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Entrepreneurship: Panacea for Education related grumbles.

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ABSTRACT

Fresh graduates are unemployable. People lack patience. Schools are not giving skills needed to live happily. The education system has flaws, is something discussed in every front. List of problem in education are listed in different mediums. The issues raised quote, Education does not prepares future citizen. Teachers give bookish knowledge. Education system prepares clerks. There are gazillion number of problems in education system that has been listed from time to time. Most of these issues revolve around the complaint of not preparing the citizen for future and not giving skills to be used in living and earning the living. Entrepreneurship is different from vocational education. Entrepreneurship is a way of life that empowers a person across all disciplines. The study tries to explore if entrepreneurship education can that be used as a tool to instill life skills and prepare future ready citizen. The study would explore the answer of the above questions from teacher educators' perspective. 20 school teachers and 10 teacher educators were contacted for the purpose of the study. The paper will also look into the subjects that need entrepreneurship education more than other and verify if entrepreneurship is interdisciplinary subject needed across the subjects.

Keywords: Entrepreneurship, Entrepreneurship Education, Entrepreneurship Development Model, India

INTRODUCTION

Are schools graduating the practitioners, creators, and bleeding edge scholars that the world needs?

Schools across the nation are improving their classrooms through cooperation, customized learning, and coordinating science and technology with human expressions. Few educationists believe in preparing global citizen for future by developing children's mindset to be entrepreneurial ie. by inculcating an attitude of responsibility, accountability, problem solving, and self-reliance during school times. . An entrepreneur is the one who is not only informed but diligent self-initiator.

The fast changing world economics and technology lays the vital responsibility on education, to prepare future citizens who has skills of 21st century. The 21st century is the century of entrepreneurial skills. The skills of 21st century are identified as like critical thinking, collaboration, communications and creativity. These skills make student a future ready and prepared for new upcoming skills and work ecosystem. The 21st century work culture will be more collaborative and integrated. The future citizen would need many new or yet to be discovered skills to adapt the ever evolving world. The teacher being responsible for preparing these students has to be equipped with these skills.

Entrepreneurship has got many definitions. Cantillon (1959) defined Entrepreneur as one who is involved in production and marketing of the goods. Entrepreneurship is a buzzword in today's time of unpredictable uncertainties after the onset of pandemic. Indian government was already working in direction of growing entrepreneurship through its initiatives like startup India, Stand Up India, make in India and many such Initiatives. Most Important being establishment of Ministry of Skill development and Entrepreneurship in 2015 with an aim to catalyze the cultural shift of youth's ambition of job seeker to job provider. The onset of pandemic further increased the pace of entrepreneurship with Atmnirbhar Bharat "self Reliant" initiative.

As of late, entrepreneurship has been identified as a subject of significance within the industrial and education sector. The business division is being urged to wind up more enterprising in their undertakings at making more items and administrations and in the way in which they draw in and contend. Business has been featured as, one of the foundations of a cutting edge, completely created economy" Forfás (2007, p.5). The drastically modified monetary atmosphere has loaned more prominent misery to the arrangement of instruction that will prepare graduates to be enterprising. Entrepreneurship is tied in with making significant organizations out of the crude materials of individuals, thoughts and clients. These crude materials should be manufactured out of what we have, what we can develop and out of what we can pull in to ourselves. Entrepreneurship education has seen huge upsurge in socio-political and economic agendas during recent times. Mitra & Matlay (2004). The onset of COVID 19 crises all over the world has relatively small period of time made entrepreneurship a key agenda for policy makers, government organizations, industries and education sector in India. Its been given an attractive name of Atmnirbhar Bharat ie. Self reliant.

With the difficulties looked by a globalized economy, it is presently perceived that business can have a critical task to carry out through the advancement of development, work age and the improvement of social endeavor and, along these lines, entrepreneurship training is esteemed of incredible significance. Entrepreneurship education is imperative to promote innovation, employment generation and the development of social enterprise.

OCED in 2010 re-confirmed the entrepreneurship education as key player in economic growth . The most significant policy principle was identified as to empower the people to innovate. The role of government was identified as to

- Education and preparing frameworks (which) outfit individuals with the establishments to learn and build up the wide scope of aptitudes required for advancement in the majority of its structures, and with the adaptability to update abilities and adjust to changing economic situations;
 - Practical experience to advance pioneering mentalities, and;
 - Foster an innovative culture by ingraining the aptitudes and states of mind required for inventive endeavor.
- It is broadly perceived that the advantages of entrepreneurship education are not restricted to the formation of new business adventures and ensuing new employments, yet will likewise create key abilities of students, to support innovation and as a result empower them to be more innovative and adaptive in whatever they attempt.

