INTRODUCING ENTREPRENEURSHIP IDEAS IN SCHOOL EDUCATION IN MANIPUR

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ABSTRACT

Entrepreneurship, as such, is concerned with laying new foundations and new ideas to bring about a change for the betterment. In most of the cases, it is concerned with something that brings about an economical change. The change may be for an individual but ultimately one which brings about betterment in the whole society. In this respect, education of the students is also a sector which certainly produces citizens who are more efficient, competent and who can handle the problems of the society. The paper attempts to provide an interpretation of the present education scenario in
Manipur, in particular, in terms of entrepreneurship in this sense. It further, examines the present challenges and difficulties faced in trying to bring about the so-called “quality education” from this new viewpoint. The paper suggests certain measures for improvement of education system.

Key words: Entrepreneurship, School Education, Challenges, Quality of Work Life and Quality Educations.

INTRODUCTION

The article is interpreted into a modality that, the institution as entrepreneur, teacher as employees and student as final product. The entrepreneurial spirit is vital to education and innovative programs are yielding dividends for the future of children and youth. In an era of relentless global change and threats of terrorism, many of our institute entrepreneurs will have to work differently to meet the special needs of a changing population while at the same time strive to set higher standards to meet academic success. Education is particularly difficult in states prone to civil conflict, economic decline, political unrest and rights violations albeit our state Manipur is imparting education to their maximum level. The paper stress on the point that, how to produce quality product i.e. quality student. If the entrepreneur want to produce the quality product then it is necessary to impart quality education and to impart quality education to student entrepreneur have to put up certain measures to motivate employees (teachers) and product (students). To understand the state’s (Manipur) quality education, this paper examines the private school and government schools. Comparative studies have been undertaken that has
shown private schools to be superior to government school, in terms of educational achievement in the HSLC examination (2000-2011).

The data was collected from Directorate of education School, Manipur, the comparative analysis was carried out from 2000 to 2011 and the result shows a rapid decline of student position holder in government schools. The sample selected for the study consisted of 61 schools in Manipur in which 4 schools is government school and 57 is private school. The number of total private school in Manipur is 467 and government school is 225, shown in Fig 1. The data provides an understanding that since last 11 years private schools were leading upon government schools in producing maximum number of position holder students till now. Number of position holder of private schools’ student in the year 2000 to 2011 is 37, 36, 31, 29, 34, 30, 29, 40, 36, 36, 30 and 36 respectively whereas for government school in the year 2000 and 2001 only 1 student each were among merit list and in 2002 only three student then in 2011 five student were among merit list, shown in Fig: 2. But during the year 2003 to 2010 government schools were totally out of sight among the merit list.

Fig: 1 Number of private and government schools in Manipur.

Source: Data Collected From Directorate of Education(S), Manipur.
Fig: 2 Position Holders of Private Schools and Govt. Schools of the Year 2000-2011.

Source: Data Collected From Directorate of Education(S), Manipur.

REVIEW OF LITERATURE

Blake, B. S. (2008) used a quantitative study to establish the perceptions of educators and principals regarding what it means to be entrepreneurial in the management of schools. Items to measure variables that emerged as important determinate of what principals can do to use entrepreneurship to improve the management of their schools, was constructed and compiled into a questionnaire. The results of the research point to a number of challenges concerning the entrepreneurial capacity of principals in the effective, efficient and economic management of their schools.

Moloi, K. (2007) examined three main issues, which are directly linked to school management developments in South Africa since 1994: school leadership and management; professionalisation of principalship through the South African Standard
for School Leadership (SASSL); and leading and managing the learning school. The aim of the research was to establish ‘what is known’ and ‘what still needs to be known’ about educational leadership, management, and governance in South Africa.

Kraus, S., & Kauranen, I. (2009) attempted to integrate the two fields by first identifying apparent interrelations, and then by concentrating in more detail on some important intersections, including strategic management in small and medium-sized enterprises and start-ups, acknowledging the central role of the entrepreneur. The content and process sides of strategic management are discussed as well as their important connecting link, the business plan.

Mamun, M.A., & Mohamad, A.B. (2009) attempted to understand the changing need of management expertise to face the contemporary challenges of management and the roles of business school.

Bush, T. (2007) examined the theoretical underpinnings for the field of educational leadership and management, assess different leadership models, and discussed the evidence of their relative effectiveness in developing successful schools.

Isaacs, E., Visser, K., Friedrich, C., & Brijlal, P. (2007) assessed the levels of entrepreneurship education and training at the Further Education and Training (FET) level in a South African context. The research clearly showed that various problems in schools hinder the effective implementation of entrepreneurship education, some of which are poorly trained educators and lack of adequate resources. Better entrepreneurship education could make a significant contribution to job creation and ultimately to poverty alleviation.
WHY WE NEED TO DEVELOP EXTRA CURRICULUM?

