

## **Integrating Enterprise Education under Systemic Schooling – A Case for India**

VAIDYA, Shipra

Department of Education in Social Sciences and Humanities,  
National Council of Educational Research and Training, India

**Abstract:** The first decade of 21<sup>st</sup> century is characterized by a profound transformation in Indian economy. Communication technology has opened the four walled office operations with systems like *World Wide Web* forging global connections. Affordable user friendly office technology has made it possible for organisations and communities to flourish in the new economy, in a professional and cost effective manner.

*Does education at the school level fit into this workplace revolution?* The advent of globalisation offers rethinking about the selection and delivery of instructional content and integration of new sources of information in order to develop competence with knowledge. The answer lies in integrating basic skills across the school curriculum. There are certain core attributes such as thinking creatively, self belief, initiative and positive attitude towards work which should be fostered among children encouraging them to make unique, innovative and creative contribution in the world of work, whether in employment or self employment.

The paper deals with exploring and institutionalising the pedagogic role of entrepreneurship in education for all children irrespective of their economic, social or cultural background in the context of building a truly national system of education.

Section I seeks to provide a perspective on the recommendations of various educational committees set up by Government of India for placing ‘productive work’ at the heart of education, particularly the school education, since the Gandhian proposal of *Nai Talim* at The National Education Conference in 1937 to National Curriculum Framework (NCERT)– 2005.

Section II deals with the study of growth and expansion of entrepreneurship in India. The *Global Monitor Report (GEM)*, India – 2002, has established benchmarks in respect of contribution made by education to the levels of entrepreneurship.

Finally, it discusses the key challenges for appropriate skilled pedagogy which is perhaps more than *lesson content* in securing the degree of integration of entrepreneurship across all subject areas taught in the school.

**Keywords:** Enterprise, Entrepreneurship Education, Productive work, School curriculum, self employment, integration.

Confronting us today are the challenges to education and curriculum development that need to be closely scrutinized:

1. Educationalists today are concerned by an understanding how the subjects which children study in school relate to the world of work. Since, every child will one day enter the workforce, applying classroom knowledge to the world of work is vital.

2. The process of globalization and corresponding interdependence of all nations has offered rethinking about the selection and delivery of instructional content and integration of new sources of information in order to develop competence with knowledge.
3. A reduction in the job opportunities and radical transformation taking place in employment due to accelerated pace of scientific and technological progress particularly in the area of communication and information.
4. Rapid changes taking place in job profiles particularly with regard to specific core skills such as independent and creative thinking, problem solving, self awareness, coping with stress, decision making, motivation for a challenging and achievable goal are required to be generated among students.
5. Prevalence of uncertainties in the social life, increasing social inequalities, feeling of insecurity that sometimes provoke depression, decline in moral and ethical values and other times violence. One can find uncertainty plaguing in all aspects of life.
6. What can education do in anticipation of such situations? How can we cope with these uncertainties in school and particularly through curriculum changes and reforms?

The process of education caters to the varied and heterogeneous clientele. The one dimensional emphasis on cognition does not fulfill the educational goals and the total development of child's personality. The main objective of education is to prepare students to face the challenges of life. The real challenge for educators' lies in identifying and planning courses of applied nature that may have adequate employment potential or immediate and direct utility in life.

In today's changing workplace, it is fundamental that students develop skills and attitudes which enable them to participate effectively in the post industrial society and make valuable contributions towards community. *Does education at the school level fit into this workplace revolution?* To a extent, the answer lies in encouraging and motivating the child to think entrepreneurially. Enterprise education is not a new phenomenon or entrant into the school education programme. It ways back to 1937 since the Gandhian proposal of *Nai-Talim* emphasising the need to place 'productive work' at the heart of education.

### **Work Centered Education: Historical Overview**

The National Education Conference held at Wardha in 1937 under the leadership of Mahatma Gandhi called for a nation wide debate on 'conceptual clarification' of the alternative educational paradigm that ought to shape the national system of education for independent India. The Conference deliberated upon Gandhiji's proposal of Basic education (Buniyadi Shiksha/Nai Talim) which would make productive work the pedagogic basis of learning in schools. Learning in a co-operative mode by viewing schools as communities engaged in production and making schools self-reliant through the income of productive work were amongst the other key features of the original proposal that was viewed as a means of social transformation.

The Wardha Conference constituted a committee under the chairmanship of Dr. Zakir Hussain to evolve a curriculum of Basic Education on the basis of the principle of placing productive work in the form of a trade/craft at the centre of the educational process ( Report of the Zakir Hussain Committee, 1938; Hindustani Talimi Sangh, 1957).

