Article can be accessed online at http://www.publishingindia.com

Entrepreneurship Education: Core, Context and Challenges

Rajiv Joshi*

Abstract

Impact of entrepreneurship activities on nation building and its catalyst effect to the socio-economic development have been well-discussed topics. Governments initiated various interventions and programmes to foster entrepreneurial endeavours. Concurrently, academia also started designing and delivering structured long duration entrepreneurship education programmes targeted at young students. These days, business schools from across the world offer an array of entrepreneurship modules and programmes. The entrepreneurship modules and programmes witnessed evolution with entrepreneurship first as an elective course; added by more courses; further as concentration area; and finally as a long duration programme.

In its essence, entrepreneurship education is complex due to multi-disciplinary approach; challenges of curriculum design and delivery; and issues and challenges of pedagogical tools. Dearth of entrepreneurship educators further contributes to the challenges. With the propagation of Indian academia offering entrepreneurship education programmes, current challenges confronting entrepreneurship education need to be examined. This paper endeavours to identify and classify challenges, issues, themes and different models of entrepreneurship education. Further, it revolves around, current practices of entrepreneurship education and ways to address challenges and issues of entrepreneurship education.

Keyword: Entrepreneurship Teaching, Evolution, Pedagogy, Curriculum

Entrepreneurship Education – Introduction

Using the tenure of programme as parameter entrepreneurship education and training can be classified as short duration training programmes and long duration entrepreneurship education programmes covering broad based education of entrepreneurship, business and management. These programmes focus on entrepreneur, enterprise establishment and enterprise management & growth (Dinesh Awasthi, 2011). There exist all genre of entrepreneurship programmes across world; ranging from few entrepreneurship courses as a part of the overall programme to entrepreneurship courses as major part of programme architecture; finally leading to academic qualification.

Entrepreneurship education evolved from a single course on entrepreneurship offered to business and engineering students, then more courses as entrepreneurship concentration area and finally evolved as matured entrepreneurship education programme. In certain cases, such programmes were offered with other existing management education or business education programmes. Entrepreneurship Development Institute of India (EDI) was pioneer to start a long duration full-fledged one year post graduate diploma programme on business entrepreneurship and management in 1998. Core of these programmes is evolution, validation and acceptance of fact that entrepreneurs can be created and trained; they are not necessarily born.

This paper explores the challenges, issues and overall theme and substance of entrepreneurship education (EE). Definition of entrepreneurship as adopted by the institutes

* Associate Sr. Faculty, Entrepreneurship Development Institute of India, Ahmedabad, Gujarat, India. E-mail: rajiv@ediindia.org

and universities has great impact on the overall focus of EE programmes. The objective(s) of EE programme further has impact on the overall design, delivery and evaluation mechanism of the programme. It has been found that objective and focus of EE could range from developing individuals with entrepreneurial mindset to a single minded goal of setting up enterprises and businesses at the end of the programme duration. This spectrum of bipolar objectives decides the courses, pathways in EE programmes and finally who, what, why and how of EE programmes.

Defining Entrepreneurship and Entrepreneurship Education

Despite the evolution of EE, there are many differences about meaning of EE and treatment to EE programmes. Differences in this perspective about what is EE all about affect learners as well as EE providers. Entrepreneurship educators also consider different versions of EE and entrepreneurship. Educators have been treating EE programmes based on which dimension and definition of entrepreneurship and EE programmes educators have been following. Kuratko and Hodgetts define entrepreneurship and force of entrepreneurship encompassing its various aspects. "Entrepreneurship is a dynamic process of vision, change, and creation. It requires application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshall needed resources; and fundamental skill of building solid business plan; and finally, the vision to recognise opportunity where others see chaos, contradiction, and confusion." (Kuratko & Hodgetts, 2004).

Debate and discussions are also found around implications and significance of EE. Based on the different stages of economic development, level of entrepreneurial activities and different phases of education, one can find different versions of EE. Even the maturity level; since how long an institution has been offering EE programme (s) has also impact on EE programme substance. EE based on the premise of preparing learners for setting up enterprise, take up entrepreneurial activities which might be too short view of EE versus EE as a process through which learners attain broad based education and set of competencies for individuals to become entrepreneurial individuals.

Kuratko viewed entrepreneurship as individual's ability to turn ideas into action involving creativity, innovation, initiative and risk-taking. It is also all about ability to planand manage projects in order to achieve objectives. At the other extreme, few institutes view EE as lifelong competence development contributing to country competitiveness resulting in many social benefits. In this case, entrepreneurship is all about the key competence of individuals vital for economic and social development. As per this school of thought entrepreneurship is more than just creation of business; it is about 'entrepreneurial perspective.' An "entrepreneurial perspective" can be developed in individuals. This perspective can be exhibited within or outside a firm or organisation; whether profit or not-for-profit enterprises, and in business or non-business activities for the purpose of bringing forth creative ideas (Kuratko, 2003).

