

Entrepreneurship Education and Development in India

K.V. Shanmugavadivu¹, C. Kalamani¹, B. Sakthivel²

Assistant Professors¹, II B.B.A.(CA)²

Department of Management Science, Kongu Arts and Science College, Erode, India

International Journal of Commerce & Business Studies
Volume 3, Issue 2, April - June, 2015, pp. 18-28
ISSN Online: 2347-2847, Print: 2347-8276, DOA : 06042015
© IASTER 2014, www.iaster.com



ABSTRACT

Entrepreneurship education is considered as one of the most influential forces that determine the health of the economy. The Indian economy needs emergence of new, innovative and enthusiastic entrepreneurs and education is an important factor in developing entrepreneurial competencies in individuals. India is a young country with average of about 63 per cent population currently being in the working age group of 15 to 59 years. Studies have found that entrepreneurship prevalence rates are highest in the 25-34 age groups. 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. However, considering the basic synergies of core management subjects such as marketing and entrepreneurship, both of which provide an opportunity to develop unique solutions to satisfy customer needs, the study of entrepreneurial aspects as a prerequisite for management education and research seems indispensable when specifically catering to the growing entrepreneurial intent in developing economies. This approach necessitates a compulsory initiation of entrepreneurship courses early in the curricula of contemporary business schools. This paper aims at explaining the importance of entrepreneurial education and Development in India to propose an effective ecosystem for integrating and promoting entrepreneurship education as fundamental to mainstream business education and development in India.

Keywords: *Entrepreneurship Education, Entrepreneurship Training and Development.*

1. INTRODUCTION

There has never been a definite answer to the question of whether entrepreneurship can be taught. Although many would argue that the entrepreneurial spirit is innate, the credence on effective entrepreneurial education to foster the right entrepreneurial attitude with requisite training is gaining ground. The development of entrepreneurship as a field of study in business courses has been largely inspired by the acceptance of entrepreneurship as a legitimate tool for economic growth. The growth of corporate entrepreneurship as a valuable antecedent to the revitalization and enhanced performance of corporations, especially those in the developed markets, add to its merit. Nevertheless, the effectiveness of entrepreneurship education is largely driven by the type and design of such education, as defined by the materials and modes of rendering the programs.

Considering the importance of the right entrepreneurship culture and education for the growth and development of an emerging economy such as India, the present article aims to comprehend the nature of entrepreneurship as a field of study in comparison to a more fundamental business management subject such as marketing. The article also explores and assimilates various qualitative

evidences to assess the prevalent status of imparting entrepreneurship education in India. The article culminates in the development of a proposed working framework for an effective entrepreneurship education ecosystem in India. More specifically, the article is structured to systematically explore the evidence base of concurrent practices in the country to map out a thematic system for fostering and promoting a sustainable entrepreneurial education system that can serve as a solid foundation for relevant business education in modern times.

As the term itself denotes, EDP is a programme meant to develop entrepreneurial abilities among the people. In other words, it refers to inculcation, development, and polishing of entrepreneurial skills into a person needed to establish and successfully run his / her enterprise. Thus, the concept of entrepreneurship development programme involves equipping a person with the required skills and knowledge needed for starting and running the enterprise.

2. ENTREPRENEURSHIP AS A FIELD OF BUSINESS STUDY: SYNERGIES AND TOPICAL RELEVANCE

At the outset, it is important to note that, within the definition of entrepreneurship education, the focus is largely on the premise of higher education rather than that on educating entrepreneurs. Entrepreneurship as a domain of business education has an eclectic nature where the content is derived from diverse disciplines including those of strategy, finance, or marketing. Given its cross-functional and cross-sector orientation, the structure and content of the course is often faculty driven and is primarily aimed at the twin objectives of increasing the awareness of entrepreneurship as a career option and developing the understanding of the process of creating new business.

