Teacher Entrepreneurship for Problem Free Working Environment

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Abstract

Teacher Entrepreneurship is considered as one of the most influential forces that determine the effective working environment. Hence, ignoring controversies on whether entrepreneurship can be taught, the majority of the educationist in India offer entrepreneurship education with tailored elective courses to inculcate a wide range of skills encompassing a multi-disciplinary approach among mature management of students. However, considering the importance of strategies to develop teacher entrepreneurship, this will provide an opportunity to develop unique solutions to satisfy the problems like Lack of institutionalization, Lack of indigenous experience, Lack of trained teachers, Short-term focus on results, Limitations with pedagogy, Subject not considered as core.

The study of entrepreneurial aspects as a prerequisite for management of education and research seems indispensable when specifically catering to the growing entrepreneurial intent in developing educational process. This approach necessitates a compulsory initiation of teacher entrepreneurship training in the teacher education curriculum through the government educational systems. In this context, the present article aims to elucidate the necessity of teacher entrepreneurship to find solutions for the problems of professional, administrative, evaluation, and managerial. The teacher entrepreneurship requires intervention to the invention of solutions to the various problems in a teacher's working environment. There are many strategies to develop teacher entrepreneurship among them Stimulatory Activities, Supporting Activities, Sustaining Activists are suggested to promote the teacher entrepreneurship. This article discusses about ......

Key Words: *Entrepreneurship, Educational, Entrepreneurship, Strategies, Teacher Entrepreneurship, Educational problems.*

I. INTRODUCTION

"The aptitude of entrepreneurship should be cultivated right from the beginning and in the educational environment both in the schools and the colleges. The teachers and administrators as role models are very important. The inner being must be illuminated by righteousness. This capacity will enable them to take up challenging tasks later" **-** Dr. A.P.J Abdul Kalam

The international educational standards are gradually influencing the educational standards at the local levels in India. The modern technological life is influencing more in the educational functions. The teachers are facing many problems in the dimensions of profession, administration, evaluation, and management. Kothari Commission (1964-66), The National Policy on Education (1986) and National Knowledge Commission (2008) are stressing on the developing entrepreneurship skills of teachers.

If the teachers are not updating their technological capacities and calibers may create problems in their working environment in the above said dimensions. Hence the entrepreneurship can help the teachers to develop the abilities of the teachers to discharge the duties in a problem free environment at the primary level. Kalkundriker, and Charantimath(2001) suggest a strategy for developing academic entrepreneurship. Entrepreneurship development model as 1.Stimulatory Activities. 2. Supporting activities. 3. Sustaining Activists. Educational entrepreneurship works as a change agents. Innovative mind set for application of latest changes in education, technology and Pedagogy and management is easily possible through Educational entrepreneurship which will give solutions to various problems in the dimensions of profession, administration, evaluation, and management.

II. WHAT IS TEACHER ENTREPRENEURSHIP?

According to American Heritage Dictionary An entrepreneur is to be "a person, who organizes, operates and assumes the risk of ventures."

Etymologically from the French 'entreprendre which literally means, 'to undertake'

According to The National Policy On Education (1986) Educational Entrepreneurship recognizes an extensive improvement in the quality of education. It is indispensable for skill development and fundamental to entrepreneurship and innovation.

At the outset, it is important to note that, within the definition of entrepreneurship education, the focus is largely on the premise of higher education rather than that on educating entrepreneurs (Pittaway & Cope, 2007).

Entrepreneurship as a domain of business education has an eclectic nature where the content is derived from diverse disciplines including those of

strategy, finance, or marketing(Albornoz-Pardo, 2013).

Given its cross-functional and cross-sectoral orientation (Venkatachalam & Waqif, 2005), the structure and content of the course is often faculty driven and is primarily aimed at the twin objectives of increasing the awareness of entrepreneurship as a career option and developing the understanding of the process of creating new business (Albornoz-Pardo, 2013).

Teacher Entrepreneurship in education is to teach students with the motivation, knowledge and skills to encourage entrepreneurial attitude for higher accomplishments in a variety of environments Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs.

