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THE EMERGENCE OF ENTREPRENEURSHIP EDUCATION: DEVELOPMENT, TRENDS AND CHALLENGES

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ABSTRACT

The present study finds that social-constructionist perspective conceptualizes learning as a relational, social and enacted process/practice as a way of being and acting. It is not simply a question of thinking about a new pedagogical technique but rather involves reconceptualising how one views entrepreneurial education and learning. The purpose of introducing the use of reflexive practice into entrepreneurial education is to enable the provision of a more informative pedagogy. Such a pedagogical position provides entrepreneurs with the opportunity to think about their own learning and growth, to create for them a space to reflect and consider the depth of their lived experiences and practices. It is a way of seeking to expand and explore the interconnection between experiences and knowing as practicing entrepreneurs. The process of a reflexive critique offers the suggestion that if entrepreneurial education is to make an impact on how entrepreneurs understand their practice and the process of social learning, then this learning must reflect the dynamic and continuous life experiences and the struggles that entrepreneurs face in their daily activities. The establishment of an open learning space is very important to allow the generation of ideas, a space to practice or test the manner in which they can be used in everyday practice. This idea of reflecting on one's practice through questioning and challenging existing norms can create opportunities to contemplate the efficiency of one's judgments and actions for balancing identity and practice as a member of a community and a wider society. Practicing, in the context of this article, is about rehearsing, renewing and reshaping, seeking to balance and mediate the exploitation and exploring of actionable knowledge, through the roles of experimentation in order to foster the questioning of existing practices. This suggests that practices help both on the process and outcomes, the emergent practice. Taking this collective view of learning enables a situated mode of learning which encompasses the dynamic unknown to be a central element in the generation of challenges or questioning of existing practices.

KEYWORD

entrepreneurship education.

INTRODUCTION

Entrepreneurship has emerged over the last two decades as the most potential economic force, the world has ever experienced. With that expansion, has come a similar increase in the field of Entrepreneurship Education. The recent growth and development in the curricula and programs devoted to Entrepreneurship and new-venture creation have been remarkable the number of Colleges and Universities that offer courses related to Entrepreneurship has grown from a handful in the 1970's to over 1800 in 2010. In the midst of this huge expansion remains the challenge of complete academic legitimacy for Entrepreneurship. While it can be argued that some legitimacy has been attained in the current state of Entrepreneurship Education, there are critical challenges that lie ahead. This article focuses on the trends and challenges in Entrepreneurship Education for the 21st century.

ENTREPRENEURSHIP EDUCATION

Even though Entrepreneurial Education is quite a new phenomenon in higher education, as a field of enquiry it is one of the most rapidly growing areas of research. However, there is a widespread consensus that traditional pedagogical methods of learning alone or instructional methods alone are insufficient to develop entrepreneurs to deal with complexity of running and creating innovating business opportunities. As a consequence there is a growing need to cultivate innovative ways of thinking and new modes of pedagogy to fully enhance and develop entrepreneurial approaches.

Entrepreneurial Learning has shifted attention towards LEARNING FOR as opposed to LEARNING ABOUT Entrepreneurship. A social constructionist perspective draws recognition to the importance of inter-subjective knowledge exchange as a means of developing entrepreneurial learning. While there are numerous approaches to a social constructionist paradigm, the critical features of the perspective provide the manner by which WE come to experience the social world. The approach suggests developing a pedagogical approach which explores the social processes that constitute entrepreneurial undertaking. Hence shift the focus away from the traditional positivist approaches to Entrepreneurial Learning. The researcher seeks to contribute to the growing need to cultivate innovative ways thinking, diverse skills and new modes of behavior to fully enhance and develop new approaches to Entrepreneurial Education.

Entrepreneurship education is a new phenomenon, even though the entrepreneurs emerged before several decades in the country. The necessity of the Entrepreneurship Education and the various ideologies about Entrepreneurship is necessary to be taught to the younger generation. There is urgent need to develop our country in a very quick and positive manner through Entrepreneurship Education. It is a tough task taken by various institutions both by educational institutions as well as special training institutions.

Colleges conduct Special Career Oriented Programmes as well as Value Based Education Programmes for the students. A paper on Entrepreneurship is included in the curriculum. Many Colleges conduct Seminars and Conferences at different levels that induce the students to participate for a tough competition over the topic. It not only allows the students' capacity to present the seminar, but also forces the students to involve in research about Entrepreneurship. This makes the students and research scholars to analyze, appreciate the need for Entrepreneurship. The curriculum specified course forces the students to carry out small Entrepreneurship ventures, which they complete it with full enthusiasm. Many Colleges conduct Entrepreneurship Training Program which provides training in jewellery designing, fabric painting, printing, embroidery, jute products, potdesigning, artificial floral arrangement, tailoring etc. This boosts up the entrepreneurial quality as well as the self-confidence in the students for pursuing a career in such businesses.