For instance, despite the common propensity to reflect on entrepreneurship as more of practical than theoretical subject, a careful introspection reveals that the core concepts of marketing are intimately intertwined with those of entrepreneurship. In fact, much of its basic subject design deals with elementary marketing concepts such as the philosophy of customer value. Although this view makes the relevance of marketing knowledge a prerequisite for entrepreneurship education, the opposite could be equally true. The application of effectuate entrepreneurship thinking in the marketing discourse has significant strategic and critical marketing implications. A metaphor of “the dancer and the dance” by McAuley (2011) clearly establishes the natural linkages between the disciplines of entrepreneurship and marketing. This finding strengthens the argument in favour of integrating entrepreneurship into the compulsory curricula for students of business management. Concurrent exposure of business students to core courses in marketing or finance along with entrepreneurship would not only reinforce their cross-functional linkages, but would also ensure more synergistic learning from the very outset. This approach would also negate the possibility of excluding the pertinent coverage of entrepreneurial concerns and approaches in the content of related core courses from the very basic level of business education.

3. THE ENTREPRENEURSHIP EDUCATION ECOSYSTEM: A CONCEPTUAL FRAMEWORK

The literature indicates that, although the inclination to pursue entrepreneurship is comparatively strong in India, the educational support for its development is still a far cry from the agenda. Entrepreneurship still has a long way to go in terms of earning the status of a preferred course among management students in India. Perhaps, this status acts as reason enough to only offer entrepreneurship as an extra-curricular or co-curricular program in the majority of the colleges and universities in India.

Shankar (2012) classifies six primary obstacles to teaching entrepreneurship in India as:

1. Lack of institutionalization
2. Lack of indigenous experience
3. Lack of trained teachers
4. Short-term focus on results
5. Limitations with pedagogy
6. Subject not considered as core

Even at the top institutes in India that offer technical or management education with their popular support programs for student entrepreneurship, called "entrepreneurship cells" or "E-cells", the educational framework for inculcating the entrepreneurial spirits seems far from being satisfactory. The contextual differences between developed and developing economies that necessitate the advance of indigenous standards for appropriate entrepreneurial education with relevant knowledge on related social-political governance, infrastructure, unorganized competition, chronic shortages, or sensitivity to local culture adds to the concern.

In the present scenario, the challenge is to outgrow the prevalent myopic treatment of entrepreneurship education and categorically shift the focus from its short-term objectives. The key is to develop entrepreneurship as a foundation course in business education, especially one that covers the managerial aspects of new ventures as well as corporate entrepreneurship or intreprenurship. Given the obstacles of teaching or developing entrepreneurship in the realm of management education, the need for an effective entrepreneurial ecosystem seems to be the only solution. Hence, drawing insights from the literature and the qualitative evidence presented earlier in this article, the proposed diamond framework illustrated in Figure 1 is an attempt to develop a working structure for such an ecosystem.