A choice of definition and perspective of entrepreneurship generally affect by and large the entire focus and premise of EE. Gartner and Vesper (1994) viewed EE as a process through which learners acquire a broad set of competencies which can bring greater individual, social and economic benefits. These competences can be applied in many aspects of people's lives. Entrepreneurship education is thus about life-wide as well as lifelong competence development (Gartner and Vesper, 1994). Further the researchers suggest that EE must address the uncertainand unclear nature of business entry; business entry is fundamentally a different activity than managing a business. They emphasized that EE is all about – how to motivate, inspire, guide, supervise and train entrepreneurs to take entrepreneurship as career and enterprise development as outcome of EE.

Entrepreneurship Education – Historical Perspective

Schumpeter (1934) argued that entrepreneurial manifestations in form of new business ventures have been influential in economic transformation of the Western Europe and North America. Many countries across the globe grew rapidly by promoting entrepreneurship in the society. David McClell and further argued that entrepreneurs can be created and developed through necessary behavioural and other training interventions. Drucker also disseminated concepts and

practices of innovation and entrepreneurship through his thought leadership. Drucker's famous statement on entrepreneurship 'Entrepreneurship is neither science nor art, it is practice' has influenced EE in many ways.

While reviewing various literatures and published data, it is found that the United States of America (USA) was the frontrunner in embracing EE. Different universities, technology and business institutes developed EE courses and programmes. Katz (2003) developed chronology of entrepreneurship education. Few scholars were of opinion that EE began at Harvard Business School by offering some courses in 1947. However, some say that the reality of entrepreneurship education as a force in business schools began in the early 1970s. University of South Carolina (USC) launched the first MBA concentration in entrepreneurship in 1971 followed by the first undergraduate concentration in1972. This was considered as the beginning of EE as evolving field and finally this led to over 300 universities offing courses in entrepreneurship and small business by 1980s and further this number reached 1050 schools by 1990s (Solomon *et al.*, 1994). Few researchers view that the real growth of EE on world map came in the 1980s.

In 1987, Zeithaml & Rice reviewed few pioneer universities offering entrepreneurship education in the USA. The researchers concluded and gave some pointers towards the future direction and suggestion for such EE institutes and programmes in their paper. Research on the teaching methods commonly used in entrepreneurship programmes could be another interesting area and finally they concluded that entrepreneurship courses, programmes, and centers may be a source of funds for the university or college." (Zeithaml & Rice, 1987)

Ronstadt's work proposed that entrepreneurial programmes should be designed so that potential entrepreneurs are aware of barriers to initiating their entrepreneurial careers and they can devise ways to overcome them (Ronstadt, 1987).

Robinson and Haynes conducted a survey of universities to determine the extent of the growth in entrepreneurship education. They concluded that there had been significant growth of EE programmes. They pointed challenge of developing existing programmes and people engaged in EE; consequently improving the quality of EE and entrepreneurship field. One of the key challenges as mentioned by the researchers was how to maintain learners' interest level in EE academic programmes (Robinson & Haynes, 1991).

Proliferation of EE and research was not limited to the USA; it started spreading to United Kingdom (UK) and across other European countries. Harry Matlay's work focused on EE challenges and state of EE in UK based business schools and universities (Matlay, 1997, 2000, 2004, 2005, 2006). India also started appreciating the importance of entrepreneurship education and training. Especially, Gujarat state was frontrunner in embracing entrepreneurship training and structured short duration training programmes and thematic training modules. Centre for Entrepreneurship Development (CED) was set up in 1979.

Entrepreneurship Development Institute of India (EDI) was set up in 1983 as dedicated and specialized independent institute for fostering and promoting entrepreneurship by entrepreneurship teaching, training, research and consulting. The institute embraced EE as long duration learning programme at subsequent stage in 1998.

Entrepreneurship Education – Indian Experience

Indian experience of entrepreneurship development started with the research, policy interventions and finally it evolved into design and development of Entrepreneurship Development Programmes (EDPs). Government of India sensing the need for rural development and sustainable livelihood also focused on rural EDPs. These programmes were designed, developed and finally standardised for reaching out to different target audience. Premier business schools of India like Indian Institute of Management (IIMs) had different mandate and they focus on developing managers and executives for established enterprises and companies. However, IIM Ahmedabad was the frontrunner in embracing courses on entrepreneurship. Some evidences of research and publication as well as few courses offered in the field of entrepreneurship, family firms, small businesses and new venture creation are found.

