Chapter– II
Research Methodology and Review of Literature

2.1 Research Methodology:

According to Clifford Woody, ‘Research comprises defining and re-defining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and reaching conclusions, and at last carefully testing the conclusions to determine whether they fit the formulating thesis.’ The purpose of research is to discover answers to questions through the application of scientific procedures.

The researcher doing the present study obtained the necessary data from the primary sources as well as from the secondary source. A major portion of the data is generated from primary success through field study.

2.1 (a) The Universe:

The researcher considered two types of population for study -

1. Commerce Educational Institutions /Colleges in the State of Maharashtra

2. Entrepreneurs/Businessmen of Maharashtra State with Special Reference to Small Scale Industries.

In the Maharashtra State there are total 42 Universities providing educational Facilities and Services to the Students. Out of these 21 Universities are deemed Universities, 1 is Central University, 1 is State Open University, 4 are Agriculture Universities, 1 is Health science University. The remaining 14 Universities providing Commerce Education are to Consider for the Study.

The present study is based upon Commerce Education. Commerce Curriculum throughout the same in all universities of Maharashtra, hence for the purpose of study two universities of Marathwada region are considered as Universe.

There are total 803568 small scale industries in Maharashtra (Source - SME website: http://msme.gov.in/) the objective of the present study is to know the gap between current Commerce Education and entrepreneurship development for that primary data has been collected through questionnaire to entrepreneurs from the Commerce background in order to know what they achieved from Commerce Education and from Practical Exposure. We have chosen the commerce entrepreneurs and the curriculum of commerce remains the same across Maharashtra. So, For the purpose of study entrepreneurs of small scale industries from Marathwada region are considered as Universe.
2.1 (b) The Sample:

A Sample design is a definite plan for obtaining a sample from a given population. Here the researcher considered two types of population for sampling-

1. Commerce educational Institution / Colleges in the state of Maharashtra, especially of Marathwada region.

2. Industrial units / Businessmen in the Maharashtra state, with special reference to small scale industries of Marathwada region.

There are in total 14 Universities (Excluding open, central, agriculture, health and Deemed Universities) in Maharashtra State providing commerce education out of which for sampling only 2 universities of Marathwada region are considered for the present study.

Table No. 2.1.1 Universitywise details -

<table>
<thead>
<tr>
<th>Name of Universities</th>
<th>No. of Affiliated Colleges</th>
<th>No. of Commerce Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. B.A.M.U. Aurangabad</td>
<td>539</td>
<td>127</td>
</tr>
<tr>
<td>2. S.R.T.M.U. Nanded</td>
<td>389</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>928</strong></td>
<td><strong>211</strong></td>
</tr>
</tbody>
</table>

Table No. 2.1.2 District wise details -

<table>
<thead>
<tr>
<th>Name of District</th>
<th>No. of Commerce Colleges</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aurangabad</td>
<td>45</td>
<td>17</td>
</tr>
<tr>
<td>2. Jalna</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>3. Beed</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>4. Osmanabad</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>5. Nanded</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>6. Hingoli</td>
<td>10</td>
<td>05</td>
</tr>
<tr>
<td>7. Parbhani</td>
<td>17</td>
<td>06</td>
</tr>
<tr>
<td>8. Latur</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>211</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

(Source - www.bamu.net & www.srtmu.ac.in)
Out of the 211 Commerce colleges in the Marathwada spread under two universities of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and Swami Ramanand Teerth Marathwada University, Nanded for conducting a proper study, a population of 211 colleges would have been taken. But due to time, money and physical constraint it is not possible for a researcher to undertake study of all 211 colleges, hence a total sample of 82 out of 211 colleges in eight districts of Marathwada have been selected through Simple Random Sampling Method, which is amounting to more than 30% of universe of Marathwada region.

Table No. 2.1.3 Small Scale Industries Details -

<table>
<thead>
<tr>
<th>Name of District</th>
<th>No. of S.S.I units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aurangabad</td>
<td>4408</td>
</tr>
<tr>
<td>2. Jalna</td>
<td>836</td>
</tr>
<tr>
<td>3. Nanded</td>
<td>1464</td>
</tr>
<tr>
<td>4. Hingoli</td>
<td>328</td>
</tr>
<tr>
<td>5. Parbhani</td>
<td>1352</td>
</tr>
<tr>
<td>6. Latur</td>
<td>2051</td>
</tr>
<tr>
<td>7. Beed</td>
<td>2143</td>
</tr>
<tr>
<td>8. Osmanabad</td>
<td>1798</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14380</strong></td>
</tr>
</tbody>
</table>

(Source - www.aurangabad.nic.in, www.nandeddic.in & www.jalna.nic.in)

In all there are 14380 entrepreneurs in S.S.I. sector in Marathwada region. It was not possible to reach all of them, hence representative sample based on random sampling method, a total 160 entrepreneurs were deliberately selected and data was collected through structured questionnaire. Here care is taken to include in 160 entrepreneurs who possess experience of running the business for more than 5 years.
2.1 (c) Questionnaire:

A tentative schedule of questions were prepared to match the objectives of the study. A semi-structural questionnaire had covered the demographic, educational and practical training or exposure aspects of entrepreneurship. Open and close ended questions were used in the complimentary fashion.

2.1 (d) Pre Testing Questionnaire:

The questionnaire was pre-tested by conducting a pilot survey to ascertain whether it needs modification in the light of difficulties encountered. The final questionnaire was then canvassed and completed personally based on their responses and necessary changes were made.

The respondents were interviewed with a schedule of questions by the researcher himself. Before canvassing the schedule of questions the researcher had a round of informal meeting with the respondents. This informal discussion helped in gaining the confidence of the respondent, which helped the researcher in canvassing the formal schedule of questions.

In addition to this method of collecting information the researcher also had a discussion with Educationalist, Members of Marathwada Chambers of Agriculture and Industry, State Director of Rural Self Employment Training Institutes Maharashtra. The informal discussion certainly helped in getting the required insight and understanding of what changes are required in curriculum of commerce. So as to develop self employment in Maharashtra.

2.1 (e) Tools of Data Collection:

1. **Interview schedule**: The field work was done by the researcher himself over the period of two years i.e from July - 2013 to June 2015.

2. **Location Factor**: The samples for the present study have been selected from the different colleges and small scale units of Marathwada region. More over care has been taken to have representation from each district of Marathwada.

3. **Criteria for Selection of Samples**: The researcher decided to select respondents as under -

   i) Students who are studying in Commerce Degree Course to get a clear picture about-
      (a) Why they opted for Commerce Education
      (b) What they get from Current Commerce Education
      (c) What is required to be provided to them so as to nurture them as the next generation entrepreneurs.

   ii) Pass out Commerce Students to know -
(a) Whether they are self employed / employed / jobless
(b) What add on values are provided to them by Commerce Education
(c) What they feel to be added in Commerce Curriculum

iii) Commerce Faculties to know about -
   (a) What they feel about current Commerce Education
   (b) What is to be added in Curriculum to develop entrepreneurial skill amongst the graduation students in order to make them self employed in future

iv) Entrepreneurs - The Entrepreneurs from Commerce educational background are selected from small scale industries to get the clear picture about -
   (a) What industry requires from Commerce Graduates
   (b) What Commerce Students receive during their graduation

4. Statistical Method Used -
   (i) Simple (Average) Percentage and Chi-square Test have been used to find out association if any between different variables used in different questionnaire.
   (ii) Z-test and F-test are used for hypothesis testing.