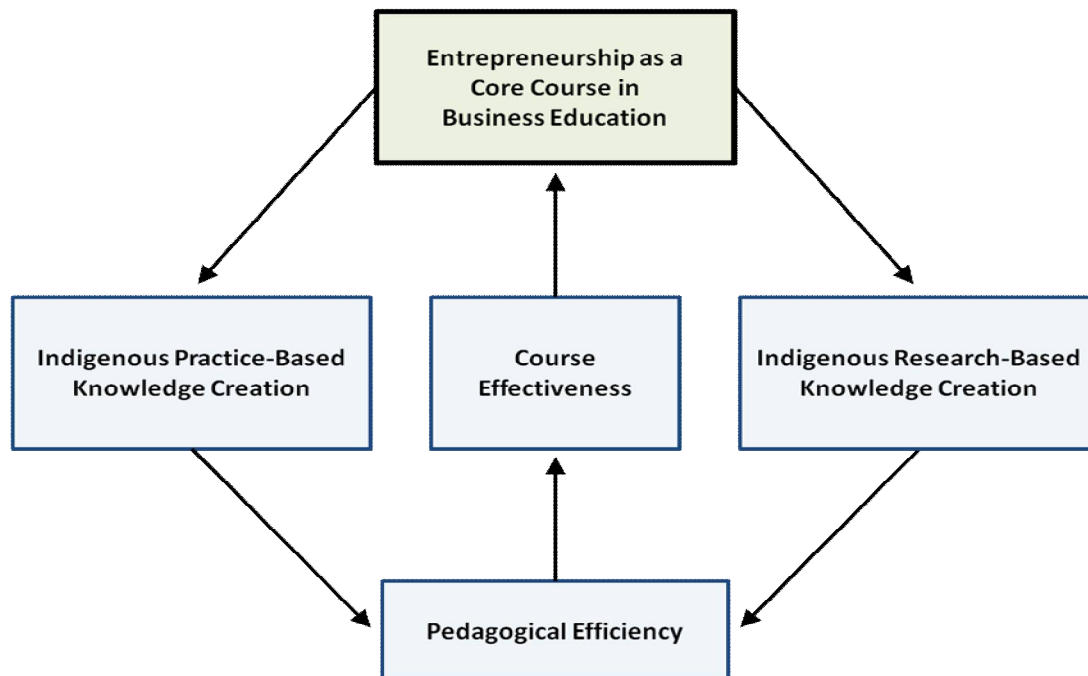


Figure 1

The proposed diamond framework is based on qualitative evidence and expert opinions, which presuppose that the initiation of entrepreneurship as a core course does have the potential to drive the development and promotion of an effective entrepreneurship education ecosystem, particularly among

management students in India. Such initiation, apart from encouraging the practice of entrepreneurship in the short run, should push the overall knowledge abstraction based on research and practice pertaining to the specific emerging economies. Such knowledge creation should in turn add to the pedagogical wealth, thereby increasing the rigour and effectiveness of the course that should lead to further development of entrepreneurship as a core discipline. Over time, the framework is designed to work as a virtuous cycle with an inherent regenerative character. Developments in entrepreneurship, in theory as well as in practice, will fuel its growth. Given that more practice would mean more instances of introspection, adding to the existing knowledge base and simultaneous development of the theoretical precision should be automatic. The framework works at both ends by pushing entrepreneurial intentions and pulling higher levels of knowledge creation to support the needs of a core business course.

The Proposed diamond framework for an effective entrepreneurship education ecosystem in emerging economies.

4. IMPORTANCE OF ENTREPRENEURSHIP EDUCATION

Education is an important factor in determining the entrepreneurial orientation in individuals. Education may be in the form of informal or formal. The informal form of learning stresses the importance of early role models and reinforcement patterns on the acquisition and maintenance of entrepreneurial behaviour. Role models could be parents or peer groups that provide socialization training in entrepreneurship. Formal education is also positively correlated with entrepreneurship. It has also been reported that entrepreneurs of healthy units, on an average, had a higher level of education compared to those who own sick units.

Entrepreneurship education needs to gain firm ground to change the face of the economy. It is only under such a scenario that we would witness a longer queue of job providers than job seekers. And our efforts would surely show us productive and efficient youth, par excellence. During liberalization, which started in India in 1991, India exerted greater effort to promote and nurture entrepreneurship. Attempts at various levels have taken place to directly or indirectly promote entrepreneurship. Over the past two decades there has been a growing debate about how well educational systems prepare young people for adult life in general and 'enterprise' in the world of work in particular. In the present scenario this debate becomes large.

5. 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 expand students' knowledge and experience in entrepreneurship. Entrepreneurship education in India faces cultural and financial constraints along with insufficient government capacity. The significant challenges faced by entrepreneurship education in India are given below:

1. Cultural Barriers

Entrepreneurship can develop only in a society in which cultural norms permit variability in the choice of paths of life. Unfortunately, the Indian culture consists of a network of benefits that in many ways run counter to entrepreneurship. For example, Indians believe that being passive and content with the status quo is healthier for the inner soul than striving to improve one's situation. They believe that peace of mind can be achieved from spiritual calm rather than from materialism. People in India are more sensitive to emotional affinity in the workplace than to work and productivity. An

entrepreneur needs to work around the clock and this has kept some people away from their own start-ups. After all, compared with other countries, family life in India is more important.