### **Policy and Practice**

*The Education Commission (1964-66)* recommended that “work experience should be introduced as an integral part of all education and defined it as “participation in productive work in the school, in the home , in the workshop, on a farm, in a factory or in any other productive situation”. While distinguishing between work experience in education and vocationalising education, the commission stated:

*Work experience is thus a method of integrating education with work. ....The need to provide some corrective to the over academic nature of formal education has been widely recognized. It could make the entry of the youth into the world of work and employment easier by enabling them to adjust themselves to it. It could contribute to the increase of national productivity both by helping students develop insights into productive processes and generating in them the habit of hard and responsible work.....thereby strengthening the links between the individual and community and creating bonds of understanding between the educated persons and the masses.*

*The Ishwarbhai Patel Committee Report (1977)* observed that the curriculum should be capable of relating learning closely to socially productive manual work and the socio-economic situation of the country. And making it available ‘in such a way that working and learning can always be combined’. Preferring to term “purposive, meaningful, manual work” in the curriculum as Socially Useful Productive Work (SUPW), the committee observed:

*The purpose of demarcating a distinct curricular area as Socially Useful Productive Work is to emphasise the principle that education should be work centered .....the aim of this curricular area is to provide children with opportunities of participating in social and economic activities inside and outside the classroom, enabling them to understand scientific principles and processes involved in different types of work and in the setting in which they are found in the physical and social environment ....(it) must not be confined to the four walls of the school nor can they be provided by the teacher only. Programmes should, therefore, be so planned and implemented that the local community, community development, organisations and governmental agencies participate in them and cooperate with the school*

The concept of SUPW, as proposed by the Iswarbhai Patel Committee, was fully endorsed by the National Review Committee on Higher Secondary Education with special reference to vocationalisation of education for the +2 stage (Adishesiah Committee, Govt. of India, 1978). Yet, the dimension of social relevance and work centeredness of the education system remained weak. None of this high level committee saw the basic contradiction in the proposal. How can a separate subject termed SUPW designed as a separate period in the school timetable, fulfill the goal of work-centered education wherein participation in productive work is expected to become the medium of knowledge acquisition developing values and skill formation. *Wasn't the separate subject called SUPW a denial of the Gandhian principle.*

*The National Policy on Education-1986* being more concerned with students “entry into the workforce” and pre vocational programmes to “facilitate the choice of the vocational course at the higher secondary stage” than with placing the work at the centre of curricular development. The basis for work experience is meant for building the workforce and vocational courses, *rather than* for providing a powerful medium for acquisition of socially relevant knowledge and building up creative and purposeful citizens.

*The National Curriculum Framework (NCERT) -2005* acknowledged work-centered pedagogy as a significant form of reconstructing the present school education system. It states that *Work* will be interwoven in the curriculum for the purpose of:

- Integrating productive work along with all other forms of work (e.g. activities, experiments, surveys, field based study, social action) in the core curriculum as a pedagogic medium – from the pre school stage to the higher secondary stage for children.
- Making participation in productive work under conditions approximating to real life situations an effective pedagogic medium for acquiring knowledge, building values, skill formation and promoting critical thinking, creativity and other generic competencies.
- Optimising work and subject specific knowledge. The emerging challenge to the value framework of the children will invariably remain a central concern. Skill formation related to livelihoods/vocations relevant to the changing socio-economic conditions will be pursued with increasing complexity, but with flexibility as the child matures with age.

Thus, it is evident from above that *productive work* is acknowledged in various policy and curricular documents as possibly the most significant aspect as a pedagogic medium.

### **Need for Enterprise Education: The Basic Educational Challenge**

Why is the question of entrepreneurship/enterprise in education system becoming important? The simple answer is that we are living in a society that is increasingly demanding all kinds of entrepreneurial behaviour. Young generation, in the future, is more likely to find themselves working in an organisation closer to the entrepreneurial mode.

Indian economy is in the midst of technological and organizational change. The scope of entrepreneurship development in country like India is tremendous. Especially when there is widespread concern that the acceleration in GDP growth in the post reforms period has not been accompanied by a commensurate expansion in employment.

Increasing unemployment is a most serious and chronic problem of Indian economy. It is feared that there will be very little job opportunities within the fold of organized public and private sector. Most of the job opportunities in future are likely to emerge from informal and unorganized sector because it motivates enterprising people to opt for self employment and entrepreneurial career.

Results of the 57<sup>th</sup> round of the National Sample Survey Organization (NSSO) show that unemployment figures in 2001-02 were as high as 8.9 million. Incidentally, one million more

Indians joined the rank of the unemployed between 2000-01 & 2001-02. The rising unemployment rate (9.2% 2004) in India has resulted in growing frustration among the youth. In addition there is always problem of underemployment. As a result, increasing the entrepreneurial activities in the country is the only solace. The reports prepared by Planning Commission to generate employment opportunities for 10 crore people over the next ten years have strongly recommended *self-employment as a way-out for teaming unemployed youth*.

New companies and new technologies are coming into existence, not only in India but also throughout the world, at an unparallel rate, creating exciting employment opportunities for enterprising individuals willing to take risks and take advantage of these challenges. This requires an entrepreneurial spirit that looks upon challenge as an opportunity- not an obstacle; an attitude that seeks creative ways to meet challenges- instead trying to block them. The economic, business and entrepreneurial challenges of the future are great.

By encouraging our students to develop entrepreneurial skills in scholastic areas, we can prepare them to meet these changes. In a very real sense, we have no option but to do so. Our economy is not and cannot be isolated. Our curricula must reform this reality.

