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**“AN EXPLORATION OF TEACHING ENTREPRENEURSHIP COURSE AND  
FACTORS INVOLVED TO IMPROVE SKILLS DEVELOPMENT THROUGH THE  
COURSE”**

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Abstract

Through this paper the authors would like to bring out the model of teaching and creating the course of Entrepreneurship in a very practical to ground reality by getting Real time Entrepreneurs from various walks of life, getting their interviews and finding the factors involved to improve the skills among the students who will be taking this course of Entrepreneurship. Entrepreneurial contexts area unit characterised by uncertainty, typically requiring entrepreneurs to adapt so as to tackle the corresponding challenges and succeed. While entrepreneurial success may be explained by experiential learning,(Alexander Fust Johannes Jenert – 2016) certain skills like emotional intelligence, interpersonal processes, and venture performance of entrepreneurs, defined as venture owner-managers (Amy Ingram 2014) An individual factor impelling individual entrepreneurial action presents a friction for advancing in the entrepreneurial process.(Lerner Daniel, 2014). The authors have done pre course survey of the students of two batches who have registered under the course MGT 1002 “Lean Startup Management” in total of 115, we have students from Computer Science, Mechanical Engineering and ECE background who have registered for the course.

Keywords: authors, Entrepreneurship, success, certain skills,.etc

Through this paper the authors would like to bring out the model of teaching and creating the course of Entrepreneurship in a very practical to ground reality by getting Real time Entrepreneurs from various walks of life, getting their interviews and finding the factors involved to improve the skills among the students who will be taking this course of Entrepreneurship. This paper will give the entire model to the readers or faculty members who will be offering this course, right from the course design, lesson plan, and session plan and linking every topic to a startup founders and their story. How to design a one hour session plan to make the subject Entrepreneurship very practical, Getting assignments from real time startup founders and integrating it in the course from the very beginning of the semester so that students will have practical discussion in the class and have live interaction with startup founders for the topics discussed. As this is a digital learning generation, the paper also will give some free open source tools through which the faculty member and students can have live interactions with startup founders. At the end of the paper, the reader will be able to learn how this entire course of teaching Entrepreneurship will end of getting internships or placement for interested students who wish to work with startups and after getting some experience will start their own startups.

Key words: Entrepreneurship, Skills development, course design, digital learning, practical approach.

#### Review of Literature

Entrepreneurial contexts area unit characterised by uncertainty, typically requiring entrepreneurs to adapt so as to tackle the corresponding challenges and succeed. While entrepreneurial success may be explained by experiential learning, (Alexander Fust Johannes Jenert – 2016) certain skills like emotional intelligence, interpersonal processes, and venture performance of entrepreneurs, defined as venture owner-managers (Amy Ingram 2014) An individual factor impelling individual entrepreneurial action presents a friction for advancing in the entrepreneurial process. (Lerner Daniel, 2014).

Although there's a growing interest in “social entrepreneurship” there's a important would like for empirical studies, and for well-versed entrepreneurship theories and streams of analysis, to be applied to the context of socially helpful entrepreneurship (Short et al., 2009). Opportunity recognition and creation has been known as a shaping topic for entrepreneurship analysis (Shane & Venkataraman, 2000).

There is AN increasing tendency for state policy to market entrepreneurship for its apparent economic profit. The seminal papers of Venkataraman (1997) and Shane & Venkataraman (2000) open a brand new thanks to analyze entrepreneurship, focusing around the question of opportunities. The entrepreneurial method is seen as a sequence identifying between the

invention and also the exploitation of the business chance (Davidsson, 2005, Shane, 2003). Nevertheless, a growing literature tends to argue that opportunities are no longer simply recognized by the entrepreneur as objects existing on an independent basis: opportunities are considered as the result of an emergent process initiated by the entrepreneur (Sarasvathy, 2001; Gartner, Carter and Hills, 2003), In a research paper on A Dialogue With William J. Baumol: Insights on Entrepreneurship Theory and Education, Baumol argues for more experimentation and government support of research on ways to improve the teaching of innovative entrepreneurship, since there is little proof on what works and what doesn't. The discussion stresses that entrepreneurship may be a many-sided development that varies counting on context, the level of innovation, and its impact on society. How entrepreneurs make decisions under extreme uncertainty and ambiguity is central to explaining entrepreneurial success.(McVea John F, 2009). Entrepreneurial experience influences whether founders will continue working on or disengage from their ventures(RasmusVendler Toft-Kehler Karl Wennberg Philip H Kime, 2016). The foundations of an 'entrepreneurial mindset' — described by scholars as the ability to sense, act, and mobilize under uncertain conditions.( Haynie J.M, 2010) Business angels play a crucial role in new venture funding, however “the personal capitalist market continues to be for the most part incompletely understood, inefficient and understudied” (Baty & Sommer, 2002)

Methodology and Pre course survey:

The authors have done pre course survey of the students of two batches who have registered under the course MGT 1002 “Lean Startup Management” in total of 115, we have students from Computer Science, Mechanical Engineering and ECE background who have registered for the course. The authors were surprised to see that different students had different passion and want to business men and get into various fields like, Dance, Quantum Physics, Music, Painting, Hip-Hop, Gaming AR and VR etc. The authors strongly suggest that every faculty member should take a pre course survey – Mid Course Survey – End Course survey – This will help us to Map the entire course as much as possible to bring entrepreneurs from various walks of life based on the survey so that students get involved in the course and not left out.

