

# Pedagogy of Enterprise Education

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**ABSTRACT:** The goal of this study is to show that look at enterprise education from a pedagogical point of view is the best way to understand it. The best way to think about it is as pedagogy, which distinguishes it from entrepreneurship education, which is primarily concerned with new firms and new venture creation. Experiential action learning, which may take place indoors, outside, or away from the traditional classroom setting, is at the heart of enterprise education. It may be used in a variety of subject areas as well as at various stages of education. Enterprise education as pedagogy supports a teaching method in which specific learning goals differ across educational phases and subject areas, but are underpinned by a consistent and clear philosophical approach. Enterprise education should not be confused with business education because it is a larger, deeper, and more concept. The paper's theoretical importance stems in part from a call for a more rigorous, practically informed study of many aspects of enterprise education (pedagogy, entrepreneurship, citizenship, and civic duty). A more review of business education is also suggested in the study.

**KEYWORDS:** Business Enterprise, Education, Entrepreneurialism, Education Pedagogy, Teaching.

## 1. INTRODUCTION

This article examines problems surrounding entrepreneurship education, providing a definition, explanation, and critical critique of the idea in the process. It elucidates the similarities and contrasts between entrepreneurship education besides examines how these ideas may be better understood when addressing the enterprise education issue[1]. The World Economic Forum's latest study, "Educating the Next Wave of Entrepreneurs," makes a compelling argument aimed at entrepreneurship schooling. While the World Economic Forum study examines entrepreneurship schooling by way of a worldwide idea, this article focuses on business education in the United Kingdom [2]. Given the public authority's ongoing foundation of the National Business Academy, which "will give the UK's previously perceived courses in big business and business venture," this is an issue that is particularly opportune and significant. Over the most recent 30 years, there has been a more prominent accentuation in the United Kingdom on consolidating venture instruction into the educational program at all degrees of schooling, somewhat to fulfill the need for a prepared, talented labor force fit for working in a more adaptable work market where independent work, beginning a business, or working for a little to medium-sized undertaking (SME) are energized of a reminiscent substance [3]- [4].

This emphasis has traditionally been cutting-edge the form stion, but it has currently been made a mandatory part of the National Curriculum cutting-edge England at Key Stage. Scotland has recognized the need of including business into the curriculum at all levels, starting with elementary education. Their mission is to "discover the future generation of entrepreneurs," but they also recognize the need of providing youngsters with "the creativity and flexibility to survive in an ever-changing environment [5]-[6]. There is no need to teach entrepreneurship cutting-edge primary schools cutting-edge England, but it remains seen favorably through Ofsted inspectors who regard it as enhancing the entire curriculum. Cutting-edge current years, there has also been a growing focus on bringing business education into colleges, probably most notably via the Enterprise cutting-edge Higher Education program [7]-[8]. The importance remains recognized in how young people may be assisted in overcoming some of the most recent changes in work arrangements while also contributing to the development of a robust budget. Enterprising skills remain also seen as crucial cutting-edge easing the stress of some of the social problems that have arisen as a result of society's fast changes. This article contributes to the continuing discussion over the meaning ,purpose besides nature of business besides entrepreneurship education [9]- [10].

The article starts by describing the historical background in which business education was brought to the United Kingdom, tracing its roots back to James Callaghan's 1976 Ruskin Academy Discourse. It then briefly mentions besides discusses following significant changes cutting-edge UK schooling policy earlier explaining the logic besides significance of schooling-business connections. The central point is then given via an clarification besides analysis of the major distinctions amid entrepreneurship besides enterprise education[11]-[12]. The idea of enterprise-entrepreneurship education stands critically examined, besides a path onward is suggested. Government engagement in education has increased dramatically in the last 30 years or so, owing in part to a

speech given through James Callaghan at Ruskin Academy, Oxford, fore front 1976. One of the issues he communicated at the period was that youngsters flight school didn't address industry's issues, other than Callaghan accepted that original abilities were required [13]-[14] State of the art his location, Callaghan said that the goals of tutoring, from nursery school to grown-up training, remained plain sufficient: students should be equipped to the finest of their abilities aimed at a vibrant, productive position in society, as well as competent to perform a job - not one or the other, but both. In education-industry work, this is often referred to as the start of the change process, while others view it as the declaration of modification rather than the cause [15]-[16].