2.1 (f) Data Collection :

This study is based mainly on primary data although it has relied on secondary data containing other general information regarding the growth of Commerce Education in India, demographic data of Maharashtra and other related data for study.

♦ Primary Data -

Primary data is the foundation on which analysis of the present study is based. The primary data is collected by adopting the method of questionnaire and observations. The information collected through personal interview of entrepreneurs, students, faculties in commerce and visiting data collected through colleges of commerce helps to identify the importance of education and training in Entrepreneurship Development.

♦ Secondary Data -

Secondary data is another important source of the data on which the present description is based. The researcher has collected the secondary data from various published and unpublished sources.
The researcher used the following sources for collecting the secondary data -

1. Reports and Publication of national and International Institutes.
2. Reports of government and NGO’s.
3. Various research journals, periodicals and Newspaper.
4. Published books.
5. Internet Browsing.

The secondary data is also analyzed and used for drawing conclusions.

2.1 (g) Reference Period:

The present study covered the period since 2001 and onwards. The reference period while collecting the secondary data is not restricted to a particular number of year, since it is found necessary to seek the references even prior to 1991 when Entrepreneurship was in the initial globalization period.
2.2 Review of Literature

According to Dellinger A. (2005), literature review is characterized by logical flow of ideas; current and relevant reference with consistent, appropriate referencing style; Proper use of terminology and an unbiased and comprehensive view of the previous research on the topic.

A literature review distills the existing literature in a field; The objective of the literature review is to summarize the state of the art in that subject field. From the review of earlier and recent work, it becomes possible to identify areas in which further research would be beneficial. An examination of the past studies serve as a pointer for future investigation.

Conducting a literature review is a vital component of the research process. Familiarity with the previous research and theory in the area of the study helps in conceptualizing the problem, Conducting the study and interpreting the findings. The literature studies that have been conducted reveal the impact of Commerce education and training on entrepreneurship development.

Hence, various referred empirical studies have been reviewed which are important, relevant and concerned with the intention of study and has been structured dividing into categories representing the conceptual subjects as well as the empirical findings grouped into following categories.

The review is categories as - Entrepreneurship, Entrepreneurship and economic development, Entrepreneurship problem and prospects and importance of Commerce education and training for Entrepreneurship development. The literature pertaining to the study is discussed under the following headings -

1) Review of papers published in journals.

2) Review of papers published in conference proceeding.

3) Review from books.

4) Review from News papers.

5) Review of Ph.D thesis and Dissertations.

6) Review of papers published on Internet.

7) Summary

2.2.1 Review of Papers Published in Journals -

Drucker (1970)¹ -

States that entrepreneur refers to a person who is ready to take risk. The author further states that the behaviour of the entrepreneur reflects a kind of person willing to put his or her career and financial security on the line and take risks in the name of an idea, spending much time as well as capital on a venture.

Gasse Y (1985)² -

Argues for the importance of identifying and evaluating entrepreneurial potential at the secondary school level. He suggests that he will be more successful in enhancing entrepreneurial propensity in the development stage when individual career option are still open. To achieve this goal, he outline a strategy consistent with the accent on identifying potential entrepreneurs from the moment they are made aware of that possibility as a viable career option.

Sarina and Vallabh Reddy (1985)³ -

Evaluated that the operational aspects of training of rural youth for self employment revealed that the beneficiaries had benefited from training. There was an increase in their earnings after establishing self employment venture.

Bailey, J. E. (1986)⁴ -

Conducted a series of in-depth interviews with 136 Australian entrepreneurs. He concluded that high performing entrepreneurs tend to be more scientific and systematic in their learning than what has previously been supposed, leading to an opinion that entrepreneurship can be encouraged by educational programs which impart these skills.

Gibb, A. A. (1987)⁵ -

Argues that to establish an enterprise culture in the education process, requires educators to clearly distinguish among entrepreneurship, enterprising behaviour and small business management. He defines the entrepreneur and the enterprising person in terms of attributes and also defines the small business person in terms of tasks. This distinction, should be the basis for developing education and training programs for enterprise as opposed to training for small business. He concluded that the role for small business in enterprise education is to enhance enterprise generation by managing the entrepreneurial attributes of young people.
Ulrich T. A and Cole G. S. (1987)⁶ -

Argued for the importance of learning style preferences in enhancing the learning experience and entrepreneurial propensity. They concluded that entrepreneurial learning style preferences tend toward active experimentation with some balance between concrete experience and abstract conceptualisation. Utilizing learning style preferences not only can enhance entrepreneurial propensity but also has implications for the educational process.


In discussing curriculum, emphasized that curricula of entrepreneurship programs have to be differentiated from traditional management education programs. In addition they argued that entrepreneurship education should include skill-building courses such as negotiation, leadership and creative thinking and exposure to technological innovation and new product development. Vesper and Mc Mullan also argued for skill-building courses in addition to knowledge based courses pertaining to entrepreneurship.

Plaschka and Welsch - Provided additional support for differentiation based on stages of development by emphasizing what they refer to as transition stages in their proposed frame work of entrepreneurship education. They also argued for programs that geared toward creativity, multi-disciplinary and process oriented approaches and theory based practical application.

Ulrich and Cole (1987)⁸ -

Emphasized the importance of successful learning experiences in generating and increasing interest in entrepreneurship.

McMullan and Long (1987) and McMullan (1988)⁹ -

Emphasized the importance of entrepreneurship education in economic development and viewed entrepreneurship education as component of the community support infrastructure.

Ronstadt (1987)¹⁰ -

Described the component of new school of entrepreneurship, including entrepreneurship as a career process, as a multiple venture process, as a process of multiple concept configurations and as a process with limited time for venture investigation. Based on these elements, he outlines the objectives, course structure and content of an entrepreneurship course and argued for the need to develop programs of entrepreneurship.
Vesper and McMullan (1988)\textsuperscript{11} -

In their article Vesper and McMullan forcefully argued that there must not only be degree programs in entrepreneurship but also outlined the elements of a Proposed masters degree in entrepreneurship.

Donckels (1991) and Kantor (1988)\textsuperscript{12} -

From the result of a large scale survey of six Belgian stakeholder groups, Donckers concluded that the primary role of entrepreneurship education should be to increase awareness of entrepreneurship as a career option. (Suggesting that this would indirectly lead to changes in attitudes toward entrepreneurship) although both secondary schools and universities should also introduce students to the knowledge and skills required by entrepreneurs. In a survey Kantor (1988) found that students believed that both the traits and abilities needed by entrepreneurs could be taught with abilities perceived as more readily influenced.

Chamard J. (1989)\textsuperscript{13} -

Discussed the nature of the public education system and its impact on the personalities of students. He concluded that the formal education system is not particularly supportive of entrepreneurship and possibly even suppresses the more important entrepreneurial characteristics. In his view, very little could be done in the regular primary and secondary school system to encourage entrepreneurship. Remedial work at the post secondary level was his suggested strategy.