What is the situation of entrepreneurship development in India? For this purpose, Rajat Gupta, Managing Director, Mc Kinsey & Company remarked:

*I believe India has an extraordinary talent pool with virtually limitless potential to become entrepreneur. India must however commit to create the right environment in order to develop successful business builders ..... Fortunately today's knowledge based economy is a fertile ground for entrepreneurs in India. The success stories of business built on a great idea executed by a talented team have great appeal in India..... And young Indians have a dream towards entrepreneurship.*

The quote of Rajat Gupta is again supported by a news item *Entrepreneurs drop anchor here*, which states: - infact the country appears to have risen above global recession of the past few years, the Global Entrepreneurship Monitor (India) Report 2002 notes that economy is going through a vibrant phase with exceptionally high rate (17.9%) of entrepreneurial activity.

### **Lessons from Global Monitor Report 2000**

The GEM (India) research findings show that India has emerged as the second most entrepreneurially active nation among the 37 national teams (accounted for 62% of the worlds population) with a Total Entrepreneurial Activity (TEA) index of 17.9%. It is interesting to note that entrepreneurial activity levels in the country have been consistently on the rise for the past three years as shown below:

<b>2000(%)</b>	<b>2001(%)</b>	<b>2002(%)</b>
8.9	11.6	17.9

Indian economy has entered a vibrant phase and is maintaining its momentum. GEM report calls for changes needed in the social, political, economical, educational and physical infrastructure of the country for stimulating the culture of entrepreneurship and thereby the

economic growth of the country (table 1). The GEM report also observed that the education system in India is not capable of creating entrepreneurial orientation among people and stressed the need to create a strong link between the spirit of entrepreneurship and education. *The high level of entrepreneurial activity in India (17.9%) is explained as a consequence of high unemployment rates and may not be sustainable without the support of the right kind of education system.* The need to strengthen entrepreneurialism with education system emerged as a second most critical issue for defining the entrepreneurial framework conditions in India.

Table 1: *Entrepreneurial Framework Condition in India*

<b>Education and Training</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. Large pool of technically qualified manpower.</li> <li>2. Strong educational base in the country.</li> <li>3. Command over English language.</li> <li>4. High quality management education which can be branch out to entrepreneurship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Emphasis on entrepreneurship is lacking in the education sector.</li> <li>2. Provide adequate professional training of high quality.</li> <li>3. More industry education interaction required.</li> <li>4. Education is not Practice based.</li> <li>5. Provide incubators.</li> <li>6. Poor literacy rates in the country.</li> <li>7. Poor quality of school education.</li> <li>8. A need for an entrepreneurial course in educational institutions.</li> <li>9. Entrepreneurial education is a low key area for policy makers.</li> <li>10. Training does not lead to the <i>flow of creative juices.</i></li> </ol>

<b>Cultural Norms</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. Hardworking and innovating Indians</li> <li>2. Entrepreneurially oriented communities like Marwaries, Sindhi's and Gujrati's.</li> <li>3. There is change in perception, entrepreneurship is gaining respect.</li> <li>4. Greater awareness of opportunities amongst present generation Indians.</li> </ol>	<ol style="list-style-type: none"> <li>1. Entrepreneurship is not considered a high status career in India.</li> <li>2. Lack of role models.</li> <li>3. Indians are risk averse.</li> <li>4. lack of awareness of entrepreneurship as a career.</li> <li>5. Fear of failure.</li> <li>6. No safety nets for entrepreneurs.</li> <li>7. Entrepreneurial spirit lies dormant.</li> <li>8. Resilience at the cultural and social level.</li> <li>9. Lack of support in non business families.</li> <li>10. Exposure, parental support and societal mindset have to activate the spirit of entrepreneurship.</li> <li>11. Succeeding generations tend to follow earlier generations, hence secure employment is the first choice.</li> </ol>
<b>Entrepreneurial Capacity</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. Large number of NGO's facilitate entrepreneurship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Entrepreneurial potential is not nurtured in the</li> </ol>

<ol style="list-style-type: none"> <li>2. Trained manpower resources are available.</li> <li>3. Indians are hardworking and innovative people.</li> <li>4. There are a lot of bright people in the country with promising with promising ideas.</li> <li>5. The country is blessed with entrepreneurial skills.</li> <li>6. Good industrial base in the country provides a conducive environment.</li> <li>7. The need to survive in an overpopulated country makes people entrepreneurial.</li> </ol>	<p>country.</p> <ol style="list-style-type: none"> <li>2. If people have to develop entrepreneurial skills and spirit they have to hear more success stories.</li> <li>3. Fear of failure.</li> <li>4. There needs to be greater awareness of entrepreneurs through Various media.</li> <li>5. Lack of mind set for entrepreneurial activity.</li> <li>6. Traditional respect for entrepreneurs is very low.</li> </ol>
<b>Government Policy</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. In spite of its own problems, a modern democracy offers stable governance providing stable policies.</li> <li>2. Labour policy on wages is conducive to small business.</li> <li>3. The country's liberalization policy in the early 90's has</li> </ol>	<ol style="list-style-type: none"> <li>1. Too many government controls.</li> <li>2. A more proactive role of the government is required.</li> <li>3. Too many laws regulating the starting and running the business.</li> <li>4. Multiple legislations on every issue.</li> <li>5. Government organisations too bureaucratic.</li> <li>6. Reforms need to continue and further</li> </ol>