Review assessed by Mwasalwiba (2010) claimed most acceptable definition of entrepreneurship education as an instructive procedure intended to impact individuals' states of mind, conduct, qualities or expectation towards entrepreneurship. He found there was relative assertion among scholars that the principle rationale for entrepreneurship instruction is more financial than social, with business entrepreneurship being viewed as a solution for monetary issues. However he also witnessed a shift in the view that favoured behavioural aspect of entrepreneurship education. Thus, researchers are hesitant to relate entrepreneurship education entirely with new venture creation as a sole instructive goal. Hytti and Kuopusjärvi (2004, p.6) underlined the distinction between educating people for being enterprising and being entrepreneur.

Issues with Education System

The education system has been blamed for myriad reasons by district stakeholders. The industries point that education system is bland that does not prepare employable youth with requisite life skills and vocational skills. Yet another set of people highlight the education system lacking practical knowledge and experience. Entrepreneurship has been viewed as vocational stream which is more related to commerce subject that has isolated the scope entrepreneurship as a subject of study or a skill to be developed.

For every problem related to career life and earning the living it has always been easy to blame the education system. The study postulated that solution is being worked out with same mindset that created the problem. Thus preparing to face an interview looked more tempting than preparing to interview someone else. Move across the table to get deeper understanding and novel perspective is something study endeavors to achieve.

Social science, Math, English and science all are considered important to be studied by student till class tenth. We consider this basic educational information needed by students for life then why not something that can equip them with living the skill to face the world and the skill they would use in life to earn their living. Jobs are not going to be only element needed for future.

Macaulayism is something that led to up surging of concurrent education system. refers to the policy of ostensibly eliminating indigenous culture through the planned substitution of the alien culture of a colonizing power via the education system. The term is derived from the name of British politician Thomas Babington Macaulay (1800-1859), an individual who was instrumental in the introduction of English as the medium of instruction for higher education in India and for encouraging the systematic wiping out of traditional and indigenous means of education and sciences. There are myriad number of issues in Educational framework that has been recorded time to time. The vast majority of which spin around the objection of not setting up the subject for future and not offering abilities to be utilized in living and acquiring the living. . Entrepreneurship is different from vocational education. Entrepreneurship is a way of life that empowers a person across all disciplines. The study tries to explore if entrepreneurship education can that be used as a tool to instill life skills and prepare future ready citizen. The study would try to find the answer of the above questions from teachers and teacher educators' perspective. The paper will also look into the subjects that need, entrepreneurship education more than other and verify if entrepreneurship is interdisciplinary subject needed across the subjects.

For each issue identified with life and earning the living its in every case simple to accuse the framework and rules and regulations of educational framework. The educators tend to distinguish the whole and look for arrangement in the attitude that made the issue. Thinking over the table and setting up an individual for confronting the meeting as well as for taking one (be questioner) can convey more profundity to the examination The investigation endeavors to discover the suitability of business as overcome any issues

among school. The pre-benefit understudy instructors and educator teacher. More often than not understudies are set up from one point of view and that causes concern.

Social Science, Math, English and science all are considered important to be studied by student till class tenth. We consider this basic educational information needed by students for life then why not something that can equip them with living the skill to face the world and the skill they would use in in life to earn their living. Jobs are not going to be only element needed for future, the skill to adapt the change and bear uncertainties has to be taught to the students. The school system is unable to imbibe culture of accepting and adapting rapid change and resilience.

The report of the European Commission (2008, p.29), states that traditional educational methods do not correlate well with the development of entrepreneurial traits and attributes and that multi-disciplinary collaboration is an essential element of building enterprising abilities. Thus there is an immediate need to Build entrepreneurial capability and conducive ecosystem for the same .