There are the strong students who academically would continue further. But, those who are less strong should be given an opportunity to have some employment. That is a function of curriculum development.

You cannot make business people in secondary school, but you can improvise to develop creativity in the curriculum that would make them go into vocational training. The planning of education has to be integrated.

Parents from different socio-economic backgrounds seemed to want different things for their children. Parents were looking for a holistic education, and asking about computer courses, sports and other extracurricular activities. Parents were happy if their kids were learning English, and performing better. To keep and attract students, some schools offered computer training as well or scholarships and reduced fees. Beyond education, children need environments for play, nourishment, health care, safety, and protection. We believe that an appropriately structured curriculum and effective learning contribute to good education environment. Lessons should have clear objectives and tasks differentiated to meet the needs of children of different abilities.

WHY WE NEED TEACHER’S (EMPLOYEE’S) MOTIVATION?

Teachers play a very important part in institution. They are some of the best ambassadors for the institute, but the problem face is attracting and retaining quality
teachers. Because many of the institution are not be able to pay higher salaries and allowances.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students’ learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

The challenge is to go as far as one can to reward good teaching and to try to give job satisfaction in other ways. Many teachers will be happy to trade some potential salary for smaller classes and a more interesting curriculum.

PARENTAL EXPECTATION

We live in an era of instant gratification and a culture where many believe you can buy anything. Who think that they can buy the results they think they want for their child. They expect each lesson to be fun and exciting; they do not want their children to have to carry out any repetitive tasks or exercises and they only want them to read bright books with lots of pictures and big print which are ‘relevant’.

Additionally, they do not want them to be subjected to any discipline. Yet, bizarrely, they expect their child to be a high achiever and tell us that is what they are paying for. It is therefore very important, to make parents appreciate that their children can
be happy even if they are required to work on a difficult task. Furthermore, they need to understand that children will learn to appreciate the satisfaction of a job well done, a goal achieved – factors which themselves are a source of happiness.

QUALITY EDUCATION

Quality refers to the standard of performance of the object to which it is applied. It is applicable to both the system and its products.

Our education has little to offer in terms of occupational skills. Much of it is bookish, having little relevance to practical life situations. Practical form an important part of science courses but they are conducted in a careless and shabby manner on one pretext or another. Fieldwork, which should form part of social science courses, is generally not prescribed, thus depriving the students of first-hand knowledge of the object of their study as well as of the methodological skills required for it. To realize one’s potential for self-development, our education has little to claim credit for it. At best, it is promoting a careerist orientation without necessarily equipping the students with necessary skills and experiences.

Quality content includes relevant curriculum and learning materials. A relevant curriculum is both a mirror of what goes on in the community and a window into the rest of the country and the world and a better, more peaceful future for all people.

CONCLUSION

Student achievement is directly related to teacher’s (employee’s) work life, it is necessary to motivate teachers by providing adequate and fair compensation, safe
and healthy work environment, growth and security, total life space (work having a balanced role in the individual’s life, considering the requirement of leisure). Today's teachers (employees) are looking for more than just a job. They want a quality of work life that serves them. Employees want to work in an environment that "feels good," where they receive the support that they need, the growth they want and the recognition they deserve. Environment means more than just a comfortable workspace. Employees want to work in a company where "It feels good" to be there. Sure it's important to have nice offices or a clean workspace. Having this support is an important aspect of having a good quality of work life.

Teacher training is very important to help strengthen the quality of teaching in the schools, to upgrade skills and knowledge of teachers. Teachers are the most important factors in determining the quality of education that children receive. As such, entrepreneurs have a responsibility to ensure that teachers perform to the best of their abilities. To do this, entrepreneurs must pay attention to a number of factors that affect teacher's performance. Teacher compensation is a critical, but not that only factor in teacher motivation; it constitutes both a formal and a social recognition of their work. Educators may be compensated through salaries or other cash payments, training, or special assistance such shelter, transport, etc. If staff is not paid, they will not teach regularly or will leave the profession; if compensation is irregular, or frequently with held, teacher motivation may be affected. Therefore, an established teacher compensation system helps to stabilize the education system and decreases teachers absenteeism and turnover.

Institution should equipped attractively in terms of buildings, adequate number of teachers, and proper sanitation. The main problems are the high drop-out rate, low levels of learning and achievement. The increase in dropout rates is mainly due to the
deficiency of attractive equipment of the school and teaching processes. To minimize the student drop-out from the institution the entrepreneur need to make the school environment more student friendly environment by implementing different attractive curriculum like computer course, sports, art, yoga, music, etc.

The system demands new knowledge and skills from the teachers. It also demands greater capability at the school level to respond to the emerging diversity in the student population and among those entering the teaching profession. In effect, changes in the characteristics of the system have made the role of the school teacher even more critical than what it was earlier. Training and orientation of teachers, administrators and students to the new learning technologies is an immediate requirement.

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