**

Empirical Study was conducted among 250 students of Executive M.B.A Program in the age group of 20-30 years.

##### **5.1 Sources of Data:**

###### **Secondary Data:**

Secondary data is obtained from Journals & Websites.

###### **Primary Data:**

Primary data were obtained through Questionnaires & Schedules.

All the collected Data were analyzed to form the final Conclusion.

##### **5.2 Analysis:**

Data and Information collected were analyzed by Likert Scale.

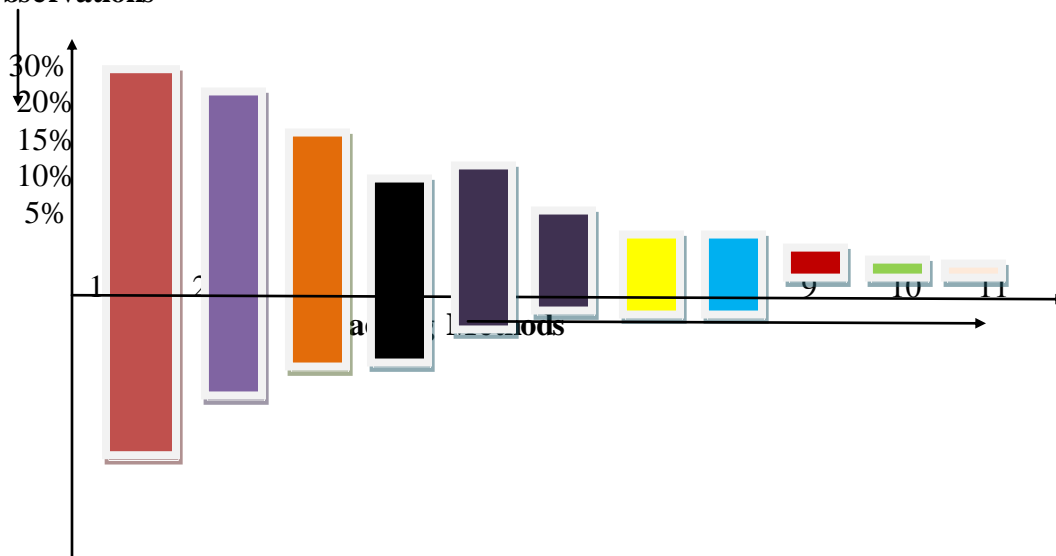
##### **5.3 Limitations of the Study:**

The Information was collected from students that may include their Perception and may not be all accurate.

**6. Results & Interpretation of Data**

**Fig.1 % of Observations based on Teaching Methods**

% of Observations



**Table :2 % of Observations based on Teaching Methods**

Sl.Number	Teaching Method	% of Observations
1	Group Project	30
2	Case study	20
3	Guest Speaker	15
4	Individual Presentation	12
5	Group Discussion	10
6	Action Learning	5
7	Seminar	3
8	Individual Written Report	3
9	Formal Lecture	1
10	Web-based Learning	0.5
11	Video-Recorded Lectures	0.5

**7.**

**30% of the students have opted for Group Project as a Teaching Method.**

By participating in the project, students receive exposure to the resources of the Web, developed an understanding of the various functional areas within a business and how these functions were interdependent, enhanced their electronic communication skills, and experienced the entrepreneurial behavioral, affective, and cognitive attitudes that motivate individuals to succeed in small business endeavors

**20% of the students have opted for Case Study as a Teaching Method.**

The case study method of teaching is quite different from the traditional lecture or class discussion. It requires substantial work before and during class by both the professors and the students. But the effectiveness of this method in other fields suggests the work is worthwhile.

**15% of the students have opted for Guest Speakers from the Industry as a Teaching Method**

Inviting guest speakers into classroom can be an effective means to raise issues, impart real-life experiences, and drive home a specific lesson.

**12 % of the students have opted for giving Individual Presentation as a Teaching Method**

Individual Presentation requires students to describe an ethical situation they encountered in the

Workplace, their relevant value systems, sources of information consulted, their role in the organization, and how they resolved the ethical situation, considering how their experiences since the time of the situation might influence analogous decision making today.

**10% of the students have opted for Group Discussion as a Teaching Method**

Whole Group Discussion is a modified form of classroom lecture where the focus is shared between the instructor and the students for information transfer. Typically, an instructor will stand before a class and present information for the students to learn but the students will also participate by answering questions and providing examples.