Vesper, McMullan and Ray (1989)\textsuperscript{14} -

Discussed the limitations of the present business school model in fostering and developing entrepreneurship. In their view, an entirely new paradigm is required that includes functional differentiation, rationalization, flexibility and customisation, practice and participation, technological receptivity and internationalization.

Curran and Stanworth (1989)\textsuperscript{15} -

Proposed a framework for small business education that consist of four types of education : entrepreneurial education, education for small business and self employment, continuing small business education and small business awareness education. The paper concluded that the major weaknesses of any discussion of small business education is the lack of research on its character, availability and effectiveness.
Singh, J.B. (1990)\textsuperscript{16} - 

Made an argument in the case of the developing countries, suggested that education may actually inhibit entrepreneurship and indicating the need for a reorientation of the school systems to emphasis and value entrepreneurship if we are to cultivate an enterprise culture.

Plaschka and Welsch (1990)\textsuperscript{17} - 

Proposed two frameworks of entrepreneurship programs. The first combines the dimensions of number of entrepreneurship courses and degree of integration, the second combines the dimensions of number of disciplines and transition stages in a firm. The value of the models lies in their usefulness, individually or in combination in studying and designing entrepreneurship programs.

Clouse V. (1990)\textsuperscript{18} - 

In a controlled study whether an introductory entrepreneurship course influenced how students make simulated decisions concerning the starting of a new venture, found that students changed their behaviour on several decision criteria after exposure to the course.

Garnier, Gasse and Raynal (1991)\textsuperscript{19} - 

Concluded that a Quebec - based televised training program favourably influenced participants attitude toward entrepreneurship. It should be noted, however that less than half of the respondents actually rated the course as having a relatively high to very high positive influence on their attitudes. Methodological limitations precluded Garnier and Gasse (1990) from assessing the direct effects of an entrepreneurship training program on interest and insight, but the authors did conclude that the course encouraged development in entrepreneurship.

Johannisson B. (1991)\textsuperscript{20} - 

Posited four corner stones of entrepreneurship : an ability to impact one’s personal environment, a high degree of self-confidence, an ability to create support networks, and an ability to create a linkage from vision to action. He then conducted a survey of Swedish universities to determine the emphasis placed on each of these dimensions. He concluded that most university programs emphasized that the teaching of technical skills may actually discourage the potential entrepreneur.

Albert P. Fournier R. and Marion S. (1991)\textsuperscript{21} - 

Suggested that highly positive relationship can be developed between business school know how and the needs of Scientists / Engineers although the teaching materials must be tailored to fit.
McMullan C. A. and Boberg A.C. (1991)\(^2\) -

Compared the project method of teaching entrepreneurship with the case method by evaluating the opinions of a sample of past and present MBA students at the university of Calgary. The results indicated that students generally favoured project based courses for development of skills related to knowledge, comprehension and evaluation, where as the case method was perceived as more effective in developing skills of analysis and synthesis.

Preshing W. A. (1991)\(^3\) -

Described the project method of teaching at the university of Alberta and discussed the advantages of this method. He also summarized student and client evaluations of this process. It is concluded that project based learning is best suited to teaching entrepreneurship.

Price C and Monroe S. - (1992)\(^4\) -

In addition to affecting the decision to start a venture, education for entrepreneurship might be expected to improve an entrepreneur's likelihood of success. Price and Monroe found that a ‘Fast track’ training program for women and minority entrepreneurs tends to positively impact venture growth and development.

Gibb, A. A. (1993)\(^5\) -

Gibb stated that the distinction introduced among entrepreneurship, enterprise and small business is utilized as a basis to develop a model of enterprise education appropriate to the primary and secondary school curricula. Key components of the model includes incorporating the essence of enterprise into the classroom environment, a project management task structure for learning under conditions of uncertainty and an enterprising teaching mode. Gibb argues that the combination of these elements will stimulate enterprising behaviour and associated skills and attributes not only in students but also in entrepreneurs.

Gibb, A. A. (1994)\(^6\) -

It can be assumed that stage of development would have an impact on the nature of entrepreneurship education. Propensity or inclination towards entrepreneurship and small business is commonly associated with several personal characteristics that might be expected to be influenced by a formal program of education.
Filion, L. J (1994) -

Suggested that, High School is the most determinant level in the development of young peoples entrepreneurial potential. He goes on to introduce the concept of “pre-entrepreneur” and outline a process of entrepreneurial teaching at the high school level that is designed to foster development of an entrepreneurial attitude among students.

Kao, R. W. Y. (1994) -

Outlined the short comings associated with the general management model as it applies to teaching entrepreneurship and argued for the creation of entrepreneurship education as an independent academic discipline.

Holcombe, R. (1998) -

Asserted that the engine of economic growth is entrepreneurship. Entrepreneurship, therefore creates change and change produce more opportunities for entrepreneurship.

Nikhil A. C. and Ratna Menon (1999) -

The factors influencing success of an entrepreneur highlighted were foresightedness, adaptability well planned marketing strategy personal complementary traits like self confidence, analytical skills, positive attitude etc. Besides they suggested that Entrepreneurship Training should be made more effective and should include practical knowledge.

Brown, C. (2000) -

Entrepreneurial education should be designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture.

Anderseck K. (2004) -

Argued that the most common model to facilitate university-wide entrepreneurship education to date is through an independent unit responsible for training and support at entrepreneurial activities of all students.

Franke, N. and Luthje, C. (2004) -

Proposed that academic context is an important part of the students environment, as universities are in a position to shape and encourage entrepreneurial intentions. University activities of initiation, development and support some how “Triggers” the intentions of students to become entrepreneurs and prompt them towards more ambitious start-up plans.
Henry Etzkowitz (2004) -

A second academic revolution, integrating a mission for economic and social development is transforming the traditional teaching and research university into an entrepreneurial university.

Lal, Anil K. Clement, Ronald W. (2005) -

It has been suggested that to enhance India’s already rapid economic growth rate, India must now provide opportunities for (1) education directed specifically towards entrepreneurial skills. (2) Financing of entrepreneurial efforts and (3) Networking among potential entrepreneurs and their experienced counter parts.

Kroon J. Klerk, S. D. Dippennar A. (2006) -

Argued that entrepreneurship development programs are devised for grooming potential people through entrepreneurial training to develop and strengthen the entrepreneurial quality and competencies having potential to become entrepreneurs and willing and ready to build their own business.

Obul Reddy (2007) -

Found out that the reasons for unpopularity / weaknesses of commerce education are-

i) Craze for medicine, Engineering, management and IT courses.

ii) The syllabi of commerce at competitive examinations is not attracting even the meritorious commerce students.

iii) Lack of knowledge about commerce at school level as commerce education is not introduced at school level in many states.

iv) More content oriented rather than skill and practice oriented.

v) The content (Syllabus) is not up-to-date.

vi) Not keeping pace with the changing Business environment.

vii) Commerce may be the only practical subject which is theoretically taught without practical exposure.
Anis Ur Rehman, Dr. Yasir Arafat Elahi (2012)\textsuperscript{38-}

Suggested for developing entrepreneurship education,

Business entry is a fundamentally different activity from managing a business. The B-schools must address the equivocal nature of business entry through entrepreneurship education. To this end, the B-Schools, must include skill-building courses in negotiation, leadership, new product development, creative thinking and exposure to technology innovation.