This apparent lack of employability skills, along with fast social besides economic change brought on through the collapse of old sectors besides the development of new work patterns, was a source of worry, as were some of the excessively innovative teaching techniques used in schools [17]. Despite the fact that the Ruskin speech was intended to spark discussion about education, it additionally added to a phenomenal level of state-drove change of the UK conspire [18]-[19]. The foundation of a National Curriculum, which tried to give whole youngsters through "the central abilities to play out the work required," was the most noticeable indication of progress at that point. The discourse additionally made ready for drives like TVEI (Technical and Vocational Education Initiative), which expected to recognize and empower youngsters with abilities beyond the center schooling [20]-[21]. Programs as TVEI, which were all the more comprehensively seen as a component of "another vocationalism," set the reason for business venture instruction." The perplexing changes influencing the British economy and culture, as well as the resulting social, economic, and political concerns, have prompted lawmakers to continue debating how to address these problems [2]-[22]. As a result, enterprise education has been provided in a variety of ways to a broad spectrum of people throughout the years, to a greater or lesser degree.

Aside from training, one of the UK government's vitally monetary objectives is to assist with making a skillful, useful labor force fit for acting innovatively. One method for accomplishing this is to guarantee that the school system gives a strong premise to business, whether as a worker or as a sole merchant[23]. The UK government's Enterprise state of the art Higher Education Initiative is one drive expected to give training a more commonsense concentration. Instruction business collusions have been advanced by the public authority since they are viewed as giving chances to make training more applicable to life and work, increase expectations and levels of accomplishment, raise undertaking mindfulness and business understanding among educators and understudies, and illuminate and foster guidance and meeting with the goal that people are better situated to expand on their accomplishments [24].

## 2. DISCUSSION

As per the UK government, undertaking schooling gives the devices to change school systems and principles to create more individuals with more elevated level general abilities who are better ready to work in an ambitious way to exploit the new adaptable market economy's prospects. Its goal is to change the method individuals remain trained in addition to the content they study. The methodology remains not subject-specific and may be used throughout the curriculum. Enterprise education helps to strengthen, develop, and enhance the connections amid education besides business, resulting in more coherence in their operations. It remains a mandatory requirement at crucial stages and is an important part of work-related learning. Businesses are progressively being asked to fortify their associations through universities, schools other than colleges. They need to encourage more powerful training word related collaboration as well as common comprehension by developing better two-way associations that help both schooling and industry, as well as including organizations all the more straightforwardly in youngsters' schooling. One objective of business instruction is to advance boss interest in schools, schools, and colleges, especially among little and medium-sized organizations. Employers may help with work placements, mock interviews, company start-up imitations research besides consulting projects, career discussions, occupational idea generating coaching, curriculum vitae preparation, business planning, and presentation and job application assistance. Total of the actions listed above remain instances of how entrepreneurship education may be incorporated into various curricular settings. Enterprise educators assist young people in becoming more aware of the world of work, as well as understanding about small and medium-sized businesses, the community in which they live, besides entrepreneurship. As a consequence, excellent working and community behaviors are included into student objectives.

