

Educational Entrepreneurial Skills Development And Career Beyond Teaching: Scope And Challenges

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Abstract

This paper aims to emphasize the value of teaching students' entrepreneurial skills in the field of education. Having skilled labour is essential for any country's success. Among the many different types of skills, entrepreneurial skills are one. Instead of being a single ability, entrepreneurial skills are a group of diverse competencies. NEP 2020 places a strong emphasis on helping children develop these kinds of abilities. They accomplish this by introducing a variety of occupational courses in secondary and post-secondary education. Young students and students with entrepreneurial abilities are more likely to be curious, cooperative, innovative, creative, and able to reason well. It teaches students communication and interpersonal skills in addition to risk management, creativity, flexibility, and strong networking abilities. The necessity of developing entrepreneurial skills, the role of entrepreneurial skills in the education sector, alternative career paths to teaching, and the role of entrepreneurial skills in teacher education programs will all be covered in this essay. According to a review of numerous research, teaching students' diverse entrepreneurial skills would enable them to deal with a demanding environment and educate them how to think critically and creatively, recognize and solve problems, and take measured risks.

Keyword: *Educational Entrepreneurial skills, Other Career opportunity for teachers, Entrepreneurial skills for teachers*

INTRODUCTION

According to the 2023 GDP Ranking, India holds the position of the world's fifth-largest economy, following the US, China, Japan, and Germany. Entrepreneurs contribute approximately ₹139 billion to India's GDP, making entrepreneurship—especially small businesses—a key driver of economic development, income generation, and employment. For example, India's e-commerce market is projected to grow from \$71 billion in 2023 to \$119

billion by 2027 (Statista), reflecting the vital role of entrepreneurship in social and economic advancement.

Recognizing this, the National Education Policy (NEP) 2020 emphasizes preparing teachers and students with 21st-century skills. It aims to equip future educators with professional competencies, enabling them to become role models (Padmanabha, 2023). Historically, few Indian students opted for vocational or professional courses, but NEP 2020 encourages holistic development, fostering creativity, critical thinking, scientific temper, ethics, and digital literacy (Patel, 2023).

NEP 2020 also introduced structured introductory, professional, and vocational courses to promote entrepreneurial thinking and practical skill-building (Kaurav et al., 2020). To support this, the Professional Standard Setting Body (PSSB) under the General Education Council (GEC) was formed to enhance teacher quality (Dar & Ganaie, 2023). The policy marks a shift from rote learning to exploration, collaboration, and real-world problem-solving (Roy et al., 2021).

Innovation and globalization in education are envisioned by NEP 2020 as ways to support students' overall growth, especially in higher education. Additionally, it raises the bar for and restricts the number of schools offering B.Ed. programs, which leads to positive advancements in teacher preparation. In order to expand job alternatives, it also aims to encourage transdisciplinary skill-based training (Kumar, 2021). Because entrepreneurial education fosters technical capabilities, business management skills, personal entrepreneurial skills, etc. in students, it is no longer possible to induce entrepreneurial skills in the twenty-first century using traditional methods. Instead, new and advanced approaches and pedagogical strategies are required (Almahry & et. al., 2018).

WHY THERE IS NEED TO DEVELOPE OF ENTREPRENEURIAL SKILLS?

According to the All India Survey on Higher Education (2020–2021), over 14 lakh students were enrolled in B.Ed. programs in 2021—a 73% increase since 2016. Despite this growth, there remains a major gap between the number of B.Ed. graduates and available teaching positions. This imbalance highlights the urgent need to integrate entrepreneurship education into teacher training, enabling student teachers to build entrepreneurial skills and thrive in a competitive job market.

Educational entrepreneurs are defined by key traits such as vision, leadership, organization, delegation, motivation, and team-building (Boyett & Finlay, 1993). Entrepreneurial education equips individuals to overcome challenges in their careers and promotes adaptability (Almahry

et al., 2018). However, B.Ed. graduates face difficulties due to limited job openings and increasing competition in recruitment exams. Additionally, the Supreme Court's decision allowing only diploma holders to apply for primary teaching posts may further impact B.Ed. enrollments.

Government institutions offer better training, employee engagement, and benefits compared to private institutions. In contrast, private institutions often provide lower pay, fewer training opportunities, and reduced job satisfaction—especially among young, female teachers (Qazi & Jeet, 2017). Empowering student teachers with entrepreneurial competencies can open alternative career paths and improve professional resilience in such challenging environments.