From the following diagram the faculty members can map the entire syllabus of Entrepreneurship or any course they are teaching into to the following subheadings.

A - Certain basic topics which the students can do self learn and we need not spend time, like introductions etc, we can do a Video lecture of the simple topics and put it on the pre class learning modules.

B – Certain topics need to be remembered at least till their exams, so faculty members can do session plan accordingly so that the learner may remember the topics for exams and write well.

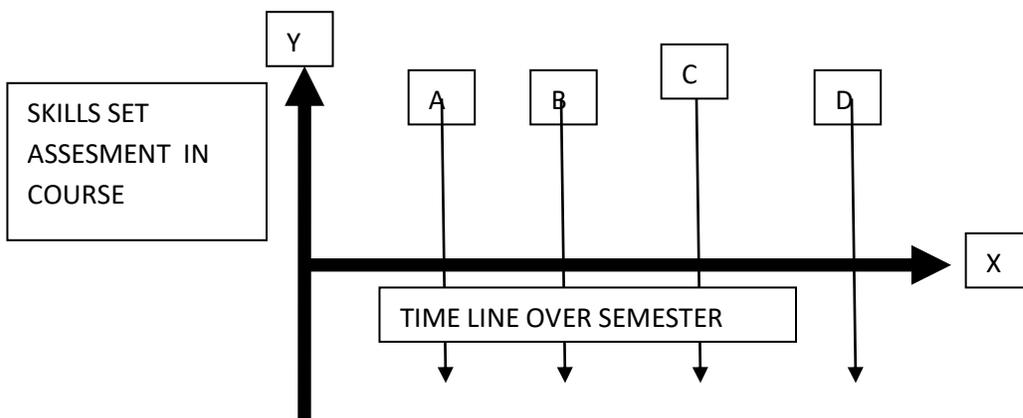
C – Very important variable, There are some topics in the syllabus copy which the students needs to remember and present well till the interview and in front of the industry personnel. For

example, student of Entrepreneurship should know what is a Bootstrap, what is funding, and various levels of Funding rounds, who is an Angel Investor, How to Pitch Idea before the investors etc. These things which fall under ‘C’ element, The faculty member should give enough time and experiential learning, connect these topics more with the industry personnel so as to what they are expecting from the students from these areas and how practical they should learn with Experiments and Explorations.

D – There are certain topics which the students has to remember Life Long. These are the topics if the faculty member can make it totally engaging sessions and activity based the learning and remembering association will be there as an experience rather than just listening lecture and finishing the course.

From the following model, there is a lot of home work to be done by the faculty of the course and align the methodology accordingly through proper session plan.

From the model diagram below, X being the time line of the semester which goes around 4 to 5 months and Y being the skills sets to be defined which the learner has to learn as and when the semester is going to completer at various stages of A- B - C – D



50 Mins class session of Learn Startup Management and Entrepreneurship

TIME	ACTIVITY IN THE SESSION
5 Mins -	Revision - Attendance
5 Mins	Students Startup Story PPT and Prezi presentation
5 Mins	Faculty Startup Story PPT & Video
30 Mins	Session of syllabus

5 Mins	Class Revision – Next class pre reading materials
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***Innovative assignments with practical and skills based assessment.***

Every student one startup presentation every class.

Meet and Interview Startup owner and Business owner.

Book review of Startup and Entrepreneurship and Presentation skills.

Pitching contest every month with Angel investors

Guest lecturers with at least 10 startup owners from various walks of life, like Social Entrepreneurs, Tech Entrepreneurs, Mobile App Entrepreneurs, Health Tech Entrepreneurs etc.

Video Lecture presentations online by foreign professors of Entrepreneurship.

Real time solving problems by doing Hackathons etc

All the above is included in the assessment of the student.

Real time Internship with Startup owners through out the semester.

Faculty Interview with various entrepreneurs from industry and put it for the class discussion.

Example links of the authors interviewing various entrepreneurs are given below.

<https://drive.google.com/file/d/175ohiwOe5hcOBqL1wGrkI9lhKJL5CPX/view?usp=sharing>

<https://www.youtube.com/watch?v=leilsHGLFuk>

<https://www.youtube.com/watch?v=ZkMTAdcAUP0&t=16s>

<https://www.youtube.com/watch?v=eTKgCN0GjGU>

Based on the students background of various branches of students enrolled for the course, As per the Annexure 1, Every student is given one startup name with the web site and they are given a date throughout the semester. The session plan for every day class of 50 mins goes this way.