2. Difficulties Towards Start-Ups

Starting a business in India is costly in terms of the time required and the cost involved. While it takes just five days to start a business in the United States and just two days in Australia, in India it takes as long as 89 days. What really hurts is that even in neighbors Pakistan, Nepal, and Bangladesh, it takes just 24, 21, and 35 days respectively to do so. The reason for such delay is bureaucratic - too many rules and regulations, and too much paperwork (Ashish Gupta, 2004). On an average, it would cost an entrepreneur nearly half of his/her total income (49.5% of the gross national income per capita) to set up a business, which is 100 times more than what is needed to set up a business in the United States. Again poorer cousins Bhutan, Pakistan, and Sri Lanka are better off. Doing business in India is an extremely difficult proposition (Ashish Gupta, 2004). The absence of an appropriate entrepreneurial climate, the lack of required infrastructure facilities, and the lack of access to relevant technology hinder rapid industrial development. Most of the time, the Indian entrepreneurs have to tackle electricity, transportation, water, and licensing problems.

3. 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 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 confident with the traditional education they receive in the university.

4. Lack of a Standard Framework

Entrepreneurship education is widely spread, has diverse forms and has a large number of stakeholders. But the overall state of affairs is a confused one, one that lacks broad vision, goals, and systematic planning (akin to the 5-year plans for the economy). The lack of a standard framework is a big challenge to the development of entrepreneurship education in India.

5. Dependence on Government

Higher degree of dependence on government is another challenge before entrepreneurship education in India. Insufficient private-sector participation and lack of sustainable business models in the entrepreneurship education act as barriers to its development in India.

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 education has no significant influence on entrepreneurial propensity (Hostager and Decker 1999). The findings of a survey on business owners in India suggest that management education is not an important driver of entrepreneurial attitudes (Gupta 1992). There is a demand for education programs specifically designed to expand students' knowledge and experience in entrepreneurship. The contents and teaching methods have to be differentiated between entrepreneurship and traditional business courses.

6. NEED FOR EDPs

Entrepreneurs possess certain competencies or traits. These competencies or traits are the underlying characteristics of the entrepreneurs which result in superior performance and which distinguish successful entrepreneurs from the unsuccessful ones.

Then, the important question arises is: where do these traits come from? Or, whether these traits are in born in the entrepreneurs or can be induced and developed? In other words, whether the entrepreneurs are born or made? Behavioural scientists have tried to seek answers to these questions.

A well-known behavioural scientist David C. McClelland (1961) at Harvard University made an interesting investigation-cum-experiment into why certain societies displayed great creative powers at particular periods of their history? What was the cause of these creative bursts of energy? He found that 'the need for achievement (n' ach factor)' was the answer to this question. It was the need for achievement that motivates people to work hard. According to him, money- making was incidental. It was only a measure of achievement, not its motivation.

In order to answer the next question whether this need for achievement could be induced, he conducted a five-year experimental study in Kakinada, i.e. one of the prosperous districts of Andhra Pradesh in India in collaboration with Small Industries Extension and Training Institute (SIET), Hyderabad.

This experiment is popularly known as 'Kakinada Experiment'. Under this experiment, young persons were selected and put through a three-month training programme and motivated to see fresh goals.

One of the significant conclusions of the experiment was that the traditional beliefs did not seem to inhibit an entrepreneur and that the suitable training can provide the necessary motivation to the entrepreneurs (McClelland & Winter 1969). The achievement motivation had a positive impact on the performance of entrepreneurs.

In fact, the 'Kakinada Experiment' could be treated as a precursor to the present day EDP inputs on behavioural aspects. In a sense, 'Kakinada Experiment' is considered as the seed for the Entrepreneurship Development Programmes (EDPs) in India.

The fact remains that it was the 'Kakinada Experiment' that made people appreciate the need for and importance of the entrepreneurial training, now popularly known as 'EDPs', to induce motivation and competence among the young prospective entrepreneurs.

Based on this, it was the Gujarat Industrial Investment Corporation (GIIC) which, for the first time, started a three-month training programmes on entrepreneurship development. Impressed by the results of GIIC's this training programme, the Government of India embarked, in 1971, on a massive programme on entrepreneurship development. Since then, there is no looking back in this front. By now, there are some 686 all-India and State level institutions engaged in conducting EDPs in hundreds imparting training to the candidates in thousands.

