

Vol III Issue VIII Feb 2014

Impact Factor : 2.2052(UIF)

ISSN No :2231-5063

# International Multidisciplinary Research Journal

## *Golden Research Thoughts*

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**RNI MAHMUL/2011/38595**

**ISSN No.2231-5063**

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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## ENTREPRENEURSHIP AND EDUCATION

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**Abstract:**-Entrepreneurship is increasingly recognized as an important generator of economic development and innovation. As many firms respond to the growing competitive pressure by reducing their workforce or relocating their businesses, the EU member states need new, innovative and growth orientated enterprises that are able to withstand the competitive pressures and create new jobs. Moreover, it has been estimated that every third entrepreneur will retire within the next ten years and the number of successors is low. Therefore, young people with entrepreneurial skills which have the intention to take over or found businesses are needed. To reach this goal, strategic measures are needed that increase the entrepreneurial intention (i.e. the number of people considering self-employment as an occupational option) of young people.

**Keywords:**Education , Entrepreneurship , economic development .

### INTRODUCTION:

Entrepreneurship in this sense refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity. Entrepreneurship education is thus about life-wide as well as lifelong competence development.

Only in few member states, Entrepreneurship is already a recognized objective in the education system and is embedded explicitly in national framework curricula (e.g., Poland). However, implementing means (teacher training, teaching materials) still need to be stepped up. In some cases, elements of entrepreneurship are already spread horizontally and embedded in subjects with different labels throughout the curriculum. In other cases they are bundled in economic subjects. However, member states, where the subject of Entrepreneurship is well established in the curricula still constitute a small minority.

While entrepreneurship education is rapidly growing and drawing the attention of policy-makers, universities and companies alike, there is still very little research and documentation about models that are working and how they can be scaled. The Steering Board agreed that there was tremendous potential for the Forum to act as a catalyst in this field given its expertise in convening world leaders to discuss global issues, and its proven record of success in establishing and developing partnerships as demonstrated through the Global Education Initiative. At the same time, national governments, international organizations such as UNESCO, OECD, UNDP,

### ROLE FOR TEACHERS

What do such developments imply for the practices of teaching and learning and hence for teachers? The development of the entrepreneurship key competence is not simply a question of knowledge acquisition. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviours are perhaps more important than knowledge about how to run a business. In short, entrepreneurship education means developing a culture which is through, for and about entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. learner-centred pedagogies and learning activities

that use practical learning opportunities from the real world. Furthermore, since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education.

#### **New teacher education for new teachers**

These changes will require significant changes in the way teachers themselves are educated. Research carried out by the European Commission shows that the core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs. Creativity is not fully embedded into these programs and there are significant variations between Member States<sup>6</sup>. Approximately 90% of teachers say that they would like to receive some further training on creativity. Teachers also feel that educational and school cultures do not fully support them in fostering creative and innovative approaches to learning; this requires time to explore new approaches and a culture that encourages experimentation and allows for failure - in short, an environment that itself embodies the characteristics of entrepreneurialism.

Teachers thus need support throughout their careers, in their initial education, their continuing professional development and in their day-to-day work.

The World Economic Forum has achieved a record of accomplishments in advancing progress on key issues of global concern. Under the motto “entrepreneurship in the global public interest”, the Forum aims to align economic progress and social development when addressing the complex challenges of our time. The vision for the World Economic Forum is threefold.

The practice-oriented co-ordination of targets, contents and methods as didactic principle is especially considered regarding Entrepreneurship Education. Particularly teaching methods like case studies, role plays, project-oriented tasks and projects are used in order to give special attention to independent work on the one hand and forms of social learning on the other hand, as well as to their relevance for the business world. Apart from conveying specialized knowledge, from developing and promoting values, the promotion of key qualifications is of particular importance.

Basically, Entrepreneurship Education requires a holistic orientation, so that interdisciplinary aspects are taken into account within every subject being taught. Therefore, a close co-operation between all the teachers – e.g. for the timely provision of basic knowledge, the avoidance of double tracking, the preparation of business projects, the preparation and evaluation of work placements – is required. Preparation of written plans for the organization of the subject matter, records about their realization as well as by other suitable measures. Rapid changes in the economy, society and culture demand from the teachers to constantly observe the relevant developments of their subjects and to adapt their teaching and the teaching methods used – selection and application are basically left to the teachers provided that the educational objective is achieved – to the current standard of science and practice.

New teaching methods enable the students to solve problems. Attention has to be paid to a close co-operation among the students and to a punctual fulfillment of tasks. Co-operative, open learning, for example, can be used due to methodological freedom. The aims of co-operative, open learning are:

1. To educate the students to increasingly use independent and self-reliable working methods,
2. To enable the students to work independently and particularly in a team and
3. to motivate them through mutual tutoring to act and learn socially and in solidarity.

#### **Co-operative, open learning can be used to**

1. Split tasks within a group,
2. Solve subject-related and interdisciplinary topics and tasks,
3. Apply specific, problem-oriented means of teaching (e.g. exercise sheets, case studies, specific practice-examples and units),
4. practice, if possible, the use of software-supported devices or modern information- and communication technology.

Besides these methods, all teachers are encouraged in the course of ‘Gender Mainstreaming’ and equality of sexes to tackle the relevance of the category gender at all levels of teaching and learning. Gender-specific images and prejudices have to be dealt with conscientiously. By familiarizing the students with different religions and values they shall be offered comprehensive tools for personal orientation not only for their private and professional life, but also for the development of the society.

Particular fields of the subject matter, which are essential for future work in class and for the graduates, are particularly practiced and specifically revised. Computer training programs have to be used if possible; different levels of knowledge at the beginning and different talents of the students have to be taken into account. Attention is being paid to the correct usage of standard language and technical terminology as the linguistic element (correct usage of spoken language and spelling) is inseparable from the technical performance in all subjects. In all other subjects great importance has to be put on the knowledge and skills acquired in the subjects ‘Business Informatics’ and ‘Information and Office Management’. If it seems to be pedagogically appropriate, dictionaries, other books, legal texts, formularies, electronic media as well as further sources of

information common in a real working environment are being used.

Problem-oriented assignments and action-oriented classes shall lead the students to think in a logical, creative and synergistically way, to work carefully and patiently, independently or in a team as well as to decide and act responsibly. Excursions, field trips and other school events as well as the invitation of experts from the business world shall help the students to gain insight into the complex correlation of economic processes. Visits of cultural events and cultural institutions shall motivate the students to take an interest in culture. During the holidays the students shall complete a voluntary work placement before their fifth year at the latest. That way their insights into social and operational-organizational correlations are additionally stipulated and the students learn to understand their personal situation within the professional world.

#### CONCLUSION:

entrepreneurship education is now a part of national strategy in most countries. However partnerships involved in their development and implementation are in need of more systematic development especially with regards to the involvement of social partners. Furthermore, entrepreneurship education needs to become more commonly treated as a key competence across subjects rather than a business related and/or separate subject. Individual teachers are key but the evidence shows that they also need external support. In comparison, the role of teacher education in the development of entrepreneurship is lagging behind. It is not included in most initial teacher education and continuing professional development. When it is included it is as an optional extra in the main rather than being integrated and mandatory.

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