ENTREPRENEURIAL DEVELOPMENT

As entrepreneurs engage in practice, they become the creators of their own knowledge and experiences, establishing a sense of self and identity with a community. It also trains them to overcome the tensions that an entrepreneur encounters in the course of human interaction during the processes of inquiry, mediation and

negotiation as the entrepreneur learns and engages in practical training (Boud, Keogh & Walker, 1985; Reynolds & Vince, 2004; Schon, 1983). From a reflexive perspective, learning is a rhetorical responsive activity where both educator and learner involve in active participation in the creation of new ideas through engaging with one another in a reflexive critique of their current practices. This means both Educator and Learner acts as co-participating practitioners in a relational learning process, while considering such a pedagogical approach that places the learner and educator in a practical world. Learning is generated through human interactions arising from engagement with real world issues, through inviting inquiry into the dynamics of the interaction specifically, ideas of co-authored action become central as educator-learner relation of power are repositioned from that of the expert/teacher and learner (where the teacher impose their belief and values) to that of shared responsibility for the emergency of new practices of learning. What is being suggested here is that entrepreneurial pedagogy needs to embrace the use of reflexive critiques in order to develop reflexive awareness in their everyday actions, which is fundamental to making sense of and constructing the realities one experiences. Helping the entrepreneurs become more aware of their practical enactments or the manner of accounting for and shaping their experiences, the questioning practice can help to reveal situated and embodied knowing. This is not a rational way of ordering but rather a way of accounting by which the entrepreneur makes connections with others, themselves and their social communities. The impact of this approach on entrepreneurial educational pedagogy is that it moves focus from theoretical basis to actual practice.

ENTREPRENEUR KNOWLEDGE

Reflexivity as a critique implies the questioning of one's practice and assumptions. It seeks to make the practitioner become aware of their practice and the assumptions which underlie how they make sense of their actions and the knowing that is gained from the experience. Rather than accepting preordained methods and principles, reflexivity as a critique of inquiry searches patterns of knowing while continually questioning existing practices. In others, the practitioner knows the manner in which they become knowledgeable becomes the focus of critique, coupled with the awareness of the social collective and how social tensions are complicit in the construction of knowledge. Reflexivity is a process of looking outwards to the entrepreneur's social community/environment, to the social, political and cultural artifacts and assumptions which structure practices and looking inwards in order to challenge the processes by which one can make sense of the world. As a conceptual perspective, reflexivity recognizes the complex interrelations which exist between social tensions and knowing as a way of reframing emancipator objectives in practice. Such reflexive critique provides the entrepreneur with the power to think about the details of their practice and actions, to steer their emotions, and to move and question their established practices.

TRAINING AND PEDAGOGICAL SYSTEM

These qualities are central to reflexivity, as well as a practice orientation based on the idea of critical choice, as one learns by enacting. Reflexivity as a pedagogical tool encourages a critique of the manner in which an entrepreneur views and understands their practice, their experiences and dominant assumptions. In this sense the educator/learner constructs an understanding that they are co-responsible of their learning, by incorporating it into practice. As a result practical activities of learning are created between the educator and learner-as they construct meaning to a situation they encounter, the resulting practice is the articulation of their sense making. Above all it places the entrepreneur at the centre of experience. They are active participants in the construction and enactment of their own practice, letting them sense that they are collaboratively shaping something as they interact'. In this regard, learning as a relational practice can be seen as a way of establishing connections by creating shared meanings through the questioning and challenging of current practice, engaging with issues in an embodied way rather than logical deconstruction of the issue at hand. Current pedagogical methods ignore the complexity of social practice and its shared construction. In this the responsibility for learning is directly shifted to the learner, but it does mean placing the educator as a collaborator in the process of learning. This process can be achieved through the creation of a reflexive questioning/critiquing by encouraging learners to recognize their taken-for-granted assumptions and how they construct their own practices. This involves drawing emphasis to a reflexive process of creating reflexive questioning through interaction and helping learners to both understand and recognize moments when practices breakdown, are challenged or called into question, and in which they are forced or given the opportunity to rethink how and why they act in the manner they do. This reflexive critique encourages the learner to question their ways of being, understanding, and acting in the world by encouraging them to create an awareness of their own beliefs, assumptions and the impact on their learning.

CONCLUSION

A social-constructionist perspective conceptualizes learning as a relational, social and enacted process/practice as a way of being and acting. It is not simply a question of thinking about a new pedagogical technique but rather involves reconceptualising how one views entrepreneurial education and learning. The purpose of introducing the use of reflexive practice into entrepreneurial education is to enable the provision of a more informative pedagogy. Such a pedagogical position provides entrepreneurs with the opportunity to think about their own learning and growth, to create for them a space to reflect and consider the depth of their lived experiences and practices. It is a way of seeking to expand and explore the interconnection between experiences and knowing as practicing entrepreneurs. The process of a reflexive critique offers the suggestion that if entrepreneurial education is to make an impact on how entrepreneurs understand their practice and the process of social learning, then this learning must reflect the dynamic and continuous life experiences and the struggles that entrepreneurs face in their daily activities. The establishment of an open learning space is very important to allow the generation of ideas, a space to practice or test the manner in which they can be used in everyday practice. This idea of reflecting on one's practice through questioning and challenging exiting norms can create opportunities to contemplate the efficiency of one's judgments and actions for balancing identity and practice as a member of a community and a wider society. Practicing, in the context of this article, is about rehearsing, renewing and reshaping, seeking to balance and mediate the exploitation and exploring of actionable knowledge, through the roles of experimentation in order to foster the questioning of exiting practices. This suggests that practices help both on the process and outcomes, the emergent practice. Taking this collective view of learning enables a situated mode of learning which encompasses the dynamic unknown to be a central element in the generation of challenges or questioning of existing practices.

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