Entrepreneurship Education gaps in Interdisciplinary approach

1. Terms such as “multidisciplinary” and “interdisciplinary” entrepreneurship education are being used to explain models where collaboration occurs between different disciplines. The extent to which the collaboration occurs can range from side by side delivery of lecture material to the total integration of the different disciplines in a programme or a module or a single assignment project. Technological and Business disciplines are well suited to such collaboration. The World Economic Forum report (2009, p.21) regards the need to expand Entrepreneurship across disciplines especially in the fields of science and technology where many innovative ideas and companies originate.
2. The skills related to entrepreneurship are not limited to people in one area of work rather it is needed by all. Entrepreneurship education is predominantly found in management studies and in engineering to some extent. The seclusion of teacher education, study of legal studies, or social science and similar things is never being questioned.
3. Entrepreneurship as part of curriculum of subject of study is missing in most of the academic subjects . to some extend it is taught through clubs or workshop to few
4. Botham & Mason (2007, p.10) recognise that while much of entrepreneurship education is in the Business Schools, there has also been a rapid growth in Engineering Schools and increasingly other disciplines. Entrepreneurship is seen only as profit making subject but there is need to bring a paradigm shift to sustainable entrepreneurship comprising social, psychological and behaviroul aspects
5. Panacea to earning related problems. Entrepreneurship education has different approaches. The objectives can be modified as per the age and neded of the student in concern. Hegarty & Porter (2010, p.723), gave 3 objectives to study entrepreneurship
 - a. To learn to understand entrepreneurship
 - b. To learn to become entrepreneurial
 - c. To learn to become an entrepreneur

The European Commission (2008, p.26) has specified the importance of the development of entrepreneurship education for third objective. It suggests that there are features of entrepreneurship education that are common within all disciplines and programmes and courses should be geared to the acquisition of generic and horizontal skills, aimed at making students, more creative/innovative; highly motivated; proactive; self-aware; self-confident; willing to challenge; better communicators; decision-makers; leaders; negotiators; networkers; problem solvers; team players; systematic

thinkers; less dependent; less risk averse; able to live with uncertainty; capable of recognising opportunities." The same report recognizes that the teaching of entrepreneurship needs to be tailored to the specific needs of different fields of study. Olkman (2004, p.185) states that entrepreneurship taught and learned on the basis of an interdisciplinary approach at universities, introduces new forms of knowledge and teaching methods as well as new problem-solving skills for students.

6. The ability to learn and curiosity to learn more is again an entrepreneurial trait that can help student learn and adapt to new situation. As Alvin Toffler wrote: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn" This clearly indicates the need to learn process of learning. Once a student learns the skill of learning he can teach self the accounting, law or programming that is needed . The basic subjects are enough, whatever the standard stuff your school is offering. Over and above knowledge and skills can be learned in later stage.
7. An entrepreneur needs basic knowledge of all the traits and ten need skills to delegate the job in order to manage the business. In this regard the subjects taught in the high school are suffice , yet there is need of skill to be curious and ability to learn.

RESEARCH QUESTION

- Can entrepreneurship education be used as a tool to instill life skills and prepare future ready citizen?
- What are the school subjects that need entrepreneurship education more than other
- Is entrepreneurship an interdisciplinary subject needed across the subjects

OBJECTIVES

- To understand the Utilitarian value of entrepreneurship Education for imparting life skills and preparing future ready citizen.
- To Identify School subjects that require Entrepreneurship Education
- To understand need of integrating entrepreneurship education with school subjects

REVIEW OF RELATED LITERATUE

Korpysa The study delebrated to highlight the importance of human being in examining the nature of entrepreneurship in economics, psychology as well as sociology. Economists believed human is key in providing sense to particular entrepreneurial activities for, creation of a new market order reflected in emergence of new products, new technological solutions or enterprises. Economist regarded profit as crucial determinant of future activities. Psychologists defined the relationship of entrepreneurship to behaviour of a human being.They saw personal traits like motivation, creativity and ability to evaluate current situation. As determining factor for creation and implementation of new ideas and projects.Sociologists analysed the issue from cultural prospective and claimed entrepreneurship to be defined and designed in cultural contextThey regarded cultural values such as trust, truthfulness, social activity, motivation, justice, cooperation need, and making continuous changes.as a carrier of innovation and changes the study poined towards the interdisciplinary character of entrepreneurship.

Oganisjana et,el (2014) The crucial significance of entrepreneurship as a factor needed for accomplishment, active citizenship, sense of belongingness, employability and competitiveness makes it one of the key factors in the educational set-up. The study identified the gap in school education and real-life experiences that made education

merely a means of getting a certificate. The study explored into a pedagogical strategy to promote entrepreneurial culture among students at school level. The qualitative study explored ways of developing entrepreneurship using an interdisciplinary approach. The study was conducted on 116 teachers and 160 students from five secondary schools in Latvia. The responses of the teachers and students' were registered in electronic learning diaries for qualitative analysis. The study provided evidence of the holistic interdisciplinary entrepreneurship promoting teaching and learning methodology for developing teachers and students' entrepreneurship in the study process and electronic diaries as research and learning tools. The study recommended the usage of an interdisciplinary approach to facilitate the development of students' entrepreneurial culture.