Geetanjali Chauhan, Rupali Singh (2013)\textsuperscript{39-}

Concluded that assessing the effects of entrepreneurial education can be observed only over a long period. Entrepreneurial intention is influenced by the complex of the factors, but the main personality traits such as self-efficiency, risk taking, Initiative for business start-up, favorable attitude towards business, behavioral control, need for achievement and internal locus of control can be developed only by acquiring education. This can foster the entrepreneurial spirit through entrepreneurial education and have an effect on the perception for becoming an entrepreneur.

Considering such results, entrepreneurship education programs should be designed with equal importance to theoretical and developing network component of entrepreneurial education along with other components. Thus, the commerce education Institutes are considered to be the facilitators of an entrepreneurial culture; resulting in a strong focus on entrepreneurship education that will be useful in promoting entrepreneurial intentions and culture.

Therefore, it is important for teacher of the entrepreneurship to focus on imparting theoretical knowledge to potential entrepreneurs and development of social network through entrepreneurship education programs along with other components.

Suraksha, Ritu, Deepak Bhatia (2013)\textsuperscript{40-}

Issues before commerce education in India -

a) Multiple core level subjects - Commerce education is a sum total of variety of courses combined together. It basically heterogeneous in nature as it does not focus on one particular discipline and covers multiple subjects but without giving thorough and specialized knowledge.

b) Limited exposure to any particular subject - The concept of specialization is not yet adopted in commerce education to its fullest extent. Though at post graduate level there are certain specialization however the course content and proportion of specialization does not match with the overall syllabus and total course structure.
c) Lack of Practical Pedagogical method - The Pedagogical and teaching method emphasis more on conceptual knowledge without offering as phenomenon or activity. This becomes hurdles in developing a required popularity and acceptance of commerce education.

d) Obsolete - The course is outdated and has lost relevance to the present circumstances.

*Arshad Nabi Wani (2013)* - Suggested for promoting entrepreneurship education.

Starting a business and managing a business are entirely two different things. Our focus has been entirely on the management education. There is need to start courses on entrepreneurship. University has not been able to even introduce entrepreneurship as a subject in its post graduate business courses. These courses should satisfy the need for entrepreneurship by selecting, motivating, training and supporting budding entrepreneurs. It should enable them to be self-employed and self-reliant, provide them adequate training that will enable them to be creative and innovative in identifying novel business opportunities.

Educational Institutes have a significant role to play in promoting entrepreneurship. They are actually the nurseries where the students are to shape their careers. Entrepreneurs are necessary for the growth of any nation. They create jobs for themselves and for others. Promoting entrepreneurship education will help us to inculcate an entrepreneurial spirit among our youth. It is the high time the university starts courses on entrepreneurship. So that we will be able to see increasing number of entrepreneurs in our valley in the near future.

*Asha K. Makwana (2013)*

The Paper Suggested that :-

i) To develop the learning system which support creative graduates.

ii) Supporting the formation and development of professional entrepreneurship networks.

iii) Training specialized staff to teach, research, offer advice on creativity Issues.

iv) Find out and establishing the flow of creativity and innovation.

v) Generating enough number of entrepreneurs depends upon the qualities of education.

vi) Educational quality includes technology like seminars, workshops, conferences and multiple libraries with generous lending options.

vii) The highly rigid educational system should become more flexible one.
M. M. Bagban (2013) -

There is the lack of commerce education in the kit of technical education. Teaching of commerce specially designed for engineers, doctors, chemists etc. can be made a subject of serious intellectual pursuit. This will equip the young graduates with “Business Ability” So essential for technical progress. The study also revealed that proper Inclusion of E-Commerce, Cyber laws, International Economics, Sustainable Development, Entrepreneurship, Technology Absorption etc. are required to be given proper place in curriculum, as commerce education has failed to develop entrepreneurship and proper administration among students.

Dr. Kishor Moharir (2013) -

Stressed that Commerce education provides immense opportunities to the students for employment due to lack of employable students, the advantage is not being taken to its fullest extent. Here the participants viz, university, colleges, faculty, students and society at large along with regulatory body and government are equally responsible for the state of the affairs today. All needs to come and work together for the positive change which will affect the nation building which is the key objective of education.

H. Ramakrishna H. Hulugappa (2013) -

Gave following suggestions to improve the entrepreneurship education in India.

i) The universities and the government should have Industry tie-ups with the entrepreneurship courses in order to accommodate the fresh students who have completed entrepreneurship education.

ii) The university and the government should make mandatory to insert entrepreneurship education subject as a part of curriculum for all courses.

iii) There should be Industry interaction with the Institutions offering entrepreneurial education in rural areas.

iv) The Universities should take responsibility of establishment of commercial enterprises with an aim to involve students in business related activities. So that the students will familiar with the business cycles, market and finance related issues.

v) There is a need of specialized entrepreneurship colleges at UG and PG levels.
Dr. M. M. Gandhi (2013)⁴⁶ -

The paper stressed that training in applied business is a part of social responsibility of business. Business and commerce education should be oriented to the practical problematic micro and macro situation. This orientation would enable a commerce graduate or a business graduate to meet several challenging situations in managerial decision making.

Astri Ghina, Togar M Simatupang and Aurik Gustom (2014)⁴⁷

The importance of entrepreneurship education, that positively impact on the creation of new ventures has been widely recognized. The study stated that the university already has facilities to support learning within the Institution, although it lacks in the management to optimize their utilization. The other part is that the assurance of the students learning effectiveness is not properly managed. There is less focus on practical based education.

Dr. B. Gangaiah, Juturu Viswanath (2014)⁴⁸ -

Study found that majority of the respondents accepted (with higher degree of significance) the influence of factors like family and social groups, school and college environments, self confidence, situations, frequent Industrial visits, interactions with upcoming entrepreneurs, inspirational teaching, culture, entrepreneurial development programs, social media, Risk-taking nature etc. on developing entrepreneurial aspirations and attitudes among management students with regard to Indian management education.

The high Influential facts which influences the students towards developing entrepreneurial aspirations and attitudes are Industrial visits, well designed curriculum, participation in management games, effective assignments, learning aspects of the faculty and students, E.D. Program wing existing in the college, connectivity with local Industries, Interactions with successful entrepreneurs, project course work and case method of learning.

Present academic curriculum unmatched with the industry needs.
K. Mahto, Dr. S. K. Jha (2014) -

Highlighted various deficiencies in the present system of imparting commerce education which has considerably impaired the process of developing efficient man power needs for business and industry. They include -

i) Lack of computer skills

ii) Use of local / regional language

iii) Lack of communicative / soft skill

iv) Absence of Internship

v) Lack of knowledge of recent development

vi) Lack of value - based education

vii) Ignorance of entrepreneurial skill development etc.