Curricula of management and business administration programmes offered by some Indian universities at undergraduate(BBA / BBM / BMS programmes) and postgraduate levels (MBA, MMS programmes) included

one course on Entrepreneurship and Small Business Management in the early 1990s. The focus of such course was to sensitize young mind towards entrepreneurship with development of project profile as learning outcome and evaluation component. Even technology, engineering and design institutes also included some exposure to entrepreneurship through workshops, seminars or a graded course. Entrepreneurship as discipline and academic area has evolved in many senses in Indian scenario.

Full-grown EE programme was not yet envisaged in Indian scenario till EDI launched its archetype long duration EE programme in 1998 – one year full time post graduate diploma in business entrepreneurship and management. The institute continued to offer in its one year format till 2007. This EE programme was later on redesigned and rechristened as two year full time post graduate diploma programme in business entrepreneurship approved by All India Council for Technical Education (AICTE) in 2008. Presently, EDI Ahmedabad, S P Jain Institute of Management and Research, Mumbai and NMIMSUniversity are some of the prominent educational institutes offering EE programmes. Indian School of Business (ISB), Hyderabad, IIM Ahmedabad, NITTE, Mumbai, XIME, Bangalore and IIM Bangalore are offering entrepreneurship and new venture creation related courses, electives and entrepreneurship concentration courses as a part of mainstream management education programme. Majority of the institutes offering MBA programme or Post Graduate Diploma in Management (PGDM) approved by AICTE have been offering a course on Entrepreneurship to the second year students of the programme.

Dinesh Awasthi developed a comprehensive framework of various approaches to entrepreneurship education and Indian experience of entrepreneurship development. He discussed the approaches and strategies of promoting entrepreneurship in India through training and education. He discussed various interventions to promote entrepreneurship that emerge along with the life cycle stages and phases of firms, for example pre-startup, startup, survival and growth stages of enterprises (Dinesh Awasthi, 2011).

Comprehensive textbooks focusing on the requirement of entrepreneurship courses and EE programmes are also being written and published by Indian authors. Case books on small & medium enterprises are also being published. Newspapers, magazines and electronic media have been creating content and programmes addressing to entrepreneurial challenges and enterprise establishment processes. 'Young Turks' and 'Awaaz Entrepreneur' produced and aired by CNBC TV18 Network is one of the popular programmes. ET Now, business news channel of Times News Network also has a fairly decent line of different television programmes for entrepreneurship, small and medium businesses and SME sector. Magazines like 'Dare' and 'Entrepreneur' (Indian Version) have also been instrumental in enhancing importance of EE in the Indian context. National newspapers have also been regularly covering interesting stories of entrepreneurs. This awareness has contributed to the growth of entrepreneurship and EE programmes.

There are many emerging private universities and private colleges which started offering EE programmes with different nomenclature; the most popular amongst them is MBA – Entrepreneurship and Family Business. In some cases, entrepreneurship was implanted into *plain vanilla* MBA programme resulting into neither an MBA programme nor an EE programme. One of the typical issues of combining entrepreneurship and family business management by some of these EE programmes offered by Indian institutes have been the heterogeneity and diverse learning needs of the learners. Further, typical tension between EE programmes as academic programme vs. EE programme as project based learning programme has been found in Indian scenario. Tata Institute of Social Science (TISS), Mumbai offers a very unique programme, Master of Arts (M.A.) in Social Entrepreneurship leveraging business management and entrepreneurial skills to pursue the multiple bottom line of the social enterprise by keeping the stakeholder value intact rather than only that of shareholder value.

This kind of thematic, sector specific and focused programme could be the future of EE with specific focus on the sector or industry or a particular technology. This change from generic to specific EE programme could be the next big thing in Indian EE scenario. Keeping the chaotic and non-linear nature of enterprise establishment and entrepreneurship, project-based EE programmes, based on the effectuation theory and effectual logic,could be a welcome change. This has been an area of debate amongst entrepreneurship educators. It seems that the EE theme of research is shifting from whether entrepreneurs can be trained, educated and developed to how entrepreneurs should be educated for better impact.

In the parlance of operation management, the dilemma is to choose between an assembly line approach to educational services, batch production or a job shop model of EE to better suit the individual requirements of the learners. Society of Entrepreneurship Educators (SEE) was set up as an agent to develop entrepreneurship educators and enhance the quality of entrepreneurship education by different interventions.

Entrepreneurship Education – Framework, Structure and Format

Long duration full time EE programmes with one to two years duration leading to award of degree, diploma or certificate have been following different framework, structure and format. As mentioned in the paper, objective and the definition of entrepreneurship as perceived and adopted by the institute has a lot of impact on the design, delivery and evaluation pattern of EE programme. Skills-based EE programmes have focused on the project based approach of delivery and encompass relational, entrepreneurial and business skills.