Marques(2012) The study recognized the importance of learning entrepreneurship in early age. The preparation of students is based on future labour markets and complex society. The study is based on the premises that entrepreneurship is learnable skill that has general attitude, useful in all work activities and everyday life. Thus, the study reflects on questions associated teaching goals and methodologies of the and illustrate assumptions by presenting the main conclusions of a study developed in Europe in 2010. This research was about the contribution of entrepreneurship education in the development of life skills in young people from disadvantaged communities. The aim of the study was to study, in a comparative and qualitative approach, the goals, processes, recognised importance and teaching methodologies developed in the Network for Teaching Entrepreneurship (NFTE) in Belgium and Ireland (an international project born in the United States in the eighties) The study identified the shift in the American Economy from industry based to knowledge based that looks at educational attainment for expanding its human capital. The relationship between educational achievement and skill, entrepreneurship and entrepreneurial thinking have been identified as significant contributor in the development of present day economy. This Entrepreneurship Education is encouraged for meeting the skill requirement.

METHODOLOGY

The study aims to investigate if entrepreneurship education would be able to impart fundamental skills and prepare future ready individual. The study investigates the significance of entrepreneurship education along all the school subjects and enquired if the entrepreneurship training is more significant to one subject when compared with others. An exploratory research survey technique was utilized to distinguish and examine into the above goals.

The investigation was done in two related stages. The primary stage included contacting twenty school teachers for the semi structured interview made to achieve the objectives of the study. The teachers were contacted over the phone and zoom app. The stage tried to explore current practices in schools with respect to entrepreneurship education. In the second stage teacher educators were interviewed with the same questions. The sample of 10 teacher educators from Delhi NCR were taken to understand their prospective on the issue.

Sample

No of School Teachers	20
No of Teacher Educators	10

Details of Teachers

Teaching Classes	High school
Type of Schools	Government(3), Aided (2)and Public(5)

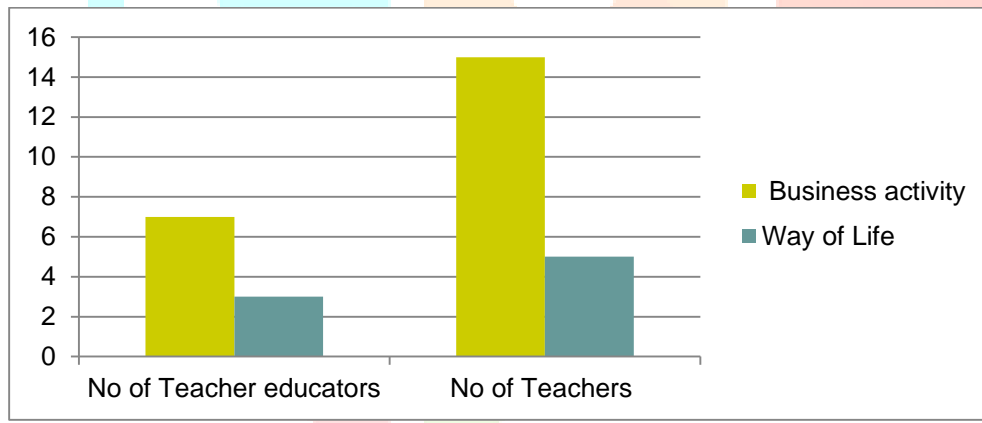
Teaching subjects	Varied Subjects
Teaching Experience	5 to 15 years

Suggestive Questions of Semi-Structured Interview with Teacher Educators/ Teachers

1. What do You Understand by term Entrepreneurship?
2. What best career you suggest for your students
3. In the scale of 1 to 5, 1 being least important and 5 being most important how will you mark the Importance of Entrepreneurship Education in Teacher's Career?
4. Which Subject/stream needs to learn Entrepreneurship?
5. If a science/ engineering student wants to begin his start-up who will assist him
6. How much are teachers/ you equipped to prepare students with entrepreneurial qualities needed by them in future.
7. What is the need to learn entrepreneurship in school.
8. Can you suggest any entrepreneurial quality that you think you have instilled in your student . How did You do that

OBSERVATION & ANALYSIS

Q1: What do You Understand by term Entrepreneurship?