**5 % of the students have opted for Action learning as a Teaching Method**

Action Learning is a form of Problem-based learning, but it goes further in insisting that the problem(s) being worked on must be real, in that no one knows the answer already.

**3% of the students have opted for Seminar as a Teaching Method**

The seminar (despite larger numbers and generally shorter timetabling slots) is still - alongside (and usually supplementing) the lecture - a dominant pedagogic genre in English Studies. At most universities, the chances are that a large proportion of your face-to-face interaction with students will take place in seminars.

**3 % of the students have opted for Individual Written Reports as a Teaching Method**

Very few % of the students have opted for formal lecture, Web based learning and video recorded lecture as a Teaching method

**7. Challenges for Entrepreneurship Education:**

**During the study the following problems were quoted by the students against Entrepreneurship.**

**1. Cultural Barriers**

People in India are more sensitive to emotional affinity in the work place than to the work and productivity. The caste system & its series of obligations reinforced the practice of following a family occupation rather than launching a new venture.

**2. Difficulties towards start-ups**

Business in India is costly in terms of Time required and cost involved. There is too many rules and regulations and too much paper work involved in starting a new venture.

The absence of an appropriate Entrepreneurial climate, lack of required Infrastructural facilities and lack of access to relevant technology hinder rapid Industrial development.

**3. Incomplete Entrepreneurial Education:**

The students are not satisfied with the “hands-on” support of their University in the founding process because of this they are not confident, not capable and lack knowledge in starting a Business.

## 8. Conclusion:

Unfortunately, the present Entrepreneurship education just concentrates on related courses. Moreover, the so called Entrepreneurship courses are similar to general business courses. But general business management education has no significant influence on entrepreneurial propensity ( Hostager and Decker; 1999). In Entrepreneurship education the much focus should be given on Group Projects and Case Study which means that Entrepreneurship educators should give much significance to the practice based approach in the learning organizations.

## 9. References

1. Dana, L. P. (2001), 'The Education and training of entrepreneurs in Asia', *Education and Training*, 43 (8/9), p. 405-415
2. Dominginhos, P. and Carvalho, L. (2006), 'Promoting business creation through real world experience in Entrepreneurship training programmes' IntEnt2006 Internationalizing Entrepreneurship Education and Training:
4. "Innovative Formats for Entrepreneurship Education Teaching" , São Paulo, Brasil.
5. Dominginhos, P., Sardinha, B., Carvalho, L., Ramalho, N., Pereira, R. (2005), 'Assessing Entrepreneurial Education in Higher Education in Portugal', Paper present at Fostering Entrepreneurship: The Role of Higher Education, Trento, Italy.
7. European Commission (2004) "Entrepreneurship" Flash Eurobarometer 160, available in <http://ec.europa.eu>.
8. European Commission (2003a), 'Green Paper on Entrepreneurship in Europe', available in [http://ec.europa.eu/enterprise/entrepreneurship/green\\_paper/](http://ec.europa.eu/enterprise/entrepreneurship/green_paper/). European Commission (2003b)
9. Ribera, J, Dominginhos, P., Almeida, A., Bucha, A., Carvalho, L., Moura, B., Pereira, R., Sardinha, B., Silveira, R. e
10. Vieira, A. (2006) 'A correlação entre a oferta formativa existente orientada para a formação de competências e a Criação de empresas a nível local». Documento de Trabalho do OEFPIEFP.
11. Roux, I., Pretorius, M. and Millard, S. (2004), 'Measuring Entrepreneurial Orientation to determine the effect of education: A National Curriculum Intervention', paper presented at 14th IntEnt, Napoli. Vesper, K. H. and Gartner, W. B. (1997), 'Measuring Progress in Entrepreneurship Education', *Journal of Business Venturing*, 12(5), p. 403-421.
12. Solomon, G.T., Duffy, S. and Tarabishy, A. (2002). The State of Entrepreneurship Education in the United States: a Nationwide Survey and Analysis. *International Journal of Entrepreneurship Education* 1(1), 1-22.

10. **Questionnaire:**

**Table:3 Rate the effectiveness of various Pedagogical methods in Teaching**

Rating	1	2	3	4	5
	<b>Rating: 5 Point Likert Scale:</b> Preference ranging from 1(not at all) to 5 (very much) (put √ (Tick) mark in appropriate column)				
<u>Teaching Method</u>					
Case Study					
Group Discussion					
Individual presentation					
Individual written report					
Group Project					
Formal lecture					
Guest Speakers					
Action Learning					
Seminar					
Web-based learning					
Video recorded lectures					