As an essential part of EE programmes, one needs to look at entrepreneurship teaching methods. Primarily, there are three different approaches to entrepreneurship teaching that decides the overall flow of EE programme and courses which are offered as entrepreneurship theme. The first approach towards EE is the trait based entrepreneurship based on the work of David McClelland (McClelland, 1964). This approach-based entrepreneurship course and programmes identifyand work on the key entrepreneurial skills and abilities like risk taking, need for achievement, and internal locus of control. EE programmes and courses following this approach work towards developing and enhancing these skill sets. However, this approach to entrepreneurship teaching has its own boundaries and limits. Further, in the current scenario of 'next-generation young' aspiring individuals; sometimes it is perceived not so effective under certain circumstances and certain group of learners.

Another approach to entrepreneurship teaching is entrepreneurship as a process as proposed by McMullan and Long (1987). This EE approach as proposed by many scholars (Low & MacMilan, 1988; Amit *et al*., 1993; Venkataraman, 1997) understands that EE is interdisciplinary in nature and involves process-oriented approach whereby the starting phase is the idea and developing the concept, opportunity identification, working on need for the resources and mobilizing and acquiring resources, working on the execution of the plan and launching the venture. This approach assumes that EE is a liner process and learners should undergo the various stages of this process to learn and understand various facets of entrepreneurship. Many EE programmes and courses are designed around this approach. It is seen that this is a very commonly adopted EE approach these days (Neck & Greene, 2011). Though, this approach to EE is better and factors in the reality of EE in a simulated environment; this way of EE teaching is close to reality, but the focus is on market analysis and market study based on secondary data and less on effectuation part of EE programmes leading to many changes and alterations in the individual mindset and also the proposed plan. This approach involves preparation of business plan at the end of the programme encompassing linear process of entrepreneurship and enterprise development. However, few venture capitalists, consultants and entrepreneurs have been expressing their great concern over the linearity of enterprise establishment. They believe that in real life situation entrepreneurship is chaotic and non-linear in nature; hence a linear business plan may not be of much use developed as student.

Few researchers pinpointed another approach to entrepreneurship teaching. This approach is entrepreneurship as a method suggested and proposed by recent research work (Neck &Greene, 2011, Sarasvathy & Venkataraman 2011). It focuses on entrepreneurship as a method and focuses on disorderliness of entrepreneurship process. As per this approach, educators teach, train and educate students understand, develop and practice the skills and techniques needed for productive entrepreneurship (Neck & Greene, 2011).

Apart from approach to entrepreneurship teaching, what is an ideal entrepreneurship syllabus/ programme and what courses should be taught in entrepreneurship programmes also has been a debatable area. Despite, the emergence and recognition of entrepreneurship as an academic discipline and a field of study, many debate and extensive differences pertaining to the ideal content and curriculum of entrepreneurship programmes.

There are various models of entrepreneurship programme. These models represent conceptual view of entrepreneurship education adopted by the institute or business school. However, the most common thread

has been the skills - business, entrepreneurial and managerial needed for entrepreneurship or the model based on business plan, business life cycle stages and business functions with the focus on business entry formalities. Entrepreneurship educators also emphasized the need to create the difference between management and entrepreneurship programmes. McMullam and Long concluded that management programmes follow the functional format based on the premise that ventures have functional differentiation and departmentalised structure. They argued that few ventures start the enterprise with a functionally differentiated structure during the start-up phase and functional differentiation is created through time and progress of the venture (McMullam & Long, 1987). Kuratko (2003) suggested that entrepreneurship education needs to be differentiated more by stage of venture development rather than by department of functional expertise.

Learning objectives of EE programmes could range from creation of an entrepreneurial awareness among students, through the development of entrepreneurial skills, to the teaching of specific business related knowledge. It is observed that EE programme objectives have a great impact on the overall programme delivery and design including who delivers the courses.

EE programmes also face the typical dilemma between the issues of breadth vs. depth of the curriculum; as well as usual issues of standardisation vs. customisation. Though, very few but PGDM programmes(EE programmes) approved by AICTE face very special challenges to design EE programme meeting the legal compliance with statutory body like AICTE and also factoring in dynamic nature of EE programmes. EE programme frameworks and structures have also been constantly fighting and juggling between the *'Theories – Applications & Practices'* part of EE programmes.

Pedagogy and Learning Tools

Field work and internships are one of the important pedagogical tools for EE programmes and management programmes. EE programmes face unusual challenge of summer internship in terms of the design of internship programme, milestones and focus of internship and the deliverable. The institutes offering EE programmes need a customized approach of internship to cater to the unique needs of the learners.