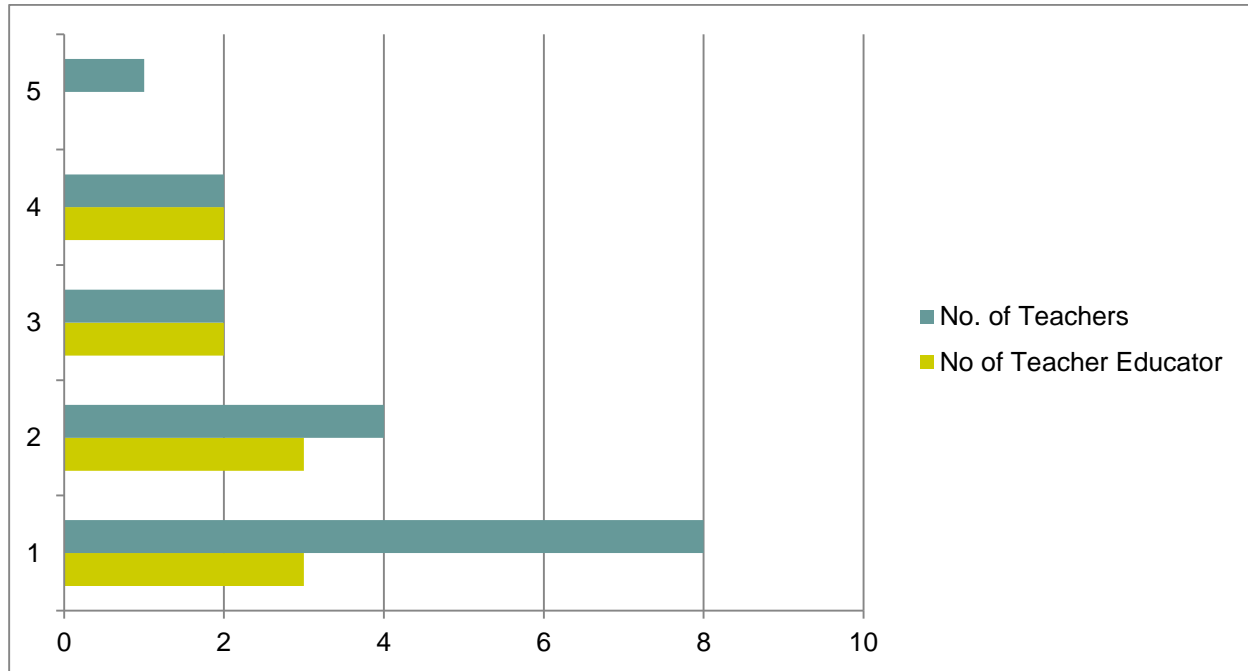
Most of the teachers (three-fourth) regard Entrepreneurship as business activity and not required in schools. Whereas few (one forth) teachers regarded it as way of like a skill. The teacher educators' view was equally divided among the two perceptions towards the entrepreneurship

Q2: What best career you suggest for your students?

JOB

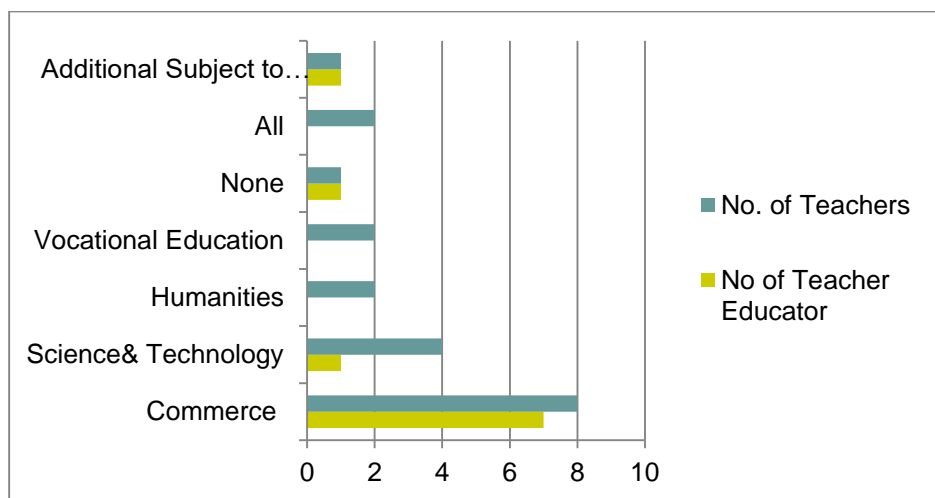
All the teachers and teacher educator supported job as best career option.