MGT1002      Lean start up Management - Winter Sem      Assignment 1  
Prof. Samuel Johnson.K

S. No.	DATE	Reg. No.	Student Name	Startup name
1	7th Dec	17BCD7002	GONUGUNTA YESWANTH	Active.ai
2	12TH Dec	17BCD7009	GARLAPATI MONISH GANDHI	aeon learning
3	14th Dec	17BCD7020	KAKUMANI MOUNISH	Biryani by kilo
4	19th Dec	17BCD7025	ADITYA YADAV	Blowhorn
5	21st Dec	17BCD7027	SIDDARTH S	foodpanda
6	26th Dec	17BCD7046	KAMRUN NISA	Redbus
7	28th Dec	17BCD7049	S.R DINESH RAJ	Cash Suvidha
8	2nd January	17BCD7065	RITHIKA REDDY KORIPALLY	Callheath
9	4th January	17BCD7081	BHIMAVARAPU HRUSHIKESH REDDY	Chimple
10	9th January	17BCD7083	PRATHAMESH CHINCHWADE	Coworks

11	9th January	17BCD7090	K U VINEETH REDDY	Doctor Insta
12	11th January	17BCD7094	MANTHENA SAI KRISHNA - Good Presentation	M.Panni
13	11th January	17BCE7013	D BEN GIDEON	Netmeds
14	16th January	17BCE7028	MOGILI VISHAL GOUD	Sendd - Bought Over - H
15	16th January	17BCE7033	BELLAMKONDA YASWANTH SRINIVAS	OLA Cabs
16	18th January	17BCE7050	LAISHRAM THOUNGAMBA	Pepperfry
17	18th January	17BCE7056	DIRISALA VARSHITH	Bankbazar
18	23rd January	17BCE7060	B VARUN SINGH	Bajaj Finserv
19	23rd January	17BCE7081	SAHIL PRATAP SINGH	Urbanladder
20	25th January	17BCE7085	KANTAMANI SATYASAIPRAKASH	Internshala
21	25th January	17BCE7093	BODDEPALLI CHAITANYA HARSHA	ClearTax
22	30th January	17BCE7113	MOHAMMED ABDUL RAFAE	Design Hill
23	30th January	17BCE7132	BINAY KUMAR BOSE	Youth4Work
24	1st February	17BCE7148	SHAIK AMANULLA	karftly
25	1st February	17BCE7154	SRIRAM REDDY PIDAPARTHI	Milaap
26	6th February	17BCE7167	CHERUKURI NIKHILESH	Gopaisa
27	6th February	17BCE7170	KADAMBALA YASWANTH	Nursery Live
28	8th February	17BCN7008	ADITYA GAUTAM	Napanta
29	8th February	17BCN7030	VEMPATI SAI AASHRAY	Renewbuy
30	13th February	17BCN7037	SANYAM KAUL	SlicePay
31	13th February	17BCN7042	NIMMAGADDA PRAPUL	Smaaash
32	15th February	18BME7001	AKSHAY BHUSHAN KHAIRNAR	Stanzaliving
33	15th February	18BME7004	YUVA NAGA SANTHOSH MADAMANCHI	StoreKing
34	20th February	18BME7008	MOHAMMED RAZEEN	Crowdfunder
35	20th February	18BME7015	AJAY	The Moms co
36	22nd February	18BME7021	GADIRAJU SUPRAJITH	We do sky
37	22nd February	18BME7025	SATHESH KUMAR S	Ketto
38	27th February	18BME7034	Ghasiya Mohan Behara	Your Quote
39	27th February	18BME7035	G.V.V.Satyanarayana	Zest
40	1st March	18BME7037	Sk.Ismail	Ziffy Homes
41	1st March	18BME7038	P.Hari Vamsi	Zip Loan
42	6th March	18BME7041	A.Venkata Ramana	Chennai Angels

43	6th March	18BME7043	M B SRI HARSHA	FlipFresh
44	8th March	17MIS7008	THIRUMALAREDDY SANJEETH REDDY	Lenskart
45	8th March	17MIS7015	BANDARI.CHAITANYA SAI	Flipkart
46	13th March	17MIS7046	VENIGALLA SUBHASH	PayTm
47	13th March	17MIS7070	DARAPANENI MOUNICA	Phonepay
48	15th March	17MIS7098	KURAPARTHIHARTHIK REDDY	bookmyshow
49	15th March	17MIS7106	VILLA SWAMI KIRAN	whatsapp
50	22nd March	17MIS7117	POLINEDI VENKATA RAYUDU	facebook
51	27th March	17MIS7136	ANANTHANENI YOGENDRA	Shopitdaily

## References:

- Good Magazines which faculty of Entrepreneurship can use as case studies updating every month are given below.
- <https://www.entrepreneur.com/magazine>
- <https://www.franchiseindia.com/magazine>
- <http://thestartupmag.com/>
- <https://www.entrepreneur.com/magazine/startups>
- <https://www.inc.com/startup>
- The authors would like to inform through this paper that there are many Mobile Apps for Entrepreneurship, Web links and Review of Literature and we are here to help any one from any college. The authors can be reached at 1) [samuel.johnson@vitap.ac.in](mailto:samuel.johnson@vitap.ac.in) 2) [salini.rosaline@vitap.ac.in](mailto:salini.rosaline@vitap.ac.in)