established the government's role of being viewed as a 'facilitator' rather than a 'provider of job'.	reforms required.
<b>Social Status and Esteem</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. Publicity for success stories like Infosys and Wipro.</li> <li>2. A lot of bright people with promising ideas in the country.</li> <li>3. Low manpower cost is a big advantage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Well documented and published success stories could help in changing some negative perceptions.</li> </ol>

**The Context of Entrepreneurship Oriented Teaching -Learning Process: Epistemological Reflections**

It is widely debated whether entrepreneurial intent is primarily predetermined by steady personality characteristics or is it possible to foster propensity towards entrepreneurship through pragmatic education Programme?

The general conclusion is that, in the present times, the thinking has progressed from the study of entrepreneurial personality traits and demographics towards examining the issue *whether entrepreneurship can be taught.*

PRESIDENT of India , A.P.J. Abdul Kalam, speaks of the need to nurture a culture of entrepreneurship and emphasis the need to integrate entrepreneurship education in the educational settings, particularly under school education programme:

*The whole purpose of education in a country like India is to develop and enhance the potential of our human resource and progressively transform it into a knowledge society. The education system should re-align itself at the earliest to meet the needs of present day challenges and be fully geared to participate in societal transformation... the education system should proactively build entrepreneurial and vocational capacities in students... when they come out of educational institutions, they should have the confidence to start small enterprises and also possess the skills to do it. Above all the education system has to impart the spirit that **We can do it.** We need education integrated with an entrepreneurial spirit... The curriculum for Arts, Science and Commerce should include topics and practical where such entrepreneurship is possible<sup>a</sup>*

Entrepreneurship education and training support a paradigm that entrepreneurial characteristics and proficiencies are learnable through contrived education provided the methodologies used are compatible and adequate. It is so because many of its aspects require an attitude/flair for entrepreneurial spirit, which involves: building value system, flexibility, initiative, skill formation, creativity, critical thinking, risk taking capabilities and other generic competencies.

The situations that demand enterprising behaviour are also wide in scope and not confined to the peculiarities or specifications of any one subject area. Enterprise Education is then not confined to any one subject area. It is possible to encourage entrepreneurial behaviour within the context of the standard curriculum subjects such as language and literature, mathematics, geography, history, sciences and so on. All subjects can have situations that may be used for the development of enterprise proficiencies.

With this understanding, entrepreneurship or enterprise can therefore be defined as follows for educational purposes:

*The ability of the individual possessing wide range of essential skills and attributes to create, cope with and enjoy change and make creative contribution in the world of work whether employment or self employment.*

This definition embraces proficiencies which include: creativity, self belief, energy, initiative and a disciplined and positive attitude towards work with a keen desire for continual improvement.

Thus, Enterprise Education starts early in the education journey of the learners, and is maintained over the entire “education period”. It is not confined to any particular age or time of learning.

Their development merely in the context of entrepreneurship may not be sufficient. This would lead to widen the scope of *general education, rather than* only in “enterprise education” related to entrepreneurship.

The importance of these characteristics and proficiencies, however, transcends “money making” situation. These become essential for *survival* in the future. Thus, these characteristics and proficiencies return to the very heart of general education itself and reassert themselves once again in the spirit of policies and practices already established in our country.

As a vehicle for enhancing capacities of learner to think entrepreneurially entrepreneurship oriented education must needs to reckon with how and where enterprise education enters into general education.

*The relationship between practice and knowledge in experiential learning is complex and reflective. In such a relationship, practice is based on theory which in turn is extracted from and refined by practice. This model is circular, but when allied to experience, becomes a spiral, leading to an overall improvement in competency and understanding. ....For experimental learning to be maximized, the teacher*

*should recognize the unique individuality of each student.....in responding to the needs of each student, the teacher should be aware of the social and community groupings to which the student and school belong..... In doing so, he/she will become aware of an invaluable resource. the community and its member.*

The implied methodological strategies may include:

Awareness of the need for lifelong learning

The learner:

- a. Develops an increasing awareness of the modern world, the rapidity of changes occurring in all walks of life, the phenomenon of expansion and obsolescence of knowledge and of changes in life roles as well as physiological conditions at different stages of life.
- b. Realizes that school education is not the end of education, but a first systematic step towards life long learning.
- c. Develops an understanding of personal responsibility for progress in life by acquiring new knowledge, skills and attitudes from time to time.
- d. Realizes the importance of continuing learning during later life for personal growth and that of society.