Till now, 12 State Governments have established state-level Centre for Entrepreneurship Development (CED) or Institute of Entrepreneurship Development (IED) to develop entrepreneurship by conducting EDPs. Today, the EDP in India has proliferated to such a magnitude that it has emerged as a national movement. It is worth mentioning that India operates the oldest and largest programmes for entrepreneurship development in any developing country.

The impact of India's EDP movement is borne by the fact that the Indian model of entrepreneurship development is being adopted by some of the developing countries of Asia and Africa. Programmes similar to India's EDPs are conducted in other countries also, for example, 'Junior Achievement Programme' based on the principle of 'catch them young' in USA and 'Young Enterprises' in the U. K.

7. OBJECTIVES OF EDP

The major objectives of the Entrepreneurship Development Programmes (EDPs) are to-

- Develop and strengthen the entrepreneurial quality, i.e. motivation or need for achievement.
- Analyse environmental set up relating to small industry and small business.
- Select the product.
- Formulate proposal for the product.
- Understand the process and procedure involved in setting up a small enterprise.
- Know the sources of help and support available for starting a small scale industry.
- Acquire the necessary managerial skills required to run a small-scale industry.
- Know the pros and cons in becoming an entrepreneur.
- Appreciate the needed entrepreneurial discipline.
- Besides, some of the other important objectives of the EDPs are to:
- Let the entrepreneur himself / herself set or reset objectives for his / her enterprise and strive for their realization.
- Prepare him / her to accept the uncertainty in running a business.
- Enable him / her to take decisions.
- Enable to communicate clearly and effectively.
- Develop a broad vision about the business.
- Make him subscribe to the industrial democracy.
- Develop passion for integrity and honesty.
- Make him learn compliance with la

Phase of Entrepreneurship Development Programme: Training Phase and Post-Training Phase.

Training Phase

The main objective of this phase is to bring desirable change in the behaviour of the trainees. In other words, the purpose of training is to develop 'need for achievement', i.e. motivation among the trainees, developing managerial and technical skills to start their enterprises. In such entrepreneurship development programmes, there are participants with a variety of back grounds and qualities.

- **General Introduction to Entrepreneurship:** The participants are exposed to a general knowledge of entrepreneurship such as factors affecting small-scale industries, the role of entrepreneurs in economic development, entrepreneurial behaviour and the facilities available for establishing small-scale enterprises.
- **Achievement Motivation Training (AMT):** The purpose of AMT is to develop the attitude towards risk-taking, initiative and other such behavioural or psychological traits. A motivation development programme creates self-awareness and self-confidence among the participants and enables them to think positively and realistically. Without achievement motivation training, an EDP becomes an ordinary executive development programme.

Motivation training initiates to strive for excellence, to take calculated risk, to use feed back for improvement, sense of efficiency etc.

- **Support System and Procedures:** The participants have to be exposed to agencies like the local banks and other financial institutions, industrial service corporations and other institutions dealing with supply of raw-materials, equipments etc. The programme on support system needs to include the procedures for approaching them, applying and obtaining assistance from them and availing of the services provided by them. A linkage between the training institute and support system agencies can be established by participation of these agencies in sponsoring and financing EDPs.
- **Market Survey and Plant Visit:** In order to familiarise the participants with real life situations in small business, plant visits are also arranged. Such visits help the participants to know more about an entrepreneur's behaviour, personality, thoughts and aspirations. Moreover, the participants should be given opportunity to conduct market surveys for their respective projects. This would help to expose the participant to the market avenues available and could be followed by sessions on methods of dealing in the markets.
- **Managerial Skill:** Since a small entrepreneur cannot employ management experts to manage his enterprise, he needs to be imparted basic and essential managerial skills in the functional areas like finance, production and marketing knowledge of managerial skills enables an entrepreneur to run his enterprise smoothly and successfully.
- **Project Preparation and Feasibility Study:** A good period of time needs to be devoted to the actual preparation of projects. The active involvement in this task would provide them necessary understanding and also ensure their personal commitment. During the course of EDP, various guidance sessions are helpful for enabling the trainees to identify appropriate business opportunities. Information and counseling on various business opportunities is provided though the team experts and by spot survey. Necessary experience is provided in market survey, project preparation, sources of finance etc. Undue emphasis on any dimension should be avoided as it may lead to distortion in both the process and content of the programme.