Q3: In the scale of 1 to 5, 1 being least important and 5 being most important how will you mark the Importance of Entrepreneurship Education in Teacher’s Career?



The teacher who gave 5 said “ Students learn more by modeling teachers. If I don’t possess these skills, How could I transfer them to my students “ opposite to review the significance of entrepreneurship education is more of a subject than a skill in schools . Both teachers and teacher educators view was significantly against entrepreneurship education for the given sample. The teacher who gave 5 points was the one who has taught in London for two years .

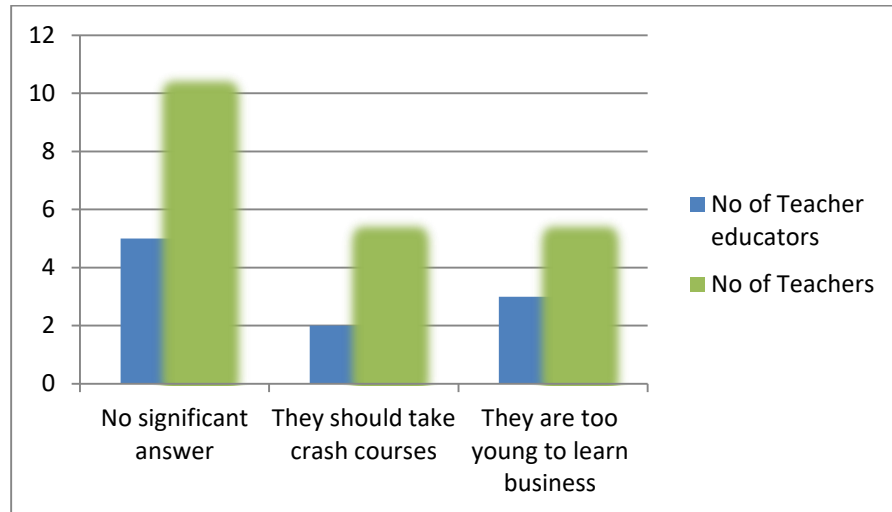
Q4: Which Subject/stream needs to learn Entrepreneurship?



Surprising Revelation

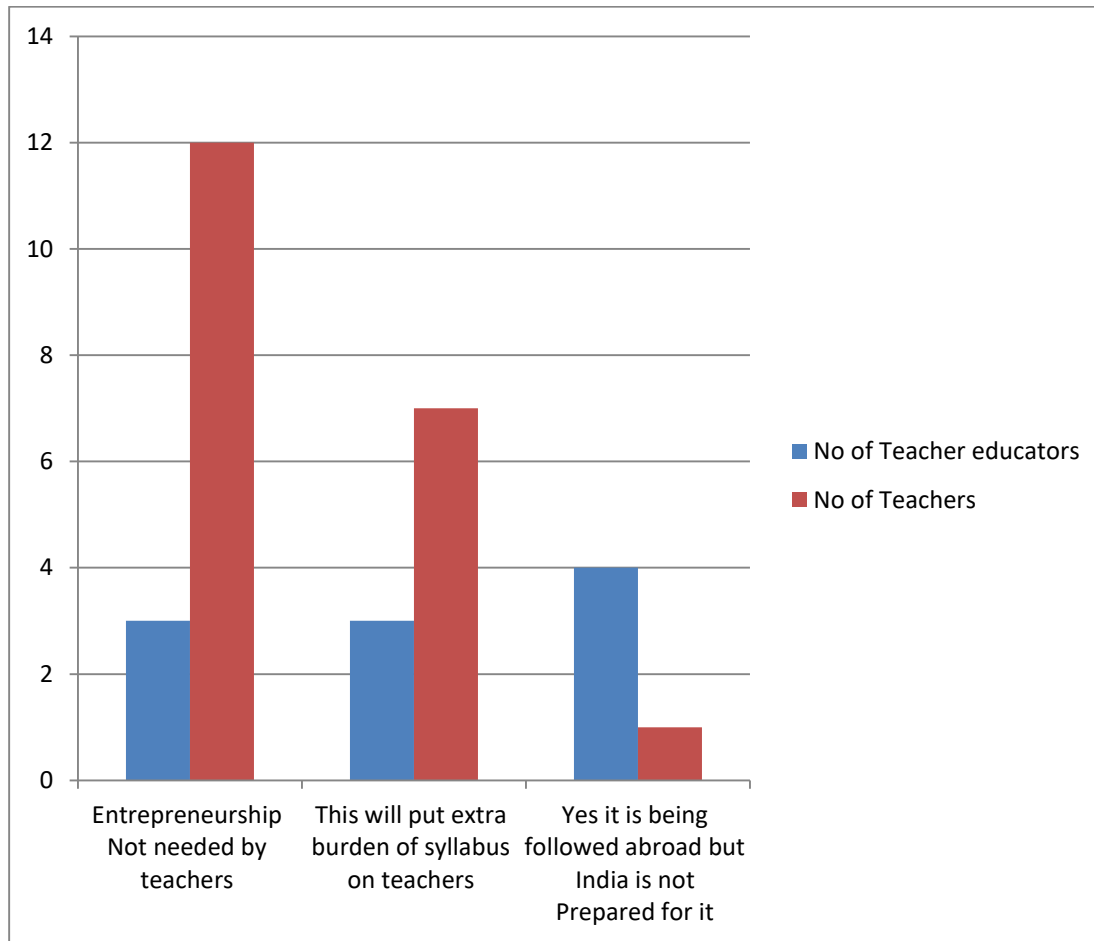
Most of the Teacher Educators and Teachers claimed that Entrepreneurship is Opening a business. Entrepreneurship is a commerce Subject.