Enhancement of Educability

The learner:

- a. Develops competence to profit from different learning strategies, such as learning under the guidance of a teacher, learning without a teacher, inter learning in small groups, independent and individual learning and develops flexibility in adapting alternative learning strategies.
- b. Develops basic learning skills such as purposeful reading, keen observation, and listening comprehension, verbal and non verbal communication.
- c. Develops basic intellectual skills such as reasoning, critical thinking, interpretation, application and methods of inquiry.
- d. Is able to use a variety of learning media, materials and aids such as textbooks, work books, general reading books, newspapers, radio, TV, programmed lessons etc., with ease and discrimination.
- e. Develops skill in identifying one's learning needs and becomes competent in planning, conducting, and evaluating study.

Exposure to broad areas of learning

The learner:

- a. Is exposed to a number of areas of knowledge and skills that may provide a broad basis and wide choice for pursuit of further learning.
- b. Acquires familiarity with the nature and structure of different disciplines of knowledge instead of their contents only.
- c. Develops mastery over elements of individual subjects of study including basic terms and vocabulary of a given subject.
- d. Acquires skill in adopting the tools of learning and specific methods of inquiry in different subjects.
- e. Begins to identify interest in different aspects of knowledge and activities in relation to general and professional life.

- f. Makes a personal commitment to progress in physical, intellectual, social, cultural and professional aspects of life and equips adequately with the coping skills and creative abilities required for future growth.

#### Integration of school and out of school experiences

The learner:

- a. Perceives learning in the school and outside the school as interconnected and mutually reinforcing.
- b. School learning helps to gain from the educational opportunities available in home and community and vice versa.
- c. Develops understanding about oneself and one's life roles in the context of the home, the community and the world of work.
- d. Begins to participate in various activities of the neighbourhood and community as school education progresses.

#### **Attitude towards Entrepreneurship: An Experimental Study**

An exploratory study is conducted at Bhartiya Vidya Bhawan's Vidya Ashram, Jaipur Rajasthan to assess the understanding level of entrepreneurial activities among children in the age group of 11-14 years. The study is sponsored by Educational Research Innovative Committee (ERIC), National Council of Educational Research and Training (NCERT), New Delhi, India. The research follows two objectives:

(1) A literature review exploring the construction of an intervention package in the form of a module comprising inspirational entrepreneurial narratives (in the form of small stories) followed by educational activities and skills necessary for entrepreneurship. The emphasis through out the course is on activity based learning which provides opportunities for students to learn by doing, addressing, evaluating and progressing from one step to another.

(2) A camp on entrepreneurial stimulation for children (age group 11-14). Enterprising skill is seen as a non cognitive technique with an intention of creating and strengthening the entrepreneurial culture within the general education.

The module allowed research data to be collected, and in particular—(1) an exploration of the depth of understanding or pervasion of the enterprise culture within children aged 11-14. (2) The impact of entrepreneurial instances upon the children. (3) Explore any obvious effects it has upon them. (4) Assess how they respond to the given situations e.g. do they see themselves as a future entrepreneur? (5) Highlight whether any other interesting research issues are raised? The main thrust of the research explores the effectiveness of a new mechanism for propagating the entrepreneurial awareness amongst children.

#### **Exploring the Construction of a Module**

The first strand of this paper is exploring the construction of the intervention package in a form of a small module by critically surveying the relevant literature pertaining to entrepreneurial construct as applied to school education, enabling the identification of specific components and developing them into themes. The main thrust of this experimental programme is to allow the child to gain practical base for learning specific knowledge. This activity based

programme is developed to explore the understanding of children concerning entrepreneurship. It contains teaching materials, lesson notes and narratives (in the form of small stories) designed to provide opportunities that promote entrepreneurial vision, initiative and skills.

### ***Designing Appropriate Educational Activities***

The *first strand* of drafting module is the analysis of biographies of first generation entrepreneur. For this purpose the biographical lives of Dhirubhai Ambani, Narayana Murthy, Ratan Tata, Brijmohan Lal Munjal, Bill Gates, Karson Bhai Patel, and Azim Premji were subjected to content analysis for the identification of entrepreneurial traits for developing educational activities. It extended our knowledge of how entrepreneurship is socially constructed. It is deemed important for an entrepreneurial narrative to end with a hero either accepted or rejected i.e., the story needs to be socially programmed. For developing activities, it is considered advisable for a fictitious entrepreneur not to pass sublimely into old age or oblivious, as is generally seen in real life sketches of entrepreneurs. It is so because the tragic figures are unlikely to children to emulate them.

**Secondly**, covering a wide range of literature types, the various forms of fictions were selected for content analysis (refer table 2).

Table 2: *An Etymology of children Books, showing Type, Purpose and Details*

Value judgment moral books	To propagate the messages of morality and success.	This narrative type includes moral stories and stories with a purpose. They are morality tales and morally impeccable narratives.
Fairy stories	To entertain and educate	This style includes folk-tales, fairy stories, fantasies, allegories, myths and legends. It is not a practical format for contemporary entrepreneur narrative because they are in the main set in a historical context and often required one to suspend reality.
Picture books	Stories with a purpose are instructional and excellent for communicating values. They are simple tales.	This classical narrative type evolved primarily didactic in nature and suffered from a lack of realism. They often incorporate determinedly moral stories and 'stories with a purpose'. The illustrations accentuated the ideology of the text.

