

Preface

Entrepreneurship is generally understood as the process of starting a new venture with the intention of generating sustainable profits and venture growth, where the by-products for the society and the nation are employment generation, wealth creation and the general economic development of the country. New ventures in an economy are like new sprouts in an ecosystem, without which the system will stagnate and perish. While the ventures will have to generate profits in order to sustain themselves and grow (which is true even for government, not-for-profit organizations and NGOs, for whom it is in the form of surpluses), the society and the nation would benefit from the products and services (often innovative) offered, employment generated, wealth created, taxes paid as well as the overall development of the economy and the improvements in the quality of life being brought about. It is because of such general benefits to the society and the economy that governments, especially in developing countries, are keen about promoting entrepreneurship among their citizens. Among the several initiatives and support mechanisms adopted for stimulating entrepreneurial behaviour among the youth of the country, entrepreneurship education has a prominent place.

Starting primarily as a means to facilitate new venture creation among unemployed persons (particularly the skilled ones among the war veterans), entrepreneurship education has undergone a lot of changes in its aims, curriculum, pedagogies and target groups. The aim of entrepreneurship education is no longer restricted to the creation of new ventures. It is now broadened to include the development of enterprising behaviour, which is needed for everyone irrespective of whether one is self-employed or employed by others. For the latter, it takes the form of ‘intrapreneurship’ training, and for everyone, there is a focus on the development of traits, motives, knowledge and skills (especially those needed for entrepreneurs and intrapreneurs). With the change in the aims, there are corresponding changes in the target groups, curriculum and pedagogies. It was to capture these changes and their implications for entrepreneurship education that we organized an international academic conference on the theme, *Entrepreneurship Education and Training: Design, Delivery and Effectiveness*, at Indian institute of

Management Bangalore (IIMB) during 29–31 January 2015, with the International Consortium for Innovation and Entrepreneurship (ICIER) as the principal partner.

The conference was organized in collaboration with a few other national and international institutions and agencies. They included the four other founder members of ICIER (from Italy, Brazil, Russia and China, in addition to IIMB from India), the International Entrepreneurship Forum (IEF), the Council for Small Business and Entrepreneurship (CSBE) India, European Business and Technology Centre (EBTC) and the Art-for-Economy (Milano-Bicocca, Italy). Out of the 250 odd abstracts submitted to the conference, about 100 were selected after a rigorous review process for presentation at the conference. The papers presented at the conference were subjected to further reviews so as to make a final selection of 19 papers to be included in this edited volume (*Entrepreneurship Education: Experiments with Curriculum, Pedagogy and Target Groups*). The selection was based on the research quality as well as their suitability for the theme of the book, which, as the title suggests, is on the ‘experiments’ done with curriculum, pedagogy and target groups of entrepreneurship education. In other words, the focus of this book is on the innovations attempted on the above-mentioned aspects of entrepreneurship education. While the innovations discussed in the papers are mostly within India, we also wanted to provide the reader with an overview of what is happening in the field in other countries, especially in the developed part of the world, which is provided in the introductory chapter (Chap. 1: ‘Entrepreneurship Education: Innovations and Best Practices’).

This book, therefore, attempts to present a holistic picture of the field of entrepreneurship education and highlights the ‘experiments’ and innovations happening in a developing country like India. We hope that our readers will find this book useful for enhancing their understanding of the field and appreciating the Indian scenario of entrepreneurship development. It would be of particular relevance for policy-makers, consultants, trainers and educators in the field of entrepreneurship. We dedicate this book to entrepreneurship educators and to the upcoming breed of educational entrepreneurs in India.

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Entrepreneurship Education

Experiments with Curriculum, Pedagogy and Target
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