



## Significant Analysis of Entrepreneurship Course in Engineering Curriculum

Rajeswaran.N<sup>1\*</sup>, Kesava Vamsikrishna K V<sup>2</sup> and Narendrakumar.Ch<sup>1</sup>

<sup>1</sup>Department of EEE, Malla Reddy Engineering College (A), Secunderabad 534100, India

<sup>2</sup>Department of Physics, Malla Reddy Engineering College (A), Secunderabad 534100, India.

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### \*Address for Correspondence

**Rajeswaran.N**

Department of EEE,

Malla Reddy Engineering College (A),

Secunderabad 534100, India.



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### ABSTRACT

Significant transformative changes are observed in Higher Education Institutions in particular, worldwide in entrepreneurship education. Last few decades have seen sincere efforts to introduce entrepreneurship into education. The relevance of entrepreneurship to education has been essentially viewed from economics point of view till now. This analysis worked decently well for elective courses at higher education level while poses problems when introducing the entrepreneurship into lower levels of education. Motivating students towards entrepreneurship seems to be the most difficult and unignorable question. Many researchers felt that the only way to accomplish the above task is by means of learning-by-doing approach. The immediate question that arises is - what are the things to be properly answered using the above approach. Future challenges and opportunities in entrepreneurial education are abundant and compete with each other. This report shall attempt to outline some of them in each of the following sections.

**Keywords:** Higher Education, Entrepreneurship, Curriculum, Opportunities.

### INTRODUCTION

Entrepreneurship competence is the ability to discover and grab the opportunities. In Fig.1, it is the ability to plan, execute and manage creative processes that are of cultural or socio-economic value. What is required is the knowledge of contexts and opportunities, modus operandi of planning and execution, ethics and self-awareness. It includes the problem solving skills besides imagination and critical reflection skills, communication skills, mobilizing human and material resources, coping with uncertainty, and above all skills to handle risk. Also the attitudes of self-efficacy, motivation and stronger will form the key ingredients of an entrepreneurial mind-set. It demands proper weightage to the ideas of peers [1-3]. In order to make the entrepreneurship education effective in developing the



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competence of learners, the capacity of schools to create supportive and stimulating learning environments should go hand in hand with the personal competences and motivation of educators, in the sense both are equally important and in a way complement each other. Entrepreneurship education cannot take place in solitude. Many times it requires working in collaboration with external organizations in order to facilitate learning in other ways [4].

**Background**

The main aim is to become entrepreneurially minded with the potential to act on this by discover or create business opportunities' and life-long learning process from elementary to adult [5].

**Benefits of Entrepreneurship Education****Improved Student Performance**

- Increased initiative
- Increased self-confidence
- Improved academic performance
- More ambitious goals for life after graduation

**Upgraded academic Performance**

- Less likely to be truant or drop out of college
- Encourages youth to employ sophisticated math and science concepts in real-life situations
- Greater interest and improved performance in math and science

Everyone should understand the concepts and processes associated with successful entrepreneurial performance. It provides the unique expertise that entrepreneurs use during the entire process of creating and managing a business. Entrepreneurial education is a promising solution for the increasing uncertainty in the globalized world that we live in (Gibb, 2002). Finally, entrepreneurial education is a means to achieve people empowerment and a means for the organizations to create social value for the benefit of the community (Austin et al., 2006 and Volkmann et al., 2009) [6]. A better feasible beginning position in education can be to recognize entrepreneurial education as a means to create extra interest, to achieve joyful and fruitful engagement and to inculcate creativity among the millennial students (Johannisson, 2010, Lackeus, 2013). The theoretical effects of education on the entry in entrepreneurship are ambiguous. On the one hand, people with a higher level of education may have a higher level of managerial ability, which would increase their possible success if they enter self-employment. On the other hand, the same factor may increase their outside options, as it would be less likely to undertake self-employment [7]. The thriving student importance in social entrepreneurship (Treacey & Phillips-2007) is another typical yet promising beginning position for entrepreneurial education. Interest with the youth to actively take up the task of solving society related challenges is apparent across the world (Youniss et al., 2002). If such an interest can be groomed as a part of academics, it can thrust up on the conceptual knowledge and establish theoretical knowledge to practical work in sensible manner for students. Corporations able to motivated to participate through strong financial income in such activities as an attempt to fulfill the Corporate Social Responsibility [8].