		Visual assimilation is achieved. Works well with timeless concepts. The picture book perpetuated fairy stories.
Adventure stories	To entertain whilst passing on basic ideological messages.	These imaginative stories are primarily described as “tales of action”. They often contained reference to criminals.
Teenage novels	Escapism-fantasy. Straight narratives	Saw the introduction of social realism and the struggle for reviving folk-tales, fairy stories, fantasies, allegories, myths and legends which combine to produce and escape from reality, or a turning to a simpler kind of truth

As a result of a literature review of different forms of fictions combined with readings from the biographical life stories of entrepreneurs following common traits have been identified and extrapolated as demonstrable themes intended to introduce upper primary school children to the complex concept of entrepreneur:

1. Taking Initiative
2. How Entrepreneurs Think
3. What Entrepreneurs Look For –
4. An Opportunity
5. Using senses for finding opportunities,
6. What signals a good opportunity
7. How to sell your idea
8. Developing a business plan

Each theme comprises the set of activities and points for discussion. These have variety of roles enabling identification with the main characters, recognizing feelings, reflecting on personal behaviour or generating alternatives. Children are encouraged to examine their own behaviour, self perception and attitudes towards entrepreneurship. The module exists to represent concept of entrepreneurship in an understandable way and reinforce the main teaching points.

### ***Finalising the Module***

The series of review workshops were held to finalise the module on entrepreneurship development. The entrepreneurship educationalists, behavioural psychologists from National Institute of Entrepreneurship and Small Business Development (NIESBUD) , Ministry of Industries, Government of India; people from DHRIITI, an NGO working in the area of entrepreneurship education and practicing social science teachers from schools were asked to

personally critique the designed module in terms of its suitability, level of text for the target group, inspirational dichotomy and designing the illustrations. Finally, the module was titled as 'Enter the World of Entrepreneurship'.

### **Camp on Entrepreneurial Stimulation for Children**

*(Age Group 11-14 years)*

Fifteen days camp is organized at Bhartiya Vidya Bhawan' Vidya Ashram, Jaipur in the month of September, 2006. The camp is named as 'Aao Kuch Kar Dikhayen' (Come- Let's Do It Together).

With the help of the class teacher, the intervention package is applied to a group of 40 children. The group is heterogeneously constituted (refer table 3)

Table 3

<b>S.No.</b>	<b>Class</b>	<b>No. of Students</b>
1.	VI	5
2.	VII	16
3.	VIII	19
<b>Total 40</b>		
<b>Family Background</b>		
<b>Business</b>		<b>Service</b>
<b>22</b>		<b>18</b>
<b>Boys</b>		<b>V/s</b>
<b>23</b>		<b>17</b>

The sample included almost 50% girls to study gender differences on entrepreneurial ability, gender stereotype beliefs of society on girl's career aspirations. A technique of Action Research was used to study the impact on children. The methodology of the camp focused on experimental learning. The activities conducted in the camp were followed by series of discussion, enumerating the role of entrepreneurs in the society; inspirational values derived and career choice. Situational tests were given to find out the conceptualization of the term and its related meanings. The specific objectives of the camp are:

1. to realize their latent potential and develop their capabilities to meet the challenges ahead.
2. to counsel and motivate to seek independent, innovative and challenging career options.
3. to foster entrepreneurial traits including concern for excellence, creativity, self belief and problem solving.

The camp was organized with an assumption that the group has no prior understanding about entrepreneurship. The children have also never encountered with the term 'Entrepreneur' in their formal area of study.

### **Recording the Responses**

For assessing the understanding level of upper primary stage children, the material was transacted by two social science teachers to a group. The duration of each class was 90 minutes. The teachers ensured that all children have access to the text and illustrations. Some children

may choose to follow the text as the teacher reads whereas others may listen. They were encouraged to look at the illustrations when appropriate, to relate them with the text. It is important to hold such an exercise in a friendly atmosphere where dialogue acceptance motivates the child to disclose information.

As already stated, the module is based on derived themes. For the purpose of recording the responses, each theme is considered as one section. Thus, the complete module is divided into eight sections. The responses were also collected section wise.

### Results from Data Collected from Children Exposed to the Concept of Entrepreneurship

The compiled data is interpreted as follows:

