

facilities in the village have to work in conjunction with the primary schools; (b) 70% (14 schools) of the villages have community organisations like SHGs, Dalit Sanghas, Farmers organizations etc. There is scope for the involvement of SHGs, like *Stree Shakti*, run by women members, in school activities at various level; (c) During the field study it was also observed that the youth clubs have shown keen interest in the development of the school. Mobilisation of local youth for school activities can add value as an advocacy tool; (d) 10% (02 schools) of the villages reported that education related issues are discussed at the *Gram Sabha*.

Conclusion: The present study reveals that we are gradually approaching towards the very purpose of decentralisation of education despite of many obstacles. But there is a need of collaborative efforts that has to be made by central agencies, state agencies and local agencies for the goal of decentralisation of education.

Promoting Entrepreneurship Spirit at the Upper Primary School

An Experimental Study

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Introduction: The present study is an exploration of our understanding of entrepreneurial construct among elementary stage students (age groups 11-14 years) and carves out the ways to create and strengthen the entrepreneurial culture within the school setting. The study aims to profile entrepreneurship as an educational objective and help children grasp the concept while fostering their enterprise/entrepreneurial skills along the way.

Objectives of the Study: This study main objectives of the study were: (a) To explore the understanding of entrepreneurial activities among children in the age group of 11-14 years; (b) to develop a module on entrepreneurship (intervention package) on selected themes based on real life sketches of first generation entrepreneurs; educational activities and skills necessary for entrepreneurship; (c) to identify the measures to assess the entrepreneurial spirit at upper primary stage; and (d) to develop the educational measures for the promotion of entrepreneurship education at school level.

Procedure: The present study was explorative in nature. It was conducted in two phases – construction of a module (intervention package) and organisation of *The Educational Camp*.

Sample: The study comprised of 40 children with almost 50% girls to study gender differences on career aspiration. The group was heterogeneously constituted from Classes V, VII, and VIII. The children belonged to both business and service classes. The children were selected randomly.

Research Tool: The methodology of action research was applied to study the impact of entrepreneurial instances and assess the understanding level of children. Throughout the course 'Problem based learning' (PBL) was viewed as an effective approach in developing enterprising behaviour among them.

Data Analysis: The data were analysed both qualitatively and quantitatively. The complete module was divided into eight sections. The responses were also collected section wise and were compiled on a data sheet. Simple percentages were used for computation.

Findings: The findings revealed some interesting features. The Entrepreneurial values can be developed as life skills rather than only seen as an economic activity. The inspirational nature of the curriculum motivates the child to grow with an enterprising spirit, develop life skills to face challenges of life rather than pushing the child to it. The study showed that the cross disciplinary themes, cutting across the curriculum, can be brought down to the elementary stage in an understandable and comprehensive manner.

This study helped in exploring and institutionalising the pedagogic role of entrepreneurship in education and aims at qualitative change in educational experiences. The study shows that entrepreneurship, in an educational context, is a way of thinking that learning about an idea is not the same as living out with that idea.