**Significant Analysis****Case 1: learning-by-doing works**

It's apt to define Service-learning as refer (Stainke & Fritch-2007), it is the classroom instruction clubbed with society service such as providing food to the needy and deserving people. How the process is taken for learning by doing is presented in Fig.2. Day to day activities are given in the block diagram Fig.3. The assignments given to the students should preferably be innovative, should create value to external stake holders, should help the students identify the opportunities in the process of arriving at the solutions, and should help understand the nuances of design thinking..



**Rajeswaran et al.****Case 2: Activities and Design thinking that trigger entrepreneurial competencies**

The Activities and Design thinking that trigger entrepreneurial competencies is explained following figure.3.

**Case 3: Scaling entrepreneurial education**

In Fig.4, the model course structure spreading up the good educational practices to the classrooms in a big way is the main concern of the educational reforms. But the fact is that a major chunk of such initiatives fail to influence the classrooms and the teaching practices. [9].

**Case 4: Outcome**

The most established systems in favor of facilitate educational- institutions outreach able to be found a university level. In a research sequence label "the consumerist university" it is outline how increased collaboration stuck between universities, government entity and industry can be facilitated in accordance. The course activities are shown in Fig.5 [10].

**RESULTS AND DISCUSSION**

The various course level and completion process are given in Fig.7. We can monitor the progress of participated students in each level and motivate them to complete each level without delay. It is strongly recommended in this report to put the value creation at the heart of entrepreneurial education in order to solve few of the challenges. In an attempt to create value to external stake holders, six different approaches, tools and methods from various fields have been summarized which are capable of contributing with realistic advice to mentors and students. We can also hope for a methodological development allowing researchers to prove any effects of entrepreneurial education in a better way, from a variety of approaches. Here analyze some sample course completion certificates are given in Fig.8 (a),(b).

**CONCLUSION**

The aim of this paper is to explain some basic tenets of entrepreneurship in education, emphasizing on its relevance and implementation issues. The target listeners of this report are practitioners in various educational institutions all across. This report owes its basis to majorly existing research pertaining to the areas of entrepreneurship, psychology, philosophy, education and other allied areas. The author(s) will effort to give some direction based on their self conducted research, in cases of scanty research. In the near future we will optimistically also be able to see the erection of dedicated support structures in schools, colleges and universities as well as other important management and organizational structures, with an objective to maintain mentors and students to accomplish the task of interacting with the exterior world resulting in value creation. Finally, Entrepreneurship is the buzz word and the order of the day and every institute should make an attempt to make it a part of its fabric.

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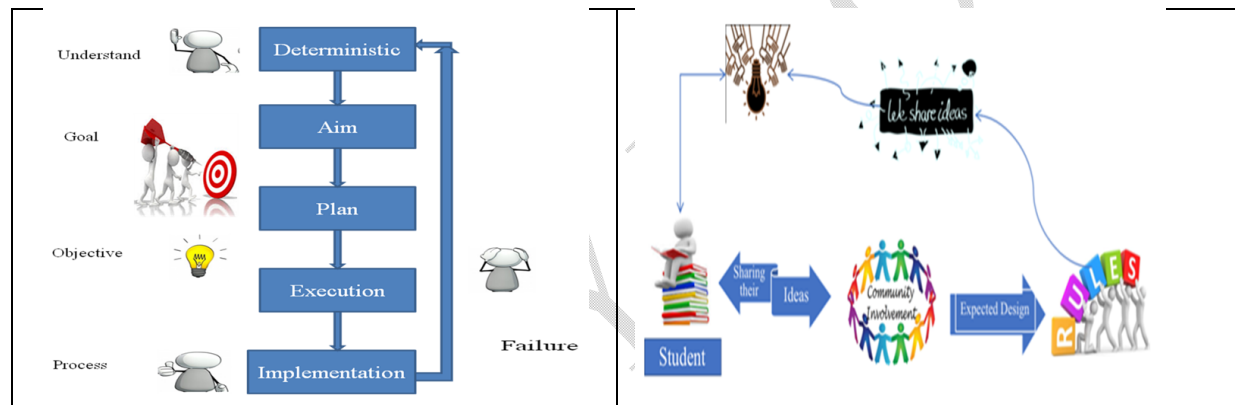


