

## **Need for Entrepreneurial Education for Promoting Social Entrepreneurship in Asian Countries**

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### **Abstract**

**Purpose:** The main focus of this paper is to elevate the social intensions and community dimensions of social entrepreneurs and the proactive impact of entrepreneurial education in matching the demand for entrepreneurial competencies.

**Approach:** The paper reports on the results of literature review dealing with social entrepreneurial education.

**Originality/ Value:** The paper sheds light on the necessity of imbibing social entrepreneurial education in all faculties for a more sustainable economy.

**Keywords:** Social entrepreneurship, entrepreneurial education, Sustainability, curriculum, community development,

**Paper Type:** Literature Review

### **I. INTRODUCTION**

There has been a remarkable change in the way the less privileged people have come close to the mainstream crowd, thanks to a new kind of social change, a catalyst in the process of economic

development-a social entrepreneur. This revolution was initiated with a very inspiring success movement named microfinance but soon it gained momentum and translated into sequence of such and many more endeavors and brought about a noticeable change in the not so concentrated section of the society. Social entrepreneurs see opportunities where others see adversity; they see hope even in most bleak situations. They visualize an optimistic future which is totally unheard of. In light of the recent times where the government has fallen short of providing the bare necessities to all quarters of the society, social entrepreneurs have extended their contribution to provide for these amenities with regards to education, health, welfare, safety etc. to change the face of the world and make it a better place to live and grow

People generally need some substantial bases to believe something which is non-conventional. But social entrepreneurs have the conviction to uphold their beliefs. They dare to see the end result even before getting started. And they have done so all over the world- The barefoot college started by Bunker Roy in India mobilizes people with little or no formal education to install solar electric technologies. The United States of America witnessed the efforts by Dorothy Stoneman in transforming the lives of many young people and society at large by channelizing

their energy in the right direction and harnessing it to exploit the full potential of these people by focus on job training and education.

As rightly underlined by Matlay (2006), formal education in social entrepreneurship is believed to have a huge impact on the promotion of social entrepreneurship both in terms of magnitude and direction. But the contents may differ from place to place. The work of Walter and Dohse (2009) indicates the impact of entrepreneurship education in bringing about a change in the students' mindset with regards to pursuing the same as a career. The fact cannot be denied that much of this has been done so far in the business schools, but there is a scope for incorporating such education in other courses at different level also (Streeter and Jaquette, 2004).

Based on the much controversial assumption that social entrepreneurs are not born but are made,

Johannisson (1991) has enumerated the objective of entrepreneurship education programs as:

- 1) Development: Creating drive for the right predisposition and act as an incentive for start-up (Developing entrepreneurial intensions);
- 2) Acquisition: the technical aspects involved in initiating and nurturing a organization (know what has to be done);
- 3) Maintenance: Liaison activities necessary for growth and development( identify the right ones); and
- 4) Attainment: The skills required for development and maintenance of new venture. (what is necessary for being successful).

## II. TRENDS IN ENTREPRENEURIAL EDUCATION

-Inadequate offerings and extension of courses to disseminate the logic of social cause and risk taking to elevate the conditions of the society among the engineering students as they can make use of this dimension for developing more sustainable organizations and hence a more stable economy.

-Found mostly in business schools, but the business schools curricula follows more of functional structure based on functional areas.

-There is a mismatch between the students aspiration and the skills imparted through entrepreneurial programmes.

-The content of most of the courses is limited to general aspects of entrepreneurship and development of business plan

-Wide discrepancy among those who teach entrepreneurship both in magnitude and direction.

## III. RECOMMENDATIONS

Based on the above review,

-Entrepreneurship courses should be incorporated in the curricula of all disciplines at all levels i.e from undergraduate to post graduate courses.

-Care should be taken to imbibe in the students an attitude of self employment, risk taking, moving from the conventional jobs and above all community development rather than just making them acquainted with roles and functions of entrepreneurship.

-There is a burning need to bring about radical changes in teaching pedagogy and evaluation scheme employed in such courses.

## IV. IMPLICATIONS FOR FURTHER RESEARCH

The paper highlights the present scenario of lack of social entrepreneurial dimensions in the educational institutions in Asian countries and lack of incorporation of the same as an independent faculty in educational institutions. However, the study did not include the impact of such education in driving young students towards a more fulfilling career called social entrepreneurship. Future studies can investigate on the same with more objective empirical evidences.

## V. CONCLUSION

If we look at what the contemporary corporate enterprises and Government is doing at this point of time where we desperately need some drastic changes, the pictures are not at all encouraging at least not up to the extent that is needed to bring about a concrete solution to the problems faced by the community at large. This obviously stresses the need for social entrepreneurs who can challenge this disequilibrium and come up with more viable solutions to turnaround the negative and undesirable trends both in magnitude and direction. But the fact still remains the same they need support from various quarters of the society- in the form of strategic alliances with the corporate world, support and motivation from the regulatory authorities, educational institutions and policy makers. Social entrepreneurship is relatively a budding area and there is an urgent need to design better courses and curricula and extend them to science and engineering institutions. This study can be used by the regulatory authorities for framing appropriate legislations,

coursework designers and other stakeholders in promoting the need for social entrepreneurship for filling up the gaps in the existing system and pave way for a better and brighter society.

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