Dr. Sucheta Y. Naik (2014) -

Stated causes for the gaps of commerce education.

i) The curriculum suffers from obsolescence due to lack of timely revision.

ii) Entire focus is made on theoretical aspects without any linkage with life skills, which makes the learning interesting for stream like commerce.

iii) Lack of zero based exercise during syllabus formation.

iv) Graduation syllabus still does not incorporate skill based courses in healthy way.

v) The lack of industry interaction is the focal problem that hampers the development of necessary skills for employability of the students.

vi) Course material not specific to Industry.

Lalit Sharma and Pankaj Madan (2014) -

Research Indicated that the prior experience of a student in business has an influence on the students decision to take up of entrepreneurship as a career option. Students who had an earlier experience of doing business were seen to be less inclined towards taking up entrepreneurship as a career choice. The course of a student which he is studying also has an influence on his decision to become an entrepreneur. The study emphasized upon entrepreneurship education as being critical for raising entrepreneurial Intention and entrepreneurship development. If necessary inputs are provided through properly designed training programmes, Many young boys and girls can be groomed into successful entrepreneur.
Pratiksha Modi (2014)\textsuperscript{52} -

The secret of the success is mostly dependent on entrepreneurial skills and attitude of the person concerned. Achievement to this effort will certainly be able to convert the job seekers into job creators. Integration of entrepreneurship education with the ongoing commerce curriculum is therefore felt as the need of the hour. Every country whether developed or developing needs entrepreneur. A developing country needs entrepreneurs to initiate process of development, The developed one needs entrepreneurship to sustain it.

Dr. Samir Mazidbhai Vohra (2015)\textsuperscript{53} -

The traditional commerce education has become irrelevant in the new era of globalization. There is an urgent need to overhaul, the existing business education system to cope up with the dynamic world with trade and commerce assuming innovative dimensions in the context of growing international business. The curricula for commerce faculty should be adapted and restructured to meet the future challenges of the economic, manufacturing and service sectors. The quality of commerce education has become a major marketing issue in the changing environment. As per specialization, a practical training should be provided to the students.

Dr. Pratap Singh, Virender Singh, Sangeeta Rani (2015)\textsuperscript{54} -

Commerce education can play a significant role in economic activities like employment generation, profession, entrepreneurship development and poverty alleviation. Commerce education provides awareness about the tools of financial management that ensure best utilization of financial resources of firm, individual and a nation.

Commerce education has contributed in occupational abilities like conceptual knowledge, quality of work involvement in job, ability to get work done. The study further focused that the curriculum requires modification to make it relevant to Industry and there is need to modify.

Ms. Artiba V. Rana (2015)\textsuperscript{55} -

Suggested the following strategies to improve commerce education in the region-

i) Build rapport with trade, commerce and Industry.

ii) Elicit the Industry needs and requirements.

iii) Under graduation courses must be made more meaningful.

iv) P. G. Courses be made more rigorous in content, skill and practice aspects with emphasis on accounting and finance.
v) Commerce and computers should go together.

vi) As business operations need more knowledge and skill the syllabus must contain knowledge components, skill component and practice components.

vii) University - Industry / Profession interaction for making the course relevant.

**Chanchal Mukherjee (2015)**

Highlighted the causes for lack of entrepreneur skills by stating that the present educational system encourages cramming and only for the examination sake. Mind and energy are not used on creativity and practical application of knowledge.

**Shailendra Yadav And Abdol Rahman Noorinasab (2015)**

Studied the challenges faced by entrepreneurship education in India. The present entrepreneurship education in India just concentrates on courses which are similar to the general business courses. There is a demand for education programs specifically designed to expands students knowledge and experience in entrepreneurship.

**Manvendra Pratap Singh, Arpita Chakraborty, Dr. Mousumi (2015)**

The result of their study enforce each university to provide customized entrepreneurship curriculum, pedagogical change beyond formal education which include research oriented teaching, focus on social Innovations, Clarity of aim/ ambition among youngsters.

**Prashant Guha (2015)**

The study Concluded with the strong notion that business experience, risk taking, looking parents as a role model, ability and skill of managing business have greater role to become successful entrepreneur. India has dynamic economy and favourable business environment which help to promote entrepreneurship. India frantically needs properly designed curriculum for entrepreneurship education at primary as well as secondary levels along with practical exposure.

**Dr. Rahul Sawlikar (2015)**

Highlighted challenges and opportunities in commerce education - commerce education is considered as one of the most popular career options in India. Commerce education is the back bone of the business and serial development of the nation. This education stresses on developing the people and making effective use of available resources. Commerce education covers wide area of business and society. It provides to the business and society that how to use it for the betterment of self and one self. As per specialization, a practical training should be provided to the students. By making relevant and practical oriented commerce education, we may impact Global competitiveness to our students.
Entrepreneurship education is different from a typical business education. Entrepreneurship education must address the equivocal nature of business entry. To this end, the entrepreneurship education must include skill-building courses in negotiation, leadership, new product development, creative thinking and exposure to technology innovation. Besides the special entrepreneurship training, Entrepreneurship education in Indian educational Institutions also needs to in still certain basic ideas in doing business.

Dhaval Desai (2016)

The Paper stated that the business world feels that the commerce graduates and post graduates lack in right kind of skills which are needed. There is an urgent need to overhaul, the existing business education system to cope up with dynamic world. The present education is oriented more towards classroom, theoretical teaching, lack of practical and work related skill, etc. Commerce education has become irrelevant in the new era of Globalization.

2.2.2 Review of Papers Published in Conference Proceeding

M. V. Deshpande and M. V. Panvalkar (1980)

Proved that entrepreneurship can be developed through well designed training programmes. They found that pre-training preparation, evolving support systems and a regular follow up during the post - training period were as important as the training itself.

B. Christy and Banowetz (1987)

Conducted an assessment of a program called ‘Your future in Business’, This program was designed to address the education needs of potential or existing entrepreneurs who are not regular students at post-secondary institutions. The evaluation attempted to determine whether a significant number of new ventures were created by graduates of the program. It was concluded that this type of program can encourage potential entrepreneurs.

Laukkanen Mauri (2000)

Argued that there is a downside related to conceptual and efficiency notions of entrepreneurship and education, breeding unreasonable and unpredictable expectations. The paper explored alternative strategies in university based entrepreneurial education describing the dominant pattern of education based on an individual centered mindset.
Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. It has been realized that the educational institutions do not offer any assurance to get access to employment in the formal job market.

Entrepreneurship education is extremely important as it encourages innovation, fosters job creation and improves global competitiveness. The nature of emerging economic entities, the new business formation provides the structures within which individual acquire most of their economic resources as well as social recognition. Education, training and the work experience are considered as the most common indicators of human capital, associated with the success of entrepreneurs.

Entrepreneurship is fast emerging as a premier field of study in school, colleges and universities world over. The students who have opted for this subject will acquire motivation, skills and knowledge to become successful entrepreneurs in the future. Another important objectives was to bring about a change in the mindset of students. i.e. it is always not necessary to seek employment after completing their studies. They can themselves create employment. Such a change will produce a vibrant and motivated youth population who will strive to achieve their potential and who will pursue the path of excellence. A course in entrepreneurship is must for the students, youths and for all categories of people and it should be incorporated in the curriculum of different stages at different levels.