Q5. If a science/ engineering student wants to begin his start-up who will assist him



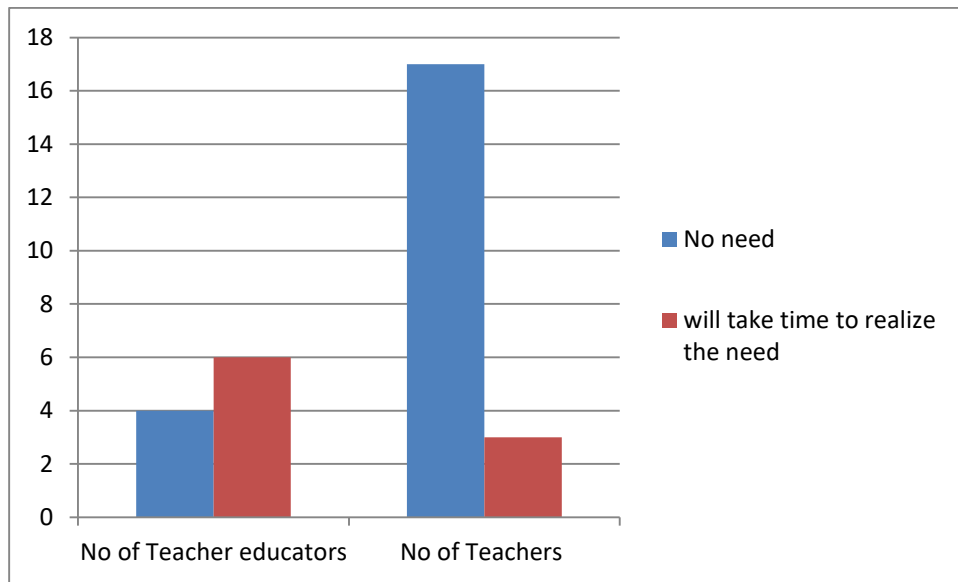
About half of both teachers and teacher educators gave answers that couldn't reflect their view on entrepreneurship education for science students. They looked to be oscillating between yes and no. While approximately one third think crash courses to be better option and denied the inclusion in school. Still one third think the business activities should be taught when they grow up and school is too early a stage to teach entrepreneurship subject.

Q6. How much are teachers/ you equipped to prepare students with entrepreneurial qualities needed by them in future.