Different pedagogical tools and learning methodsare deployed by different EE programmes across the world. Pedagogical tools which are classic to social science education, management education like lectures, readings, workbook exercises, case based class discussion, discussions with experts, guest speakers, individual coaching, role plays and sometimes team based projects. Developing and writing a business plan has been an integral part of many EE programmes worldwide. The basic premise is to learn the integration and connect different parts of the business while developing a business plan. Coupled with the field based project, such business plan often facilitates start up of a venture by the students. Out of classroom learning methods like interviews with entrepreneurs for creation of entrepreneurs' profiles, shadowing an entrepreneur, extended interactions with entrepreneurs, internship with start ups and entrepreneurial firms have been also deployed as a part of EE programme design, deliver and evaluation method.

There are various discussions around an ideal curriculum design of EE programmes. The choice between the standard components vs. customized inputs of courses and EE programmes have always been an area of concern for entrepreneurship educators. Ronstadt argued that entrepreneurship is dependent not only on knowledge and skills that is (know-how) but also the network and acquaintances (know-who)(Ronstadt,1987).

He asserted that EE programmes to be effective should demonstrate EE learners how to behave entrepreneurially; further EE programmes should help students to create their network of individuals who could be some help in facilitating entrepreneurial endeavours.

Assessment and Evaluation

One of the key aspects of any education programme is the assessment. EE programmes also involve assessment and evaluation. It is argued that different methods of assessment and evaluation are designed and developed for assessing different learning goals. Some of the conventional assessment methods like written examinations are found to be better to assess the understanding and acquisition of key concepts however; the assessment of some of the practical skills and entrepreneurial behaviour and attitude cannot be assessed based on the written examinations.

A wide range of evaluation components and parameters need to be developed; some of them could be revolutionary and might not fit into the conventional education theme. An argument can be made to ensure that some of the assessment components or procedures can be both pedagogy and also an evaluation component to develop entrepreneurial key competences. Similarly, the administrators and academic deans also need to recognize and reward entrepreneurship educators who are entrepreneurial in terms of using experiential learning, active learning and using assessment components that involve risk taking, innovation and creativity rather than just knowledge acquisition and reproduction. Assessment components have a great role to play when it comes to how EE programmes are taught and what is delivered in the courses.

Role of Entrepreneurship Educators

Entrepreneurship educators need to understand the special nature of EE programmes and first they should be trained in entrepreneurial ways to become more sensitive towards the needs of the entrepreneurship learners and challenges of EE programmes. The challenge is how to foster creativity and innovation with risk taking abilities. The question is not about the content but the question is how to develop entrepreneurship educators who are rich in terms of personal characteristics and personality traits that exhibit problem solving, sense of initiative, decision making, leadership, risk-taking and creativity.

The issue is not about the knowledge of entrepreneurship educators but it all about the skills and attitudes of educators. The idea is to encompass active learning and experiential learning methods in EE. EE programmes focusing building team for start-ups, client acquisition in initial days, communication and negotiation skills, project management and insightful learning are considered to be very essential.

Entrepreneurship Education – Issues and Challenges

EE programmes and entrepreneurship educators have experienced many issues and challenges in the design, delivery, student engagement and keeping abreast with the changing landscape of enterprise development. In the new age economy, which is knowledge driven and in which new enterprises and start-ups do not follow the same liner way of setting up and enterprise which entrepreneurs of 1980s and 1990s followed, may not necessarily be the procedure the new age entrepreneurs follow.

EE faces classic challenge of any field of study and education; how to ensure the balance between advancement in entrepreneurship by guarding the classic things of entrepreneurship field. EE challenges can be classified around the issues and challenges of entrepreneurship educators, relevant and effective teaching material, research by entrepreneurship educators and typical challenge of who-what-how to teach entrepreneurship. There is a sea change in the approach towards EE and other management or higher education. The issue of active learning with the provision for new experiences for students outside of the classroom needs many debates.

The challenges of design, delivery, development of curricula, pedagogies and learner centered education coupled with evaluation and assessment are some of the classic challenges of EE. Further, how much is too much; the challenges of content and coverage; distinction between need to know, should know and nice to know as well as approach to entrepreneurship teaching also leads to a new set of issues and challenges. The biggest challenge is how much should be taught; how much to leave to the potential entrepreneurs to learn as they move on.

Thus the key issues are how and what to be taughtin EEprogrammes. What is the ideal duration of an EE programme at postgraduate level? What are the different pedagogical tools for effective EE? But, it seems the biggest challenge is which stage of entrepreneurial life-cycle, in other words, what phase of enterprise should be focused more during EE programme.