Appraised the impact of public policies on the development of entrepreneurship in Nigeria and examined the relationship between entrepreneurship and economic growth and development. The study concluded that team enterprises Contributed more to employment generation, income earning and economic empowerment as well as overall economic growth than sole enterprises. Author recommended that Entrepreneurship development and Entrepreneurial orientation should be more vigorously pursued by government in order to accelerate economic growth and development in Nigeria.

Some of the major operational challenges are faced by an entrepreneur in India-

a) **Lack of Education** - Due to lack of education, majority of entrepreneur are unaware of technological developments, marketing knowledge etc. Lack of information and experience creates further problems in the setting up and running of business enterprises. Education have an important role in increasing the likelihood of survival of new firms.
b) **Problems in Educational system** - The educational system has not contributed to the development of skills that encourage entrepreneurial spirit. The academic programs of most universities have a tendency to focus the education of their students towards a professional career as employers and rarely consider the opportunity of developing competencies that will allow alumni to start their own projects.

**Ashok Kumar Panigrahi, Vijay Joshi (2015)**

The entrepreneurship education in the higher education system should satisfy the need for entrepreneurship by selecting, motivating, training and supporting budding entrepreneurs. Unfortunately, the present entrepreneurship education in India just concentrates on related courses. Moreover the so-called entrepreneurship courses are similar to the general business courses. But general business management Courses / Education has no significant influence on entrepreneurial propensity. The finding of a survey on business owners in India that there is a demand for education programs specifically designed to expand students knowledge and experience in entrepreneurship.

**Phatik Chandra Kalita and Bhaskar Jyoti Bora - (2015)**

The study revealed that the system of education pattern of the state should include some vocational subjects as core subjects so that the students can take their decisions about their future. The course curriculum should be in a nuclear mode, it means that the options of subject should limited, which will help the students to determine what to do and what not to do in their life.

Most of the students are not interested to start a new venture by themselves, because they do not like to take responsibility. The capacity of discharging responsibility or bearing risk is not developing in the mind of the college students. From the study it is been seen observed that there is a big gap between entrepreneurship education system and the government policy for supporting new entrepreneurs. The prevailing trend of education system in the state gives more importance on producing graduates and post graduates, which are fit only for white collar jobs but there is no motivation for entrepreneurial knowledge and skills.

**Raghbir Singh Chauhan (2015)**

Worldwide proliferation of entrepreneurship education [EE] has inspired re-examination of the mass education frame work, which consists / constitutes the backbone of industrial society but is rigid and non-entrepreneurial. In the past two decades such appraisal at various level including government to global and individual to community level has assisted the spread of EE in formal education also. The increasing superspecialized nature of academic work as reported in Toffler and Toffler (2006) and higher tendency of entrepreneurial breakthrough in high-knowledge context that helps academicians to start up their own venture are important phenomenon that adds importance of EE for all sections of education - primary and adult education.
**Georgee KI and Azadeh Barati (2015)**

The need of the hour is to offer entrepreneurship as a special course, to ensure that students get orientation on all required competencies at an early stage. Whether it is a business or a social enterprise, more and more youngsters are ready to take the entrepreneurial plunge quite early in life. The educational institutions may serve as an incubator to test the effectiveness of the students business ambitions.

Recognizing the potential of entrepreneurship and its lack of popularity among the common man, efforts are needed to be initiated to unleash the latent entrepreneurial potentials among the students from primary education level.

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**Svetislav Paunovic (2015)**

Stressed on the importance of entrepreneurial university in closely connected with the future dynamic and innovation oriented socio-economic development. A predominant form of education based on teaching should be enlarged by scientific and research activities and full valorisation of knowledge through processes of commercialization and capitalization of knowledge. In the evolution of the university education a step forward has to be made towards transforming the university from being mainly the creator and conservator of knowledge to becoming the key institution in the process of extension and capitalization of knowledge.

Apart from the application of innovative methods in educational process that supports entrepreneurial spirit, creativity and intuition as well as constant improvement of studying programmes, fundamental changes are needed in the way universities are functioning. Universities should be entrepreneurial and more proactive while realizing dynamic cooperation with the broader community.

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**Arya Kumar and Onkar Bagaria (2015)**

India needs to cater to the huge demand of graduates looking for jobs in the near future. This can be done by increasing the rate of growth of GDP, promotion of entrepreneurship amongst youth coupled with creation of an eco-system for entrepreneurship development will go a long way in wealth and job creation through new ventures. The pedagogy needs to be an experiential learning through case studies, Business plan and formulating their ideas the institutions need to build a flexibility in the curriculum and assessment, so that students can be encouraged to pursue entrepreneurship as career option.
Yekini Olawaiye Lawal (2015)⁷⁶ -

Only the management aspect (science) may be taught on the black board but the entrepreneurial activities and skills (art) are developed in the field. Students therefore must acquire the science of entrepreneurship classroom training and the art through apprenticeships, experiential learning, role playing, self-evaluation exercises, mentorship, documentary and short videos that document how successful entrepreneur in the immediate communities have grown their business.

2.2.3 Review from Books -

Scott, W. A. (1933)⁷⁷ -

As long back in the 18th Century, Tean Baptiste say a French textile manufacturer and economist, wrote that the human contribution to economic growth came in three types: Scientists, workers and entrepreneurs.

Ramesh C. Misra and Narendra Bisht (1989)⁷⁸ -

Found Socio-economic factors greatly influenced entrepreneurial performance especially family backgrounds. Business families seemed to prefer Industrial ventures in large numbers. They suggested that some Institutional facilities should be provided by the state for improving their performance and EDP’s must be conducted at university level along with NSS programme on a compulsory basis.

BEVV Narasimha Murthi (1989)⁷⁹ -

Revealed that the hold of caste structure on occupations was getting loosened throwing the door of entrepreneurial opportunities wide open to people who were willing to take risk. According to him, training and experience instills confidence among youth and served as the nursery for building enterprise.

H. K. Trivedi (1989)⁸⁰ -

Ascertain the beliefs and attitudes of the business community towards professional management and identified managerial styles and motivation of businessman. He came to a conclusion that suitable training programmes could contribute significantly in the removal of the non professional beliefs. Practical orientation of new based training programmes conducted locally and in the regional language might help the cause of professionalism in business.
Chandrasekhara Rao and Rajagopalan (1990) -

Conducted a survey to assess the success of SEEuy in terms economic results of survived units they concluded that mere provision of financial assistance to start a self employment oriented venture under SEEuy scheme was not yielding the desired results. Provision of appropriate training better integrated plan for resource development and utilization and setting up of Institutional facilities for marketing the products might have proved to be very useful in increasing the survival performance of the small ventures.

Rushing F (1990) -

Defended that entrepreneurship education can enhance and develop traits that are associated with entrepreneurial success and provide skills that entrepreneurs will need later. He also stated that entrepreneurship education should be integrated and continued throughout all formal education.

Garavan, T. Costine, P. and Hegarty N. (1995) -

Enterprise education is the process or series of activities which aim at enabling an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity but which allows a broad range of problems to be defined, analyzed and solved.