Table 4

The depth of the enterprise culture within children aged 11-14	Only 25 % of the children targeted in the age group had a vague prior knowledge of the concept and then only in general terms e.g. a rich man, someone who helps others etc. The sex and age of the children did not appear to influence the result.
The impact of the entrepreneurial instances on children	This was the most visible aspect of the research. Immediately upon being told that they were to engage in entrepreneurship camp activities the classes paid full attention to the entrepreneurial activities including narratives in the module. After the stories in the module were read approximately 20 percent of the children were able to identify a character from a movie, novel they had read or an experience they had heard whom they thought was entrepreneurial and identified the possibility over which he/she was focusing upon. It is therefore likely that they had been influenced by the stories.
Establish if they view the story as “true” life and a credible reflection of reality.	This was one of the most pleasing results of the research where 92% of the students regarded the stories as being true to life. They were able to link their hobbies and skills (begun to develop) with the possible business activities.
Explore any obvious effects it has upon them	<ol style="list-style-type: none"> <li>1. The activities appeared to excite the pupils and inspire them. It is not possible to establish the long term effects of the story.</li> <li>2. It was observed that entrepreneurial activities should find place in an integrated manner into the standard school curriculum. The spark has been triggered and efforts are required to nurture this spark.</li> </ol>
Assess how they respond to the	This was inconclusive. It was probably unfair to have included ‘Developing a Business Plan’. Yet

given situations e.g., do they see themselves as a future entrepreneur	children who had relatives in business immediately understood the significance of it. However, the children enjoyed making advertisement copy, posters, flyers and jingles for their product.
Test if the module is an effective teaching aid in raising entrepreneurial awareness	It appears to be an excellent teaching aid and the respondents appeared to understand what an entrepreneur was by the conclusion of the lesson. The children were able to define the term entrepreneur in their own language enumerating their characteristics. It is important to note that these characteristics were not discussed in any of the sections of the module.

### **Suggestive Measures for integrating entrepreneurship Education into General Education**

It is evident from the findings of the study that entrepreneurship may well be an excellent launching pad for entry into the general education. The following brief episodes illustrate the manifestation of the development of enterprise proficiencies in learners in various content areas.

#### Language Teaching and Entrepreneurial Proficiencies

The language teacher has the potential to teach about regional differences within the country in terms of food, tradition, behaviour pattern, business etiquettes and greetings, customs, negotiations and telephone conversations. The language teacher is able to use current business magazines and newspaper articles about contemporary entrepreneurs in the classroom. This enables the learner to catch new vocabulary in the subject.

#### Social Science Teaching and Entrepreneurial Proficiencies

Social science is one of the important subjects in school curriculum. It includes history, geography, economics and political science. Social science teacher has ample potential for inculcating the entrepreneurial proficiencies who is in a position to motivate students to think like an entrepreneur by identifying key economic factors that influence business operations. For instance:

- a. While teaching, teacher can talk about cultural heritage and development of business and economy in historical context.
- b. Students may be assigned work to study the demographics of the population within five mile radius of school or snap pictures of the businesses. The information so collected can be compiled in the form of directory regarding types of goods and services, locations and types of businesses. Later on the teacher can also discuss the importance of location for carrying out particular business<sup>c</sup>.
- c. The students can prepare a project report about the natural resources available in the community that might spawn new businesses.

#### Science Teaching and Entrepreneurial Proficiencies

The science teacher can initiate the following exemplar activities in the classroom to enhance the entrepreneurial proficiencies:

- a. Surveying the homes and maintaining the profile of nutritional intake of people in the community to determine which of these foods are eaten (*body building* i.e., protein rich foods; *energy foods* i.e., starch and fat rich foods; *regulating foods* i.e., vegetables and fruits).
- b. The students can study the weather pattern of their region and discuss in the class the ways weather affects the type of businesses.

#### Education for Environment

The students may be encouraged to learn more about:

- a. Finding ways of ensuring the caring use of the environment now and in the future while discussing the Development Issues in the classroom.
- b. Students may carry out in depth investigations in finding solutions to environmental problems: industry locations can be discussed in context of environmental context of industry's choice of site.
- c. Similarly the topic of pollutants affecting environment may be discussed in the classroom (such as possible pollution sources)

#### Art Education and Entrepreneurial Proficiencies

The art teacher in the school has vital role in developing the overall personality of the child. The teacher can organize exhibition with entrepreneurship as a theme, help them drafting advertisement for a saleable product, appreciate the aesthetic proportion of product; develop simulation models of traditional handicraft business.

#### Home science and Entrepreneurial Proficiencies

The teacher in the practical classes can help in designing raw material production cost of a saleable product. The students can be encourage to produce saleable items such as Jams, Chutney's and other eatables in school home science labs. This will enable them to understand pricing strategies, cost estimates etc.

#### Summer Camps and Entrepreneurial Proficiencies

In order to promote the spirit of entrepreneurship and sense of achievement among children at a tender age, the school can organize summer camps during vacations. The activities of camp may include mental gyms, exercises, puzzles, yoga, presentations, industrial visits, informal interaction with the achievers etc. A meeting with the parents can also be arranged to share with them the experiences which could be helpful in sustaining the motivation of learners.

#### Nature and Entrepreneurial Proficiencies

Nature based entrepreneurship is one of the elements most needed to change our attitudes. The present generation needs to realize that they do not have to leave their communities to find employment. They have to be motivated to create their own opportunities and lead fulfilling independent lives. Nature based entrepreneurship is regarded as environmentally responsible entrepreneurship based resources and experiences offered by nature. In entrepreneurship, nature is a significant factor and it must be taken into consideration in ecological way. It can be divided into following categories:

- a. Responsible tourism services based on opportunities offered by nature.
- b. Sustainable exploitation of wild berries, mushrooms, herbs gathered by nature.

