



Entrepreneurship Education: A Motivational Approach for starting the Career as an Entrepreneur among Youth in North East India

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Abstract: Entrepreneurship development is the key driver of equitable economic growth, and has immense potentialities for generation of employment opportunities and transformation of social values. In a region like north east where unemployment is a burning problem and also the catalyst of other social tensions and insurgency, cultivating entrepreneurship culture can solve such socio-economic problems to a great extent. However, traditionally people of north east region have less entrepreneurial attitude and looks for white colour job, though the region has lots of resources. Therefore, it is felt that there is an urgent need for introduction of entrepreneurship education in formal education. Such education can cultivate the values, attitude and motivation and also raise several entrepreneurship competencies. It can help in changing the mindset of our young generation and create conducive environment for opting entrepreneurship as a career option. The present paper is an attempt to discuss the important role that can be played by the introduction such education in our formal education system.

Keywords: Entrepreneurship Education, Conditions of north eastern region, Present status of Entrepreneurial Education in N.E region

I. INTRODUCTION:

Entrepreneurship is generally accepted to be a necessary condition for sound long-term economic development (Carree & Thurik, 2003). Entrepreneurs introduce new products and new production processes. In the process, existing firms are forced to innovate in order to withstand the pressure generated by new firms. As a result, entrepreneurship has a rejuvenating effect on economies. Thus there is a positive correlation between entrepreneurship and economic development of any country. It has a multiplier effect which like generation of employment, the production of goods and services, etc. which leads a country or region to economic development. An entrepreneur is a person who innovates new ideas and put such idea for commercial purpose for human welfare, which can accelerate individual as well social development. Thus entrepreneurs are the catalytic agent for economic development and social change.

India is a country which experiences with unemployment, poverty regional imbalances etc. interestingly the government has also follow the policy of globalization, liberalization and privatization (LPG) at the structural adjustment of economic policy in 1991. As a result, government has progressively withdrawing its role of welfare to people. On the other hand growth of population is in geometric progression. Thus problem of unemployment and underemployment is growing. This problems becomes more acute in the under developed areas like north eastern region as it was already much behind the pace of development comparison to the national average. Thus in this paradox entrepreneurship development is the only solution which can only provide the gain full employment of growing population as well as expedite economic development of the country.

The Government of India has also already accepted entrepreneurship development as a strategy for employment generation and industrialization. The new education policy 1986, have emphasized the need for vocationalisation of education at various levels, so that, academic institutions could focus their attention on entrepreneurship & self-employment in addition to their present mandate of churning out trained manpower. In the recent times Government of India has taken very bold step for generation of self employment and development of entrepreneurship though out the country and many policy has been initiated to equipped with the young generation with requisite skill for innovation and getting employment. A separate Ministry in the name of Ministry of Skill Development and Entrepreneurship was created in November 2014 with the responsibility for co-ordination of all skill development efforts across the country, removal of disparity of demand and supply of skilled manpower, building the vocational and technical training framework, skill up gradation, building of new skills and innovative thinking. Government have also lunch many new ambiguous policy like, National Skill Development Mission, Entrepreneurship Development Scheme, Make in India, Start-Up India, Micro Units Development Refinance Agency (MUDRA) Bank, Self Employment and Talent Utilization (SETU) etc. As a result, there is a remarkable growth of entrepreneurs especially technology enabled enterprise in the last two years. However, considering the other parts of the country the Northeast region is yet to get such momentum, in respect of entrepreneurial activities in spite of having huge potentialities and unique identity.

Northeast region is geographically isolated from the main land of India. It is the most industrially backward region of the country. The region has the unique problems of huge unemployment, which become catalyst of other social problems like insurgency, social unrest etc. As unemployment is the main social evils of all problems, so it is felt that by cultivating entrepreneurship the region can solve such problems to great extent and can expedite process of economic development. However, people of this region are very much reluctant to undertake entrepreneurial activities. The social and economic environments of the region are not conducive for the same. The people are looking for white-collar job. On the other hand the job opportunity has been sinking due to wave of globalization, liberalization and privatization. If this situation persists for a long time in future the social condition of this region will become worse. Therefore, it is the urgent need to have social change by changing attitude, values etc. of the young generation to create an environment which is conducive for entrepreneurship development. The introduction of entrepreneurship education is a mean to have such change. Present paper in an endeavor to analyses how entrepreneurship education can change social environment and motivate the young generation to be a job creator rather than job seeker. The paper is based on the secondary information and observations of the researcher. The objective of the paper is to highlight how the entrepreneurial education in different level may change the mindset of young generation. It also tries to highlight the level of such education which may be incorporated in stages of education curriculum.

What is entrepreneurship Education?