Accordingly, a trainer should see the following changes in the behaviour of the trainees:

- Is he/she attitudinally tuned very much towards his/her proposed project idea?
- Is the trainee motivated to plunge into entrepreneurial career and bear risks involved in it?
- Is there any perceptible change in his entrepreneurial attitude, outlook, skill, role, etc.?
- How should he/she behave like an entrepreneur?
- What kinds of entrepreneurial traits the trainee lacks the most?
- Whether the trainee possesses the knowledge of technology, resources and other knowledge related to entrepreneurship?
- Does the trainee possess the required skill in selecting the viable project, mobilizing the required resources at the right time?

Some of the questions listed above also answer the basic underlying assumption in designing a suitable training programme for the potential entrepreneurs. Having trained the trainees, the trainers need to ask themselves as to how much, and how far the trainees have moved in their entrepreneurial pursuits.

Post-Training Phase (Follow-up)

The ultimate objective of Entrepreneurship Development Programme is to prepare the participants to start their enterprises. This phase, therefore, involves assessment to judge how far the objectives of the programme have been achieved. This is also called 'follow-up'. Follow-up indicates our past performance, drawbacks, if any, in our past work and suggests guidelines for framing future policies to improve our performance.

In nutshell, the purpose behind EDP follow-up is to

- a. Review the pre-training work;
- b. Review the process of training programme; and
- c. Review past training approach.

Skills Development & Training for Entrepreneurship Education in India

The Government runs and promotes a variety of skills development & training institutes across India, aimed specifically towards the development of small industries. These include specialised management programmes & technology enhancement programmes amongst others.

National Entrepreneurship Development Institutes

- Entrepreneurship Development Institute of India
- Indian Institute of Entrepreneurship (IIE), Guwahati
- National Institute of Micro, Small and Medium Enterprises (NIMSME), Hyderabad
- National Institute for Entrepreneurship and Small Business Development (NIESBUD), NOIDA

Development Commissioner (MSME) Enterprise & Skill Development Programmes

- Entrepreneurship Development Programmes (EDPs)
- Entrepreneurial Skill Development Programme (ESDP)
- Business Skill Development Programme (BSDP)
- Management Development Programmes (MDPs)
- Industrial Motivation Campaigns (IMCs)
- Vocational and Educational Training
- Tool Rooms and Training Centres

List of Government Assisted Entrepreneurship Development Institutes (EDIs)

1. Institute of Entrepreneurship Development (UP)
2. Centre for Entrepreneurship Development of Karnataka.
3. Maharashtra Centre for Entrepreneurship Development Aurangabad.
4. Centre for Entrepreneurship Development, Bhopal.
5. Institute of Entrepreneurship Development, (IEDO) Orissa.
6. Kerala Industrial & Technical Consultancy organisation Ltd., Cochin.
7. H.P.C.E.D., Udyog Bhawan, Bemloe, Shimla.
8. Centre for Entrepreneurs Development, Madurai.
9. Haryana Institute of Public Administration, Gurgaon.
10. Entrepreneurship and Management Laboratory Building, Jaipur.
11. CED an undertaking of Association Andhra Pradesh.
12. J&K Entrepreneurship Development Institute (J&K, EDI) Jammu/ Srinagar
13. IED Bihar, B.S.F.C. Building, Patna.
14. EDII, Gujarat.

8. CONCLUSION

The growing reliance on entrepreneurship as an antecedent to sustainable economic growth in developing nations seems to have passed the test of time. Historically, the many cases of failure scoring over the relatively few success stories with respect to the practice of entrepreneurship across the globe establish that, at a micro level, simply motivating the spirit of entrepreneurship is just not enough. Sound knowledge on the ways and means of doing business coupled with the right perspectives on the practice of innovation and cutting-edge ideas increases the probability that we will hear more success stories about business ventures in this fiercely competitive domain.