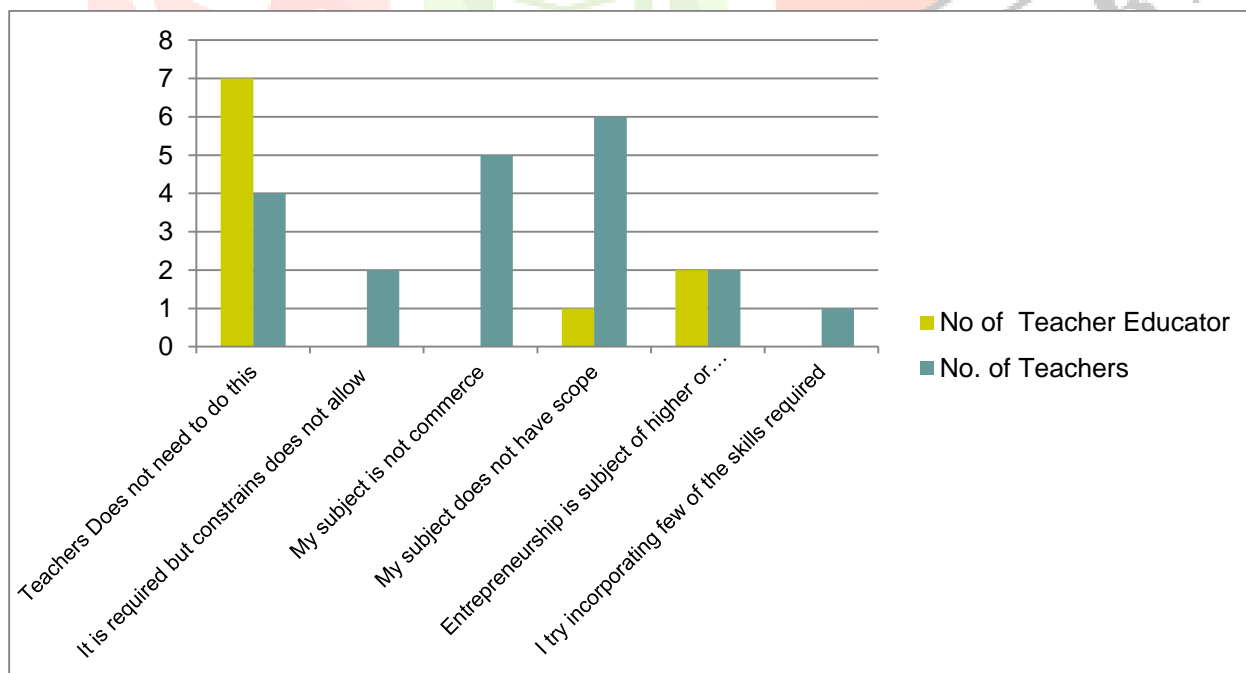
Most of the teachers (three fifth) ,while approximately one third teacher educators regard entrepreneurship as a business activity not needed by teachers. One third teachers and teacher educators regard it as subject of study . One third teacers and one teacher felt India is not prepared for such activity. Though they culd not provide any reason for it .

Q7. What is the need to learn entrepreneurship in school.



More than three fifth teachers and one third teacher educators does not feel need of entrepreneurship education in school. Two fifth of teachers and two third teacher educators think India is not prepared for the shift and entrepreneurship education in school is distant dream.

Q8. Can you suggest any entrepreneurial quality that you think you have instilled in your student . How did You do that



Surprising Revelation

a few 'Teachers' who were contacted for research accepted that **The ultimate motivation of Entrepreneurship for a student from non-business family is "this is the..... last resort."** The significance of entrepreneurship for commerce students and as a different subject was visible

CONCLUSION

The observation of the study was significantly different from review. The difference was due to reason that the subject is not explored in India. The teachers mostly think entrepreneurship as business activity not needed for school students and took it as subject of study. Their perception in general can be regarded as negative towards entrepreneurship. Teachers regarded entrepreneurship as subject that is more relevant for commerce students. The gradation was however bit different for teacher educators who have studied few researches but agreed that India is not prepared yet to take entrepreneurship in school. The teacher educator could quote PM requesting Entrepreneurship in school but the outlook for skill was felt missing. The study thus sees a gap in practice and study of entrepreneurship in school.

SUGGESTIONS

- ✓ Survey Gave result opposite to what Review of Related literature and researches claimed. Hence further investigation is suggested.
- ✓ Teachers need to be taught Entrepreneurship as skill
- ✓ Research based on experimental model is suggested.
- ✓ Entrepreneurship is a skill, behavior and value need to be taught to all students. and teachers need to be prepared for that .
- ✓ Entrepreneurship education is interdisciplinary subject constituting not only economics, but, sociology, psychology, language, geography, technology and others.
- ✓ Entrepreneurship is an interdisciplinary subject, that needs to be taught across all the subjects

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