Education is a methodical effort towards learning basic facts about humanity. It is the foundation of the value, attitude, motivation and competencies of an individual which is developed by the system of formal learning system. It prepares the individual to connect - and live in harmony with the environment around him or her as well to access better opportunities in life. Entrepreneurship education can be defined as the education that helps to develop entrepreneurial behaviours; it inculcates the basic values about entrepreneurship and provides the basic knowledge and motivation to run enterprise. It also aims to develop the entrepreneurial competencies that can help an individual to identify the opportunity and boost up to commercialize such opportunity by careful calculation of risk and return. It also helps to manage the affairs in the future by identifying the strength and weakness.

Entrepreneurship Education programmes for Teachers and Students:

The following methodologies can be adopted for conducting the entrepreneurship education programmes for teachers and students:

1. Brainstorming sessions
2. Lectures
3. Behavioral exercise to enhance self-confidence
4. Group Discussions
5. Case Studies
6. Games
7. Audio-visual aids
8. Interactive talks by successful entrepreneurs.

Impact on Teachers in Entrepreneurship Education:

Through a teaching learning process, teachers can impart a lot of new and basic knowledge about entrepreneurship and take the first step in changing the mindset of the students. The students spent most of the active hours in school and college, they can be better exposed to the concept through practical orientation over a longer period of time. In short, the overall impact is summarized as below:

1. Teachers understand relevance of entrepreneurship to academic pursuits.
2. Possess a more positive attitude towards entrepreneurship.
3. Developed a changed mindset towards entrepreneurship.
4. Teachers act as brand ambassadors of entrepreneurship.
5. Teachers act as a mentor to students interested in entrepreneurship.
6. Encouraging changes in the personality of the teachers.
7. Positive changes in the behavior and thinking of teachers.
8. Recognize entrepreneurship as a viable career option for students.
9. Familiarize students to the idea of entrepreneurship alongside any other career.
10. Gather new ideas, thoughts and confidence building.

Role of Entrepreneurship Education in career Development:

The education develops the value, attitude, motivation and entrepreneurial competencies. Each element has distinct role but combined effect to create a successful entrepreneur. Human values can be termed as the set of beliefs about various aspects. It provides a standard that guides individual's behaviour. They are multi-faceted standards which lead individual to take particular position on social issues, predispose a favouring of one particular ideology over another, guide representation of the self to others and provides

basis upon which one may evaluate of judge (Rokeach, 1973). Values reflect the culture of the society and are widely shared by the members of that culture. In general it is the general belief about what is desirable and what is not desirable. It is the inner most belief which directs individual goal. The person having higher respect for self independence, innovativeness is more inclined towards entrepreneurs' career. Education builds such values from the early childhood.

Attitudes have important role of choosing entrepreneurship as career option. Attitude can be defined as a 'enduring organization of motivational, emotional, perceptual and cognitive process with respect to some aspect of individual works' (Krech & Crechfield 1952). It influence the thinking of an individual, thinking control ones action. Positive attitude leads towards success. A person having positive attitude may take moderate risk and thinks for innovation of new ideas. Education and surrounding environment of an individual helps to develop attitude. Entrepreneurial education can helps an individual to develop a positive attitude towards entrepreneurship.

Motivation is the inner driving force which can stimulate individual action. It can be termed as motive for action. Value and attitude which provides direction and tendency to act, but motivation can force for action. Entrepreneurial education can stimulate ones action for innovation and commercialization of such innovation.

Another important quality that needs to produce successful entrepreneurs is entrepreneurial competency. It is the basic skill requirement to run the enterprise. Entrepreneurial competencies may be further categories as:

1. **Behavioural competency:** Behavioural competencies can be explained as the sum of traits, abilities and motivation which are needed to deliver effective performance, regardless of your job in an organization. It is also known as soft skills or general competencies of a person. Behavioural competencies provide a substantial set of behaviours which aligns an organisation's vision or objectives with measurable behaviours which can aid in achieving organizational success.
2. **Enterprise launching competency:** With this competencies entrepreneur take action to improve the welfare of employees and take positive action in response of employee's personal concerns. In addition to personal competencies entrepreneur must also possess the competencies require to launch the enterprise and for its growth and survival in a long run.
3. **Enterprise management competency:** It can be defined as characteristics such as generic and special knowledge, motives, traits, self-image, social roles and skills which result in birth of a venture, its survival and growth. In simple words we can say that the competencies required by an entrepreneur for starting a business venture and carrying it on successfully are known as 'Enterprise management competency'.

Education can help to develop such competencies in a person, which helps him/her to start their career as an entrepreneur and become self-dependent in the life.

Stages of introduction of entrepreneurship Education:

To change mindset of future generation to become entrepreneurs there is a need for introduction of entrepreneurship education in different levels. Education has a strong influence in development of human mind. To influence human mind by changing values, attitude etc. such education should be introduced in different levels of education. At the primary school level there is a need of entrepreneurship education to develop entrepreneurial values and attitudes. The introduction of such education will create a positive impact in the mindset and help them for future to motive to become entrepreneurs. In primary level such education can be introduced by referring the name and work of successful entrepreneurs of the world and their contribution.