B. S. Bhatia and G. S. Batra (2001) -

Studied the role of small business entrepreneurs in the changing global scenario, identified entrepreneurial factors contributing to success rate of small business entrepreneurship and highlighted problems associated with effective marketing by small business entrepreneurs. They suggested that a proper environment must be created where an entrepreneur is educated and he should have a proper training in acquiring the necessary skills in running the small business enterprises.

Neeta Baporikar (2009) -

Entrepreneur is one of the most important inputs in the economic development of a country or of regions within the country. The success of an entrepreneur depends on the intelligence : imagination and strength of purpose of the individual, motivational training programmes are to be conducted to stimulate entrepreneurship.
Robert D. Hisrich, Michael P. Peters and Dean A. Shepherd (2011) -

There exist a common perception that entrepreneurs are less educated than the general population. This opinion has proved to be more myth than reality. Studies have found entrepreneurs overall, and female entrepreneurs in particular, to be more educated than the general populace. However, the types and quality of the education received sometimes do not develop the specific skills needed in the venture creation and management process. While in college, few students but increasing in number, think they will pursue entrepreneurship as their major life goal relatively few individuals will start a business immediately after graduation and even fewer will prepare for a new venture creation by working in a particular position or Industry. This mandates that entrepreneurs continually supplement their education through books, trade journals, seminars or taking courses in weak areas.

Vasant Desai (RA 2011) -

There is a need to develop management education and industrial training. In modern times, management education is being viewed as an effective supplement to the development of entrepreneurship. Since entrepreneurial decisions have to be effectively supported by managerial decisions. Quite often the entrepreneur functions a manager especially in small scale industries where the entrepreneur is his own technician and manager. This fact Justifies the route of formal education and necessitates the establishment of business schools and management institute in the country where relevant courses may be introduced. Education and training are helpful in developing and augmenting a race of new entrepreneurs needed to harness and utilize the scarce resources for economic development.

R. P. Pathak (2012) -

Education is an investment which bring sources of livelihood back to investor. Therefore the need for harnessing manpower to productivity cannot be overlooked and hence places a great emphasis on vocationalising the scope and range of education.

2.2.4 Review from News Papers -

Entrepreneurship Education within India’s higher Education system – Indian express, 31 December 2002.

Highlighted the challenges for entrepreneurship education in India. The Indian entrepreneur have to tackle electricity, transportation, water and licensing problem. Incomplete Entrepreneurship education. A survey done by the Entrepreneurship Development Institute India (EDII) in 2003 shows that young people are afraid to start their own business because they are not confident not capable and lack of knowledge in starting a business. Many people have the opportunity to change jobs or become an entrepreneur if they are properly trained.
The students in India are not satisfied with the hands-on support of their university in the founding process. The EE in the higher education system should therefore, satisfy the need for entrepreneurship by selecting + motivating + training + supporting. Unfortunately, the present EE in India 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.

**Education System Should teach entrepreneurship -**

PTI, Aug. 27, 2004. (CHIDAMBARAM)

The education system in the country should highlight the importance of entrepreneurship and also prepare students to start their own enterprises to generate wealth, president APJ Abdul Kalam. Kalam further states that universities should become facilitators and with the help of the banking system, try to reduce the unemployment problem.

**Promoting Entrepreneurship in India**

Viren Naidu, Economic Time, Jan 6, 2009.

It is a known fact that India, today is an emerging economy that is destined to achieve milestones on various fronts, in the near future. However, for India to acquire the status of a developed nation, it needs to create 100 million jobs.

So is, there any solution to this problem? The answer is entrepreneurship! With several organizations understanding the importance of entrepreneurs and the ways in which they can create jobs for the unemployed, thus paving the way for an enriching economy.

**Inputs to grow Entrepreneurship -**


The survey of pan India to gauge the spatial determinants of entrepreneurship at the district level in 20 major states in manufacturing and services, across both organized and unorganized segments. Broadly, what’s revealed is that education and Physical Infrastructure matter greatly when it comes to setting up new business.

**Pursuing new opportunities top reason for entrepreneurship PTI, May 20, 2013** - (New York)

Being your own boss along with freedom to pursue new opportunities and not just the money are the top reasons driving entrepreneurship.

In the study, entrepreneurs said that they start their own businesses to follow a personal passion while others say they do so to be their own boss.
Ficci, US Embassy launches Entrepreneurship talent hunt - PTI Feb. 19, 2013⁴⁴ - (New Delhi) - It is pertinent to infuse a spirit of entrepreneurship in our education. Creating entrepreneurship at the undergraduate level with to a great extent help to tackle the challenge of 500 million new job seekers by 2022.


Terming skill development and utilization of skilled work force as a major area of concern, the economic survey 2014-15 stated that (as per the Labour Bureau Report 2014), The present skilled work force in India is only 2010, which is much lower when compared to the developing nations.

Terming it as a dual challenge of developing skills and utilizing them in a proper way, dearth of formal vocational education, lack of variation quality, high school dropout rates, inadequate skill training capacity, negative perception towards skilling and lack of Industry ready skills even in professional courses are the major cause of poor skill levels of India’s work force.

Entrepreneurship excites Indians: Amway Report Economics Time - April 19, 2016⁴⁶. (Ahmedabad)

The India entrepreneurship report 2015 has reported tangible enthusiasm for entrepreneurship as being a good prospect to earn a livelihood in the country. Nielsen India undertook survey for Amway India, states that 73% of the respondents believe that anyone can be trained/educated to be an entrepreneur.

Academic Institutes should be hotbed for entrepreneurship: Infosys Co founder S. Gopalkrishnan -

PTI - Feb. 14, 2016⁴⁷ - (New Delhi)

With only few start ups emerging from academic research in the country, premier academic institutions need to be geared up with better resources to make them a hotbed for ideas and entrepreneurship.

Government wants to take entrepreneurship lessons to schools - Economic Time, Jan. 2, 2016⁴⁸ - (New Delhi)

The government wants to take entrepreneurship lessons to school, teaching youngsters what it takes to start a business at an earn age. In India entrepreneurship is considered passed from one generation to the other by way of education students can discover that talent in them.
2.2.5 Review of Ph.D Thesis and Dissertations -

Agrawal Vinod Kumar (1995)

Entrepreneurship in its modern connotation is not confined only to activating the existing resources to produce something different through new combination of industrial resources but also extends to agriculture, trade, law and service sector activities. It is in this context the entrepreneurial inputs through secondary education will benefit students irrespective of their branch of study i.e academic or professional.

Entrepreneurship is best learned in the field students should have opportunities to watch entrepreneurs at work. They should discuss their future plans and program the real life problems and how to solve them.

Sarala, K S (2002)

It is strongly felt to have specializations at the degree level. The teachers opined that the old maxim, “Commerce graduate is Jack of all trades but master of none,” needs to change. As we have specialization in Arts and science faculties at degree level, the same should be introduced for commerce course also.


Commerce education as it stands today is completely insulated from the realities of industrial environment. Most practical course has now become highly theoretical over a period of years due to various reasons like -

a) Lack of dynamism in the course content to meet the changing business environment.

b) Too much emphasis on theory.

c) Lack of training facilities.

d) Lack of co-ordination and absence of linkage between the universities and professional bodies.