Few entrepreneurship educators also proposed that now is the time to look beyond just accepting the fact and stating that ‘entrepreneurship education is different’ – now is the time to act upon working on this difference. Stevenson (2000) also expressed his views about the necessity to embrace the change of wave in EE by entrepreneurship educators. He also mentioned that EE should blend past, present and future to survive like any business. EE confronts many challenges. Few scholars’ works highlighted some of the challenges confronting EE (Solomon*et al.*, 2002; Katz, 2003)

The first concern is the developmentand maturity of EE programmes. Especially, EE programmes are relatively new to the education in the Indian context. Barring, few established institutes with resources to cater to the requirements of long duration EE programmes, many still find it difficult to deliver on the promise and find it extremely difficult to build the faculty team from diverse background.

Despite the proliferations of higher education institutions, there are very few specialized entrepreneurship educators catering to the needs of EE.Indian universities with Department of Entrepreneurship and Business Management are yet to be realised. Even, Ph.D. programmes and other research degrees in the field of entrepreneurship are rare and very few academics are formally educated and trained to become entrepreneurship educators.

Entrepreneurship educators face a typical dilemma when it comes to research and publication as well as the future growth. Those teaching in EE programmes always face the dilemma between research in the disciplinary area vs. research in the entrepreneurship area. Though some work can be done which could be interdisciplinary, challenges are being experienced on this front. There is always a natural tilt towards publishing in the discipline specific and mainstream management and business publications rather than very specific entrepreneurship journals.

One peculiar challenge of EE is the dearth of faculty. As discussed earlier, universities offering Ph.D. programmes in the field of entrepreneurship are very less, putting pressure on the supply side of entrepreneurship educators. However, entrepreneurship educators can be trained to choose EE as career option; which has different demands than management educators. Leaders and experts in EE across world could take some steps towards developing effective entrepreneurship educators. Few attempts have been made by Indian government to train and develop new genre of entrepreneurship educators through faculty development programmes. EDI of India has also endeavored in this direction by developing training programmes for entrepreneurship educators.

The challenges for new entrant in the field of EE could be classified as challenges of relevant teaching material, content, pedagogical tools, experiential learning, active learning, teaching resources and also the case material for start ups and business entry stage of enterprise. Dearth of quality teaching material/content also has been a challenge. Independent organisations and societies with representation from industry and academic, or at least one member from each part of the ecosystem of entrepreneurship could create some difference to EE field. The challenge is to sensitize new educators towards the uniqueness of EE and equipping them to deliver inside and outside classroom.

Ending Remarks

EE programmes face many challenges in their mandate of development of entrepreneurial mindsets. This mandate needs a radical shift towards the treatment of EE and approach. An embedded approach of active learning with learning opportunities outside the classroom is needed. For many EE programmes and entrepreneurship educators, this poses a fundamental shift very different from the traditional approach of EE. Budding entrepreneurship educators also need innovation and creativity in their course delivery and programme design.

The challenge for entrepreneurship educators is to become proficient in different approaches to entrepreneurship teaching and blend them into the programme architecture. Use of live cases and multimedia cases is fast replacing the paper based cases. Paper-based and computer-based exercises and simulations are paving its way to the new world of EE. Entrepreneurship educators also need to exhibit some of the similar traits and attitudes of an entrepreneur to become effective in dealing with EE programmes.

EE institutions, schools and departments where EE programmes are offspring of management programmes need to carefully blend entrepreneurship courses; a seamless process of this conversion is essential for the success of EE programmes. Attracting and developing next generation of entrepreneurship educators and management teachers who are effective to offer a course in management programme is another concern.

EE educators need to understand which definition and approach of entrepreneurship teaching they are adopting. The need is to focus on what is to be taught; becoming selective and how it is to be taught; thinking about delivery. There are many implications for entrepreneurship educators. They need to focus on entrepreneurship competence and not just on the knowledge acquisition.

Unique nature of EE – that is to turn ideas into action needs many changes in the approach towards EE. It is difficult to follow traditional teaching and learning practices for EE and educators need more active, learner-centered pedagogies and learning actions that use realistic learning from real-life world. Entrepreneurship educators also need to play many roles, motivator, counselor, consultant and obviously a facilitator. Further, it is not enough to reiterate that EE is different than management education; the need is to act on this learning.

Entrepreneurial educators should be zealous people with optimisticand encouraging attitudewith ability to inspireothers. Entrepreneurship educators should be open to new ideas and able to think in cross-functional and multidisciplinary. The tough job for entrepreneurship educators would be how to bring the outside world inside the classroom. This paper endeavours to initiate a fresh thought process in the design, delivery and evaluation of EE. The author has synthesized various thoughts based on the scholarly work of researcher, interaction with the entrepreneurship educators and author's experience.

References

Amit, R., Glosten, L., & Muller, E. (1993). Challenges to theory development in entrepreneurship research. *Journal of Management Studies,* 30(5), 815-834.