These may help with the transition to employment (whether working or self-working) besides life after as an active, entrepreneurial citizen besides community member. What's the issue: entrepreneurship or entrepreneurship schooling? It remains said that entrepreneurial schooling remains a chimera that means different belongings to different individuals. The terms "enterprise" and "entrepreneurship" remain often rummage-sale interchangeably, which leads to a lot of misunderstanding. "Schools should create a clear definition" "that is understood by everyone involved," according to Ofsted, and "enterprise education comprises of enterprise capacity backed by improved financial capability besides economic and commercial understanding." The necessity to unbundle or separate the words. It is clear that the words must be distinguished in order to distinguish between their similarities and variances in intent. There are many definitions of enterprise, entrepreneurship, and intrapreneurship in various sources, but Price provides the following perspective on enterprise, entrepreneurship, and intrapreneurship. Enterprise is a broad term that encompasses both the environment in which subject disciplines may be studied and the method to discipline study and discovery that can be done via skill development. In these ways, it can give a provoking climate in which to investigate with an assortment of showing points (the independent venture setting), as well as add an aspect to learning, especially the improvement of enterprising abilities, that prizes and supports advancement, change, and improvement. Undertaking cultivates the distinguishing proof of novel development markets as well as the capacity to adjust and develop at the individual, organization, and industry/area levels. This encompasses business intrapreneurship (investigation of new ideas and innovations), in addition to the establishment of, social programs, novel enterprises besides the discovery of novel possibilities.

To put it another way, venture schooling intends to increment open doors for youngsters to foster venturesome abilities, ways of behaving, and credits with expectations of them being utilized, sent, and created from now on, no matter what their vocation decision, though business venture training urges individuals to begin a business. As previously stated, policymakers and academics often use the words enterprise education besides entrepreneurship education interchangeably. It is said that more clarity is required to reduce the risk of misunderstanding, improve comprehension, and increase knowledge. The various focuses and attention given to entrepreneurial education are mentioned below. This is where the majority of entrepreneurship education is focused. Business instruction is fundamentally situated with the requirements of the business person, while big business schooling is significant with needs of a more extensive wide scope of partners, including such clients and the local area. The primary qualification between the two terms is that business schooling centers around the procurement and advancement of individual abilities, capacities, and qualities that can be applied in an assortment of circumstances and all through one's life, while big business training centers around the securing and improvement of individual abilities, capacities, and characteristics that can be applied in an assortment of circumstances and all through one's life. This is supported by the National Council for Graduate Entrepreneurship (NCGE) in the United Kingdom: The pedagogical method used in entrepreneurship and enterprise education is a significant difference.

In entrepreneurship education, traditional didactic methods for teaching and learning business concept development, business planning, and the new venture formation process may be used. Entrepreneurship education, on the other hand, uses experiential action learning techniques and a more creative and innovative learning approach. Enterprise education, like entrepreneurship education, which is too focused on how to start a firm, has a far wider view and application. Enterprise education pedagogy may be used in a broad variety of subjects and at various stages of education. Entrepreneurship education, on the other hand, is mostly provided through secondary and postsecondary courses in business and economic studies, as well as university-level business school modules. Utilizing imaginative, activity, and experiential learning teaching methods, the endeavor training technique might be utilized in an assortment of educating and learning settings, in an assortment of branches of knowledge (see the science undertaking for a model), to best suit the requirements of different understudies/understudies. Business venture schooling, for example, organization fire up or business arranging courses, is regularly added on to current business training, yet it is additionally a particular theme region or topic. On the opposite side, business venture instruction might be utilized as a teaching method to help a wide scope of branches of knowledge at all degrees of schooling.

This provides numerous challenges, but it also offers countless opportunities. The role of the teacher/lecturer and the educational environment are critical when introducing entrepreneurship education. Unlike traditional didactic learning, enterprise education focuses on the process. Distracts of imparting knowledge or information to

disinterested students by setting up a scenario in which the instructor acts as a facilitator, leading students through the learning process and enabling them to think and act freely. For a teacher or lecturer who is used to having total control and choice, this may be hard. It is the instructor lecturer's responsibility to create a teaching style that allows students to learn by doing, to discuss ideas, to experiment, to make positive errors, to take calculated risks, to solve creative problems, and to interact with the outside world. Students must also adjust to this one-of-a-kind teaching and learning method, which lays a strong emphasis on interaction and rational thought. Enterprise education, in reality, differs across and within educational stages. In general, a variety of innovative pedagogical methods are used in a variety of teaching and learning settings. The dynamics and techniques in the classroom are tailored to the teaching and learning goals, as well as the students' needs, skills, and context. Entrepreneurship is more than just opening a company, due to the fact that it is inextricably linked to business education. Action and experiential learning are pushed by the enterprise educational pedagogical technique, and it is as much about citizenship and civic duties as it is about anything else. Simultaneously, it enables for the inclusion of work-related learning aspects.