Entrepreneurs and business leaders can provide the right direction to the economy. They are the trend setters, who can optimize the resource utilization and enhance growth of various sections of the economy. To cultivate this entrepreneurial talent and ability to start new ventures the business schools must provide an appropriate curriculum and methods of learning.
Laxmana P. (2005)\textsuperscript{103} -

Observed that education is a strong media that set values, develop attitudes and create drive in people to move in professional direction with confidence. The short supply of entrepreneur is largely because of the absence of entrepreneurship element in education system. There is a need to develop a sound conceptual base for evolving the curriculum which can be used in school system that develop entrepreneurial spirit amongst young.

Pahurkar Rajesh (2009)\textsuperscript{104} -

Suggested that an appropriate syllabus can be developed to motivate students to become an entrepreneur.

Ghoush, Pralay Kumar (2010)\textsuperscript{105} -

Irrespective of present coverage on Entrepreneurship in the curriculum an overwhelmingly large majority of students feels that a special curriculum on entrepreneurship as a specialization subject should be introduced in management institutes with the objective of generating more entrepreneurs than managers.

Lorz M (2011)\textsuperscript{106} -

The results attest to an insignificant impact of entrepreneurship education on entrepreneurial Intention. This insignificant impact was not moderate by the length of entrepreneurship education. However those who were self employed at the end of entrepreneurship programme had significantly higher entrepreneurial intention at the beginning of the programme compared to those who had not become self employed. An analysis of the development of entrepreneurial intention after the end of an entrepreneurship programme showed that after six months the entrepreneur intention had decreased significantly. Entrepreneurship education is confirmed to be a major sources of inspiration triggers that positively impact on entrepreneurship intention.

Torcato Sonia (2013)\textsuperscript{107} -

Recommended on the job training and entrepreneurship development subject should be included in the curriculum as a compulsory features at the college level.

Chakraborty, Dipanjan (2014)\textsuperscript{108} -

Training and experience instill the confidence among the youth and serve as the nursery for building enterprises and accelerates the process of germination of entrepreneurship. His research observation was that around 54.5% of rural entrepreneur attain training program before starting their business.
Somani Seema M. (2015)\textsuperscript{109} -

Suggested that an Internship curriculum reforms enhances opportunities of conventional commerce education to develop communication skills, high morale and personality and meet the demand of the Industries to create entrepreneur.

2.2.6 Review of papers published on Internet -

European commission (2003)\textsuperscript{110} Green paper -

Education and training should contribute to encouraging entrepreneurship by fostering the right mindset, awareness of career opportunities as an entrepreneur and skills. It is also argued that within universities, entrepreneurship training should not only be made available for MBA students but it should also be available for students of other fields.

Kuratko D. F. (2003)\textsuperscript{111} -

Pointed out that the Entrepreneurship has emerged and developed over the recent two decades and its recent growth in curricula and programmes dedicated to entrepreneurship has been very considerable.

European commission (2006)\textsuperscript{112} -

Entrepreneurship has been increasingly recognized for its role in creating jobs and economic growth and in increasing the competitiveness of a region, state or country.

Gallup Organisation (2007)\textsuperscript{113} -

Equal proportions of European union citizens agreed or rather disagreed that their school education had helped them to develop a sense of initiative or a sort of entrepreneurial attitudes. The research also stated that in the US, Turkey and China their citizens agreed that their school education had helped them to better understand the role of entrepreneur in society. More than 67\% of the respondents agreed that the school develops the skills and know how that enabled them to run a business.

M. S. Rao (2010)\textsuperscript{114} -

The current curriculum does not teach students as to how to face the challenges in business environment, how to manage uncertainty and complexity are not taught. It merely teaches the concepts with case studies. It does not focus on the challenges arising out of rapid growing technology and challenges involved in running an enterprise.
Groen A. J. (2011) - Innovative entrepreneurship -

Entrepreneurial education has been a key cornerstone for the economic development. It is necessary to create the academic minor in entrepreneurship and Innovation. The idea behind this minor is that all students, except those that already have a background in business, are introduced to the field of entrepreneurship in relation to innovation in a practical and relevant manner.

Balaji N. Devkate (2015) -

Concluded that the higher education sector in India is very vast. The role of higher education in national development is well established. The objectives of higher education can be achieved only through qualitative change in this system. The output of commerce education should be multidimensional and with full global competitiveness. But we have to realize that commerce graduate have lack of practical knowledge. The practical oriented commerce education is a need of the age. There are number of challenges before the commerce education. National Income and employment opportunities largely depends upon the quality commerce education system. The development of LPG (liberalization, privatization and globalization) demands paradigm shift in teaching and learning process. The new skills and training are required to scope up with these changes. The technological advances must be integrated into the basic fabric of commerce education. The aim of education is to acquire the knowledge and develop skills of students.

Joseph Thomas (2015) -

There is a lot of divergence from the competencies required for the field to what the academic programs teach. At this juncture, academic programs must understand the need from field and run the programs accordingly. It is found that the academic curriculum is influenced by the western ideology and literature on social entrepreneurship. Hence there is a need to develop curriculum based on Indian social enterprise sector and the same has to be adopted by the academic programs.
2.2.7 Summary -

The present entrepreneurship education in India just concentrates on courses which are similar to the general business courses. There has been a demand for educational programs specifically designed to expand students knowledge and experience in entrepreneurship.

A review of the literature indicates that till date, the role of Entrepreneurial Education (Commerce based) and training for Entrepreneurship Development have not received a great deal of attention in entrepreneurship research. Therefore, it seems essential and timely to further study the role of commerce education in entrepreneurship development. The traditional commerce education has become irrelevant in the era of globalization.

There is an urgent need to overhaul the existing commerce education system to cope up with the dynamic world of trade and commerce assuming innovative dimensions in the context of growing International Business.

Commerce education can play a significant role in economic activities like employment generation, profession, entrepreneurship development and poverty alleviation. Various deficiencies in the present system of imparting commerce education which has considerably impaired the process of developing efficient man power needed for business and Industry. The curricula of commerce faculty should be modified and restructured to meet the future challenges of the economy. Though a large number of studies were conducted on present commerce education, it lacks in providing the structured curriculum and training aspect for developing budding entrepreneurs. The researcher had undertaken a systematic study at the state level to examine the present level of commerce education and its impact on entrepreneurship development.

Further, the review of literature reveals that entrepreneurship can be encouraged by educational and training programs. Mc Mullan C.A. (1991) argues that the project based educational program should be included to satisfy the need of both education and training and development of skills related to knowledge, comprehension and evaluation. Many of the reviews outline the importance of training by stating that if necessary, inputs are provided through properly designed training programmes and many young boys and girls can be groomed into successful entrepreneurs. (Integration of entrepreneurship education with the on going commerce curriculum is therefore felt as the need of the hour.)

The review of literature reveals that research on entrepreneurship particularly on commerce education and training for entrepreneurship development is scarce and is scattered with only a few in-depth studies. The scopes of studies were limited to current problems in commerce education and the requirement of change in curriculum. Therefore, there is a need for an analytical study of Impact of Commerce education and training on Entrepreneurship Development for bridging the gap between academics and industry.

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