Awasthi, D. (1991). *Approach to entrepreneurship development: A trend analysis*. Geneva, I.L.O./ INTERMAN.

Awasthi, D., & Jose, S. (1996). *Evaluation of entrepreneurship programs*. New Delhi: Sage Publications Pvt. Ltd.

Awasthi, D. (2011).Approaches to entrepreneurship development: The Indian experience. *Journal of Global Entrepreneurship Research,* 1(1), 107-124. Winter & Spring.

Block, Z., & Stumpf, S. A. (1992).Entrepreneurship education research: Experience and challenge. In D. L. Sexton and J.D. Kasarda, (Eds.),*The State of the art of entrepreneurship*, (pp. 17-45). Boston, MA: PWS-Kent Publishing.

Brockhaus, R. H., Hills, G. E., Klandt, H., & Welch, H. P. (2001). *Entrepreneurship education: A global view*. Ashgate, Aldershot

Charney, A., & Libecap, G. D. (2000). Impact of Entrepreneurship Education. *Insights*: *Kauffman research series* (Kauffman Center for Entrepreneurial Leadership).

Clark, B. W., Davis, C. H., & Harnish, V. C. (1984). "Do Courses in Entrepreneurship Aid in New Venture Creation?.*Journal of Business Management*, 2(26), 26-31.

Cox, L. W., Mueller, S. L., & Moss, S. E. (2002).The impact of entrepreneurship education on entrepreneurial self-efficacy. *International Journal of Entrepreneurship Education,* 1(1), 229-245.

Curran, J., & Stanworth, J. (1989). Education and training for enterprise: some problems of classification. Evaluation, policy and research. *International Small Business Journal*, 7(2), 11-22.

Donald, K. F. (2003). Entrepreneurship education: Emerging trends and challenges for the 21st centurey. *Coleman foundation white paper series for the U.S. association of small business & entrepreneurship*

Erikson, T. (2003). Towards a taxonomy of entrepreneurial learning experiences among potential entrepreneurs. *Journal of Small Business and Enterprise Development*, 10(1), 106-112.

Garavan, T. N., & O'Cinneide, B. (1994). Entrepreneurship education and training programmes: a review and evaluation – part 1. *Journal of European Industrial Training*, 18(8), 3-12.

Gartner, W. B., & Vesper, K. H. (1994). Executive forum: Experiments in entrepreneurship education: Successes and failures. *Journal of Business Venturing*, 9, 179-187.

Gartner, W. B. (1990). What are we talking about when we talk about entrepreneurship?. *Journal of Business Venturing*, 5(1), 15-29.

Gartner, W. B., & Vesper, K. H. (1994).Experiments in entrepreneurship education: successes and failures. *Journal of Business Venturing,* 9(2), 179-187.

Gorman, G., Hanlon, D., & King, W. (1997).Some research perspectives on entrepreneurship education, enterprise education, and education for small business management: A ten year literature review. *International Small Business Journal*, 56-77.

Henry, C., Hill, F., & Leitch, C. (2004). The effectiveness of training for new business creation. *International Small Business Journal*, 22(3), 249-269.

Hills, G. E. (1988).Variations in University entrepreneurship education: An empirical study of an evolving Field. *Journal of Business Venturing*, 3, 109-122.

Honig, B. (2004). Entrepreneurship education: towards a model of contingency-based business planning. *Academy of Management Learning and Education*, 3(3), 258-273.

Hytti, U., & O'Gorman, C. (2004). What is enterprise education? An analysis of the objectives and methods of enterprise education programmes in four European countries", *Education and Training*, 46(1), 11-23.

Katz, J. A. (2003). The chronology and intellectual trajectory of american entrepreneurship education. *Journal of Business Venturing* 18(2), 283-300.

Kent, C. A. (1990). Entrepreneurship education at the collegiate level: A synopsis and evaluation.In C.A. Kent (Ed.), *Entrepreneurship education* (pp. 111-122).

Kuratko, D. F., & Hodgetts, R. M. (2004). *Entrepreneurship: Theory, process, practice.* Mason, OH: South-Western Publishers)

Low, M., & MacMillan, I. (1988). Entrepreneurship: Past challenges and future challenges. *Journal of Management,* 14(2), 139-161.

Matlay, H. (1997). Conceptual and contextual issues in entrepreneurship education: a critical perspective. University of Warwick, Coventry. *Paper presented at the continuing education and training research seminar*.

Matlay, H. (2000). Entrepreneurship education in British business schools: how reliable is the evaluation of 'success'?. *Paper presented at the 10th International forum on technology management,* Vienna, November.

Matlay H. (2003). Researching entrepreneurship and education: Part 2: what is entrepreneurship education and does it matter? *Education and Training*, Emerald, 48(8/9), 704-718.