Fig. 1. Implementation chart

Fig. 2. Group activities

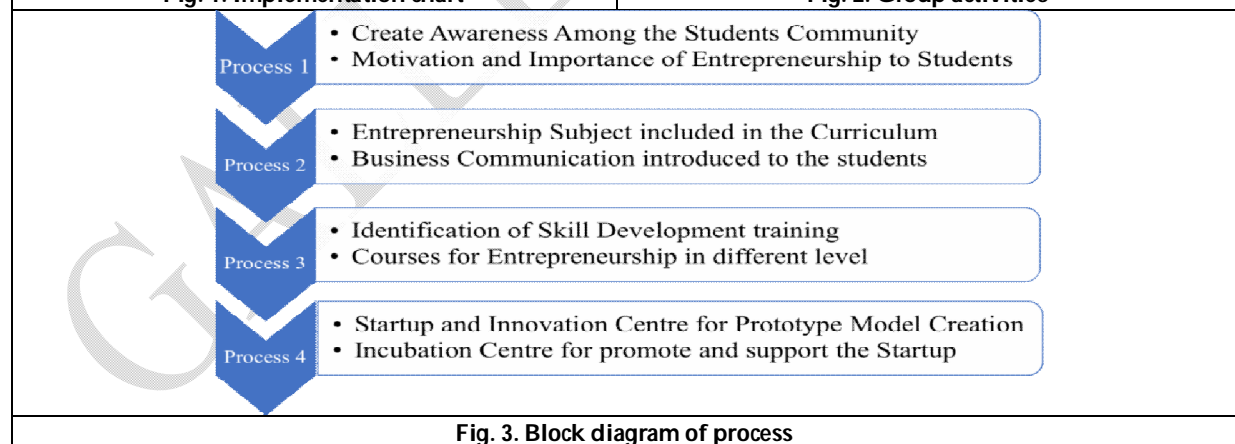


Fig. 3. Block diagram of process





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(a)

(b)

(c)

Fig. 4 (a),(b) (c). Course discussion

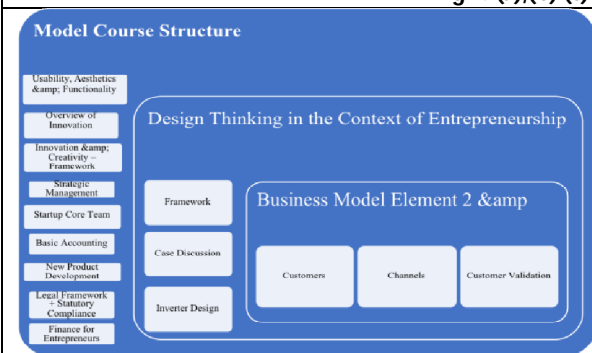


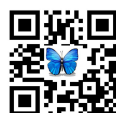
Fig. 5. Model Course Structure



Fig.6 Course activities in the class room

Name	Overview of Year 2 Sep 4th	Video Session - Usability, Aesthetics & Functionality - Session 1 Sep 11th	Video Session - Overview of Innovation Sep 18th	Video Session - Innovation & Creativity - Framework Sep 25th	Video Session - New Product Development - Framework Sep 25th	Video Session - Startup Core Team - Session 1&2 Oct 2nd	Video Session - Strategic Management - Session 1-6 Oct 9th	Assessment: Strategic Management - Session 1-6 Concept Quiz	Video Session - Basic Accounting - Session 1 Oct 23rd	Assessment: Basic Accounting - Session 1-3 Concept Quiz	Video Session - Legal Framework - Statutory Compliance Oct 30th	Assessment: Legal Framework - Statutory Compliance Concept Quiz	Video Session - Finance for Entrepreneurs - Session 1-4 Nov 1st	Assessment: Finance for Entrepreneurs - Concept Quiz
Empaty Akhila	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
BALA KRISHNA	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Sai Chandra Manogna Dhotipala	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Sachith Divan	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
VANISH DODDIGARI	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
kundana gangam	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Sahana Halady	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Krutika Jakkola	Completed	Completed	Not completed	Not completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Thushara Luxmi	Completed	Completed	Not completed	Not completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Lohithaismallik	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Vurli Manidhar	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Madhurala Meghana	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Deepak Pasala	Completed	Completed	Not completed	Not completed	Completed	Not completed	Not completed	Not completed	Not completed	Not completed	Not completed	Not completed	Not completed	Not completed
Pabba Sahithya	Completed	Completed	Completed	Completed	Completed	Completed	Not completed	Not completed	Not completed	Not completed	Completed	Completed	Completed	Completed
Kodamagundla Sharan	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Sai Sampath Thagiria sainadh varikollu	Completed	Completed	Not completed	Not completed	Completed	Completed	Completed	Completed	Not completed	Not completed	Not completed	Not completed	Not completed	Not completed
Naimisha Vetcha	Completed	Completed	Not completed	Not completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not completed
Karishma Wadhe	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed

Fig.7. Progress of course participations





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Fig. 8 (a),(b) Certificates of Completion

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