III. ENTREPRENEURSHIP AS AN EDUCATIONAL INTERVENTION FOR TEACHERS AND EDUCATIONAL PROBLEMS

In the 21st century the process of human resource development is a complex role of the teacher community and educational system of a country. It is important for peace, prosperity and overall progress, including mental, physical, moral and spiritual development of a society or a nation.

Therefore the critical question at this juncture is how educational professionals can be developed both in pedagogical as well as entrepreneurship skills that will build and sustain a new breed of educational system to meet the challenges of 21st century.

The inclination to pursue entrepreneurship is comparatively strong in India; the educational support for its development is still a far cry from the agenda (Raichaudhuri, 2005). Entrepreneurship still has a long way to go in terms of earning the status of a preferred course among management students in India. Perhaps, this status acts as reason enough to only offer entrepreneurship as an extra-curricular or co-curricular program in the majority of the colleges and universities in India (Shankar, 2012). Shankar (2012) classifies six primary obstacles to teaching entrepreneurship in India as:

  a. Lack of institutionalization
  b. Lack of indigenous experience
  c. Lack of trained teachers
  d. Short-term focus on results
  e. Limitations with pedagogy
  f. Subject not considered as core

The creative and industrious profession is teaching. The passion and commitment cannot be extravagance. It is an intrinsic drive for self actualization and self motivated activity. Teachers with passion for teaching are those who are diligent, change catalyst andinnovate in their work with young one.

The Change Catalyst Innovation, Change Catalyst, Innovative Risk Taking, Self Efficacy, accountability. Innovative Mind set for application of latest changes in education, technology and Pedagogy and management are the attributes. They take the risk of their own action and words. Venture in to educational and personal life, facilitating them to be fruitful person and future citizen.

Self efficacy belief determines how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through our major process. They include cognitive motivational, affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well being in many ways.

IV. STRATEGIES FOR DEVELOPING ENTREPRENEURSHIP

Educational Entrepreneurship can be developed through rigorous inputs and with a systematic training. Several programs and strategies have been developed for nurturing entrepreneurship. Kalkundriker, and Charantimath(2001) suggest a strategy for developing academic entrepreneurship. E-ship development model
- Stimulatory Activities.
- Supporting activities.
- Sustaining Activists.

A. *Stimulatory Activities*

Workshop, symposium, seminar, planned publicity for entrepreneurial opportunities, identification of potential entrepreneurial opportunities • identification of potential entrepreneurs, motivational camps making available necessary information through cyber shop in the institution, entrepreneurial counseling and promotion through local agencies creating forum of academic entrepreneurs and recognizing entrepreneurial accomplishment of teachers and academic institutions, local agencies phase where entrepreneurship can sprout and people start looking for entrepreneurial pursuits

B. *Support Activities.*

personal computer • internet connectivity • virtual classroom by connecting all institution trough video cameras/conferencing facility • providing books • updating libraries • offering consultancy and providing all required information as how a person should groom himself as an academic entrepreneur

C. *Sustaining Activities.*

The sustaining activities refer to all those activities that help continuous and efficient

functioning of academic entrepreneurship. •These include modernization of infrastructure, encouraging diversification, providing opportunities and supporting industry-institute interaction through consultancy, promoting quality and organizing need-based common facilities centre

V. CONCLUSION

Education is a very complex, highly skilled endeavor. We must develop new practices that support increased productivity and responsiveness. This includes a need for more research and development on effective instructional and management approaches. We know a great deal today about fundamental areas like reading instruction, but there is much to be learned about how to manage school systems in this new environment. One critical factor is making available more transparent, timely, and relevant information about student and school progress, which would enable educators, parents, and community leaders to make more informed decisions and set the stage for entrepreneurs to create new approaches and organizations based on need. In a system governed by the principles of dynamic equilibrium, entrepreneurs may be both important vehicles for getting there and permanent participants in this new environment. By imagining how education can be improved, thinking beyond the current rules and resources,creating new organizations to execute their vision and inspiring others to follow, entrepreneurs may be agents of continuous improvement in public schooling.

For developing entrepreneurship among teacher, the universities and colleges should generate an encouraging milieu that promotes such qualities as inventiveness, perseverance, efficiency orientation, problem solving ability, influential, assertiveness, self –bearing capacity and capacity to manage stress. This may help the teachers to effective discharge of their professional duties without problems in his working environment.

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