This has been integrated into the curriculum alongside entrepreneurship and is a priority for government policy and action. Adopting an enterprise education methodology is in line with liberal educational goals, and entrepreneurship education is based on libertarian principles. Personal liberty and freedom are at the heart of liberal educational ideas, which may be traced back to labor entitlements. "Neoliberalism" and the "new right" has long been associated with libertarianism. Self-employment and the start-up of new firms are encouraged by entrepreneurship education. The subliminal message is libertarian, arguing that government can only do so much and that the private sector and people are better positioned to generate prosperity, innovate, and change. Enterprise education pedagogy, on the other hand, places a premium on an individual's ability to alter, opportunities, situations, and settings to grow, develop, act on, and adapt.

Despite the numerous claims and claims regarding the benefits of business education, a thorough examination of the concept has long been needed. This is the first step to a more critical examination of ideas about entrepreneurship and entrepreneurship education, and more research in this area is recommended. Critical informed analysis at the theoretical, policy, and practise levels should eventually lead to change, development, and improvement. Without a doubt, enterprise education confronts a host of difficulties. Because of the group's strong ties to and links with entrepreneurship (start-up) education, there were some misunderstandings about group's mission and goals. Many instructors, lecturers, students, and" based that entrepreneurship and entrepreneurship education are interchangeable. It's also worth noting that entrepreneurship education is still a contentious topic due to its pedagogical resemblance to known techniques of action and experience learning. Enterprise education is being introduced, changed, and reformed at the elementary, secondary, undergraduate, and doctoral education are all offered. To all intents and purposes, the goals in all sectors are the same: to promote a more entrepreneurial approach to teaching and learning across the board.

Various education sectors and topic areas have different feelings towards curriculum delivery, expectations, and evaluation of entrepreneurial educational results. It's important to understand that entrepreneurial education is primarily concerned with restructuring and renegotiating the terms and conditions of the whole teaching and learning process. The speed, techniques, tools, besides methods of work of the instructors and students are all altered. The significance of traditional teaching and working methods could be underscored. The educator-student power relationship is always a zero-sum, equal-opportunity co-dependent relationship. Using entrepreneurial education methods has no negative impact on the authority or status of instructors, and it has no negative impact on the desire of people to study.

### 3. CONCLUSION

The strategic enterprise and entrepreneurial objectives of the British government are conveyed and realized at the classroom level in several education areas. Through a variety of initiatives and curricular changes, the government has promoted and encouraged the provision of business and entrepreneurship education. This article addressed a conceptual gap in the language utilized in policy discussions and practice efforts. All too frequently, the words are mixed up, resulting in a lack of clarity about what is being sought, promoted, and produced, as well as failures to evaluate effect and worth. Enterprise besides entrepreneurship remain best understood besides practiced as distinct concepts with distinct objectives and methods for attaining them. Increased conceptual clarity offers a path forward. This article sets out a cutting-edge future agenda which clarifies policy changes in elementary,

secondary, postsecondary, and higher education via the lens of entrepreneurship as pedagogy. Of course, these various phases of education (primary, secondary, further, and higher) must employ and utilize enterprise education in ways that are relevant, appropriate, and fit for purpose in relation to the needs of students at these various levels in order to be effective and have the greatest impact. Enterprise education, if distinct from entrepreneurship education, can be pursued with clarity and purpose, as well as a foundation established from which rigorous impact assessment can be pursued, so contributing to the continued development of high "enterprise"-based teaching provision.

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