In the secondary school level there should be a course which can motivate the young mind for entrepreneurial career. In such level emphasis should be given to have details of the role of entrepreneurship for economic development and giving employment of the people. This type of education may bring a positive impact to the minds of the learners and they can realize that their future needs can be fulfilled not only by getting white-collar job but also with the help of entrepreneurship career. This type of education also highlights the role of entrepreneurship for social development, so one can realized his prospective contribution for social and economic development. This can be the other way to motivate for entrepreneurship career.

Besides development of values, attitude and motivation the development of entrepreneurial competencies is also important to lunch enterprise successfully. It is the basic skill and knowledge for identification, selection, risk bearing ability etc. of an entrepreneur. Entrepreneurial education in higher education level can develop such competencies. Therefore, in the higher education level there should be some course relating to identification of project, formulation of the project and management of the projects. Even in such level some in house training programme may be included to have some firsthand experience about

running and entrepreneurial activities. Such training may help to develop behavioral and management competencies. Thus the above model of education may change the attitude and value system and equip the tentative entrepreneurs to run the project in a viable manner.

However, in this process the teachers have a very important role therefore it is equally important to change the mindset of many of teachers. Considering the needs, many agencies working in the field of entrepreneurship development tries to prepared the teacher community with required skill and knowledge to play the mentor role.

Conditions of north eastern region:

North eastern region is the one of the industrially desert and economically backward region in the country despite of having many natural resources. The region is connected with the mainland of the county with a very narrow corridor. Another uniqueness of the region is that it is surrounded by international boundary. The major reason for industrial backwardness is identified as inadequacy of human resources. Due to the distance from the mainland of the country and strategic geographical location the people from other parts were not interested undertake economic activities. Though the government of India and respective state governments have taken so many steps to develop the region economically and socially but the result is not up to the mark. As a result, the unemployment graph has been increasing day by day, which also creates other social tensions like insurgency, ethnic violence, and corruption. Therefore, the region urgently requires change. But such change is required from the initiatives of the people of the state. In this regards the role of young generation may change the environment as a whole. However, persons of this region are always have a tendency to resist the change. So it is felt that a systematic approach is needed for effective management of all kind of change, like change in attitude, technology and social system. Education is the only means which can make such a change from early childhood.

Present status of Entrepreneurial Education in N.E region:

Presently such education is not found in the general education system. Though some course has been incorporated in vocational level and higher education level, especially in commerce education in the graduate and post graduate level but it has been felt that such course is not enough to create conducive environment for entrepreneurship development. It may be mentioned that, due to lack of early introduction of such education, it can fail to create positive impact in the minds of learners. Another reason is that, only a very small portion of student of this region opts for commerce and vocational course. Majority of the student is not have any such type of education and ignorant about entrepreneurial career. As a result the job seeker proportion has been increasing day by day instead of job providers. Even the students who learn such course are inclined towards taking job somewhere, as they are reluctant to take risk.

II. KEY OBSERVATIONS:

The following observations are noted by the researcher during the course of study which needs to be looked at:

1. Teachers play a very significant role towards imparting entrepreneurship education and act as the first step in promoting entrepreneurial mindset amongst students.
2. Entrepreneurship Education is more like an add on or an extracurricular activity in the system rather than being considered as a part of the mainstream curriculum.
3. It is seen that imparting teachings on entrepreneurship, teachers have to depend on variety of data/study materials which are very often developed and provided by private business and/or non-profit organizations.
4. It is observed that entrepreneurship development programmes are mainly promoted by private organizations and associations.
5. Only conducting programmes is not sufficient. For practical knowledge and experience in entrepreneurship for students, it is imperative to connect with real businesses to understand the process.
6. In primary and secondary education level, introduction to entrepreneurship is mainly incorporated as an extracurricular activity.
7. In higher education, entrepreneurship is becoming a part of specific subjects such as business and economics, and can also be pursued as a specialization at post graduation level.

III. MAJOR FINDINGS/OUTCOME OF THE STUDY:

Entrepreneurship education means many different things to educators from primary level to university. At each level of education, it is reasonable to expect different outcomes as students mature and build on previous knowledge. But overall purpose remains to develop expertise as an entrepreneur.

IV. CONCLUSION:

The unemployment problem in the north eastern region is becoming serious day by day. It also leads to other problems. The effort of government and other agencies to solve such problems by providing self-employment is not in a position to have a concert solution. Therefore, it is considered that cultivating a positive atmosphere for entrepreneurship development may solve such problems to a great extent. The seed of such atmosphere can be sowed by systematic introduction entrepreneurial of education. This leads to equitable growth and development of the region. However, for introduction of entrepreneurship education in different level of education system to have a change in value system, attitude, and motivation and development of competencies, a great deal of scientific research form academia and involvement of all section of the society is necessary.

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