- c. Sustainable exploitation of fish and Cray fish.
- d. Other services such as photography of nature, implementation of recreation services.

**Finally**, The greatly changing scenario of the future will call from its inhabitants to be better at thinking, planning, cooperating, organized, communicating, evaluating, taking initiatives, and solving problems, irrespective of whether they are workers, consumers, community, business people or ordinary citizens. A shift will be seen that ordinary citizens have to feel *less helpless* and *empowered*.

**Whether**, it is the solving of the unemployment crisis, or poverty, or drastic socio-economic changes, people must need to be *enterprising*.

Thus, “*Enterprise*” would mean more than a business skill. It would mean “*Survival*”.

If this characterisation is accurate, a world in constant motion should beckon to the entrepreneur in the same way that the rolling oceans lured Columbus. A natural, but latent predisposition of entrepreneurial behaviour requires an incubating, enabling environment in order to find active expression particularly in a world of frantic change. Let us then proceed to discover the roots of entrepreneurship development. Let us then nourish those roots for the roots is the origin of, metaphorically speaking, everything small, big and elephantine establishments.

**Notes:**

a. The president of India has underlined the importance of entrepreneurship education, particularly under school education programme. Excerpts are obtained from his speeches and articles in the newspapers:

- 21<sup>st</sup> Convocation of the Sambalpur University in Orissa’s Backward Western Region The Hindu, Saturday, June 5, 2004
- Convocation Address at Jamia Millia Islamia, New Delhi, The Times of India, Monday, 7 June, 2004
- Address to the Nation on the eve of the 58<sup>th</sup> Independence Day, Employment News, Sunday, August 15-21, 2004
- Address to the Nation on the eve of the 56<sup>th</sup> Republic Day, Employment News, Sunday, February 5-11, 2005
- Address in Three days International Conference on ‘Employment and Income Security’, April 16, 2005.

b. Group was told that entrepreneurs are not only related to doing business. There are social entrepreneurs, educational entrepreneurs, religious entrepreneurs and entrepreneurs in NGO’s etc.

c. The story of Sulah village District Kangra in Himachal Pradesh may be narrated to students in this context where the natural spring water with medicated value happened to flourish the village evading all poverty.

1. Also refer National Curriculum Support Materials developed by Training and Enterprise Council, DURHAM.

2. Camp material and literature available from Entrepreneurship Development Institute, Ahemdabad, Gujarat, New Delhi.
3. Rags to Riches Series published by Pentagon Paperbacks were thoroughly examined for the following business personalities: Dhirubhai Ambani, Narayana Murti, Azim Hashim Premji.

## References

- Adishesiah Committee Report (1978). Higher Secondary Education with Special Reference to Vocationalisation, Ministry of Education and Social Welfare, Government of India.
- Anderson, C.A. and Bowman, M.J.(1966). *Education and Economic Development*. Frank Cass and Co. Ltd.
- Andy, F. (1997). *A Road Map for Quality Transformation in Education*. Florida: St. Lucie Press.
- Balsara M (1999). Principles of Curriculum Reconstruction. New Delhi: Kanishka Publishers.
- Centre for Entrepreneurial Leadership (1995). *The New Youth Entrepreneur*. New Jersey: Kauffman Foundation.
- Chaudhary, N.K., and Rao K.S. (1992). *Catch them Young: Vocationalisation for High Employability*. India, New Delhi: Sterling Publishers.
- Gupta R. (2001). *Creating Indian Entrepreneurs*. India: India Today.
- N.S. Raghvan Institute for Entrepreneurship (2002), *Global Monitor Report*. IIM Bangalore, India.
- Ishwarbhai Patel Committee Report (1977). Curriculum for the Ten Year School, Ministry of Education and Social Welfare, Government of India.
- Kulandaiswamy Report (1985). *Vocationalisation of Education by National Working Group*. AICTE, Ministry of Education, Government of India.
- National Curriculum Framework (2005). National Council of Educational Research and Training (NCERT). (Also see National Curriculum Framework for School Education, National Council of Educational Research and Training (NCERT), 2000).
- National Policy on Education (1986). Ministry of Human Resource Development, Government of India.
- Programme of Action (1992). Ministry of Human Resource Development, Government of India.
- Report of Education Commission (1964-66), Education and National Development, Ministry of Education, Government of India.
- Shipra Vaidya, (2005), *Educational Reforms: New Trends and Innovations in Educational Development*. India, New Delhi: Deep and Deep Publications.
- Shipra Vaidya (2002). *Assessing Incidence of Entrepreneurship: Spirit Among Commerce Stream Students at the Higher Secondary Stage*. India, New Delhi: NCERT.
- Stephen R. Covey. (1988). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon and Schuster Inc.
- UNESCO (1998). Education for Twenty First Century: Issues and Prospects, Paris, (Contributions to the work of the International Commission for the Twenty-First Century, Chaired by Jacques Delors).
- UNESCO, (1994), *Becoming Enterprising: Technical Guidelines*, The Asia-Pacific Centre of Educational Innovation for Development (ACID).