Matlay, H. (2005). Entrepreneurship education in UK Business Schools: conceptual, contextual and policy considerations. *Journal of Small Business and Enterprise Development*, 12(4), 627-43.

Matlay, H. (2006a). Entrepreneurship education: more questions than answers?. *Education and Training*, 48(5), 293-295.

Matlay, H. (2009). Entrepreneurship education in the UK: A critical analysis of stakeholder involvement and expectations. *Journal of Small Business and Enterprise Development*, 16(2), 355-368.

McClelland, D. (1964). *The Achieving Society*. Free Press: New York.

McMullan, W. E., & Long, W. A. (1987).Entrepreneurship education in the nineties.*Journal of Business Venturing*, 2, 261-275.

McMullan, W. E., & Gillin, L. M. (2001). *Entrepreneurship education in the nineties, revisited.* In Brockhaus, R.H., Hills, G.E., Klandt, H., Welch, H.P. (Eds.), *Entrepreneurship education: A global view* (pp.57-77.). Ashgate Publishing, Aldershot.

Meyer, G. D. (2001). Major Unresolved Issues and Opportunities in Entrepreneurship Education. *Coleman White Paper* (USASBE National Conference, February 2001).

Mitchell, R. K., & Chesteen, S. A. (1995).Enhancing entrepreneurial expertise: Experiential pedagogy and the new venture expert script. *Simulation and Gaming*, 26(3), 288-306.

Mitra, J., & Matlay, H. (2004).Entrepreneurial and vocational education and training: lessons from eastern and central Europe.*Industry and Higher Education*, 18(1), 53-69.

Neck, H., & Greene, P. (2011). Entrepreneurship education: Known Worlds and new frontiers. *Journal of Small Business Management,* 49(1), 55-70.

Plaschka, G. R., & Welsch, H. P. (1990). Emerging structures in entrepreneurship education: Curricula designs and strategies. *Entrepreneurship Theory and Practice*, 14(3), 55-71.

Robinson, P., & Hayes, M. (1991) "Entrepreneurship Education in America's Major Universities. *Entrepreneurship Theory and Practice*, 15(3), 41-52.

Ronstadt, R. (1987). The educated entrepreneurs: A new era of entrepreneurial education is beginning. *American Journal of Small Business*, 11(4), 37-53.

Sexton, D. L., & Upton, N. E. (1984). Entrepreneurship Education: Suggestions for Increasing Effectiveness. *Journal of Small Business Management*, 22(4), 18-25.

Sexton, D. L., & Upton, N. E. (1987).Evaluation of an innovative approach to teaching entrepreneurship. *Journal of Small Business Management*, 25(1), 35-43.

Solomon, G. T., & Fernald, L. W. (1991). Trends in small business management and entrepreneurship education in the United States. *Entrepreneurship Theory and Practice*, 15(1), 25-39.

Solomon, G. T. (1988). Small business management and entrepreneurial education in America: A national survey overview. *Journal of Private Enterprise*, 109-118.

Solomon, G. T., Duffy, S., & Tarabishy, A. (2002).The state of entrepreneurship education in the United States: A nationwide survey and analysis. *International Journal of Entrepreneurship Education*, 1(1), 65-86.

Solomon, G. T., Weaver, K. M, & Fernald, L. W., Jr. (1994). Pedagogical methods of teaching entrepreneurship: An historical perspective. *Gaming and Simulation*, 25(3), 338-253.

Stevenson, H.H. (2000).Why Entrepreneurship Has Won!. *Coleman White Paper* (USASBE) National Conference, February 2000)

Venkataraman, S. (1997). The Distinctive Domain of Entrepreneurship Research," in Advances in Entrepreneurship. *Firm Emergence and Growth*. Eds. G. T. Lumpkin and J.Katz. Greenwich, CT: JAI Press, 119-138.

Vesper, K. H., & Gartner, W. B. (1997). Measuring Progress in entrepreneurship education. *Journal of Business Venturing,* 403-421.

Vesper, K. H. (1999). Unfinished business (Entrepreneurship) of the 20th Century. *Coleman White Paper* (USASBE National Conference, January 1999).

Vesper, K. H. (1986). New developments in entrepreneurship education." In D.L. Sexton & R.W. Smilor (Eds.), *The Art and Science of Entrepreneurship*, (pp. 379-387). Cambridge, MA: Ballinger.

Vesper, K. H., & McMullan, W. E. (1988). Entrepreneurship: Today courses, tomorrow degrees? *Entrepreneurship theory and practice*, 13(1), 7-13.

Zeithaml, C. P., & Rice, G. H. (1987). Entrepreneurship/ small business education in American Universities. *Journal of Small Business Management*, 25(1), 44-50