In emerging economies such as India, there is an urgent call for the development and promotion of effective indigenous entrepreneurship education systems. Although entrepreneurship is a practice-driven subject, the need to supplement it with contemporary theoretical knowledge is of paramount importance. Furthermore, the synergies of entrepreneurship as a field of study with other fundamental business management courses, such as marketing, necessitate a framework for developing entrepreneurship as a core course for students of business management to ensure an integrated learning platform. The need to develop such a course with the purpose of introducing this platform at foundation levels becomes imperative under such circumstances. A framework for building this effective entrepreneurship education ecosystem is surely the need of the hour and it requires a greater focus on knowledge creation to support the framework.

Thus, this attempt to develop a working framework for an entrepreneurship education ecosystem in India, supported by preliminary inputs and evidence, should therefore be considered as a conceptual beginning to work out an improvised design with further validation of the concepts. Future research ideas to facilitate the adoption and further development of the framework with empirical results and confirmations will not only add to the existing research base on entrepreneurship but will also aid the policy makers of a developing nation.

REFERENCES

- [1] Albornoz-Pardo, C. 2013. Is Business Creation the Mean or the End of Entrepreneurship Education? A Multiple Case Study Exploring Teaching Goals in Entrepreneurship Education. *Journal of Technology Management & Innovation*, 8(1): 1-10.
<http://dx.doi.org/10.4067/S0718-27242013000100001>
- [2] Arthur, S. J., Hisrich, R. D., & Cabrera, Á. 2012. The Importance of Education in the Entrepreneurial Process: A World View. *Journal of Small Business and Enterprise Development*, 19(3): 500-514.
<http://dx.doi.org/10.1108/14626001211250180>
- [3] Dearborn, J. 2012. The Unexpected Value of Teaching Entrepreneurship. *Huffington Post*. June 11, 2014:
http://www.huffingtonpost.com/john-dearborn/entrepreneurship_b_1881096.html
- [4] Drucker, P. F., & Drucker, P. F. 2007. *Innovation and Entrepreneurship: Practice and Principles*. Routledge.

- [5] Dutta, S. 2012. Entrepreneurship and Global Competitiveness: A Study on India. *Indian Journal of Industrial Relations*, 47(4): 617-33.
- [6] Harrison, J. D. 2014. Can You Really Teach Entrepreneurship? *Washington Post*. June 11, 2014: <http://www.washingtonpost.com/business/on-small-business/can-you-really->
- [7] Hultman, C. M., & Hills, G. E. 2011. Influence from Entrepreneurship in Marketing Theory. *Journal of Research in Marketing and Entrepreneurship*, 13(2): 120-125.
- [8] Mutsuddi, I. 2012. Relevance of Entrepreneurship Cells in Technical Institutes and Business Schools. *The IUP Journal of Entrepreneurship Development*, 9(3): 58-71.
- [9] Pittaway, L., & Cope, J. 2007. Entrepreneurship Education: A Systematic Review of the Evidence. *International Small Business Journal*, 25(5): 479-510. <http://dx.doi.org/10.1177/0266242607080656>
- [10] Raichaudhuri, A. 2005. Issues in Entrepreneurship Education. *Decision (0304-0941)*, 32(2): 73-84.
- [11] Shankar, R. 2012. *Entrepreneurship: Theory and Practice*. India: Tata McGraw Hill
- [12] Swami, S., & Porwal, R. K. 2005. Entrepreneurship, Innovation and Marketing: Conceptualization of Critical Linkages. *Journal of Advances in Management Research*, 2(2): 54-69. <http://dx.doi.org/10.1108/97279810580000378>
- [13] Todd, P. R., & Javalgi, R. R. G. 2007. Internationalization of SMEs in India: Fostering Entrepreneurship by Leveraging Information Technology. *International Journal of Emerging Markets*, 2(2): 166-180. <http://dx.doi.org/10.1108/17468800710739234>
- [14] Venkatachalam, V. B., & Waqif, A. 2005. Outlook on Integrating Entrepreneurship in Management Education in India. *Decision (0304-0941)*, 32(2): 57.