Teachers at private secondary schools, particularly those who are female, have higher levels of occupational stress. Compared to secondary school instructors who get government assistance, private school teachers report much lower levels of job satisfaction (Bhusal & Vellisubbaian, 2019). Teachers are overworked, paid less than the government stipulates, lack motivation to carry out their jobs effectively, receive very little credit based on their training and experience, receive very little medical leave, and receive little assistance from coworkers and the administration (Bag, 2018).

In our nation, about 3 million teachers are employed under contract. Teachers in private school's work under less favorable financial and non-financial circumstances than those in public schools, and they have less access to paid time off, pensions, and health benefits. They also have less work security in terms of whether a contract exists and how long it lasts. Private school instructors also have less access to teacher unions, which means they can't collectively bargain for better working conditions. The likelihood of private instructors seeking new or other jobs is higher. Despite some noticeable differences in the demography of teachers, these trends of public-private teacher working conditions are the same in rural and urban areas (Chudgar & Sakamoto, 2021).

Teachers should consider exploring alternative career opportunities for several compelling reasons. Firstly, long working hours are common; while students may leave by 2:00 p.m., teachers often arrive early and stay late for lesson prep, staff meetings, and even training on holidays. Secondly, marking assignments, tests, and quizzes often spills into evenings and weekends, leaving little time for rest, social life, or household responsibilities. Thirdly, although teaching is perceived as family-friendly due to school holidays, teachers who are parents may struggle with school pick-ups and drop-offs, often relying on others or paid childcare. Stress is another major concern. Teachers frequently juggle heavy responsibilities with limited appreciation and may be asked to fulfill roles outside their expertise, especially in

underprivileged areas. Moreover, the pressure to meet performance targets adds to their mental burden. Finally, increasing class sizes are stretching teachers thin. Although the student-teacher ratio has improved over the years, the growing enrollment in secondary schools and high teacher turnover undermine this progress. Managing large classes with limited support becomes overwhelming for many educators. These challenges make it reasonable for teachers to explore other professional avenues where their skills and dedication may be better recognized and more sustainably applied.

EDUCATIONAL ENTREPRENEURIAL SKILLS IN EDUCATION SECTOR

Entrepreneurial education significantly enhances creativity, innovation, self-efficacy, social and managerial skills, risk-taking, stress management, and decision-making abilities. A well-designed entrepreneurial program equips educators and students to foster innovation, adaptability, and practical skill development—critical traits for thriving in the 21st century’s competitive and tech-driven environment.

Aligned with India’s NEP 2020, education is shifting toward experience-based pedagogy to build real-world skills through hands-on learning, interdisciplinary exposure, and start-up incubation. The policy advocates entrepreneurship education through models like the AIM pyramid, Tailor-C, and COBLAS, which help students gain practical experience, launch small ventures, and master specialized fields (Tatpuje et al., 2021).

The focus is on critical thinking, digital literacy, and vocational training to nurture job creators rather than job seekers. Programs also emphasize personal and interpersonal skills such as initiative, creativity, leadership, adaptability, networking, and negotiation, along with process skills like organizing, strategizing, and decision-making (Pyysiäinen et al., 2006).

Entrepreneurs must be visionary, dynamic, and opportunity-driven (Smith et al., 2006). Research shows a strong correlation between entrepreneurial education and entrepreneurial activity, contributing to economic growth and fostering a start-up mindset among youth (Akhmetshin et al., 2019). Overall, NEP 2020 aims to build a robust foundation for entrepreneurship by integrating innovation and real-world readiness into mainstream education.

An educational entrepreneur is someone who effectively organizes resources, initiates meaningful changes, and identifies new opportunities to benefit students, teachers, and parents. Their role involves managing institutions, raising funds, enhancing quality, and promoting educational innovation. Core entrepreneurial traits include vision, leadership,

delegation, organization, motivation, long-term planning, and team-building abilities (Boyett & Finlay, 1993).

Entrepreneurial education plays a vital role in developing these abilities. It helps aspiring entrepreneurs acquire the technical skills, business management knowledge, and personal traits necessary to navigate challenges in business operations (Almahry et al., 2018). Studies show a positive link between entrepreneurial education and the development of entrepreneurial competencies. While men enroll more frequently in entrepreneurial education programs, women often display greater motivation to learn, gain skills, compete in the job market, and build networks. Interestingly, women place higher value on most entrepreneurial skills than men, though they give less importance to communication skills as a success factor (Petridou et al., 2009).

To foster entrepreneurial behavior among students, it is essential to build a strong knowledge base, promote entrepreneurial thinking, and spark interest in self-employment (Akhmetshin et al., 2019). Effective implementation of entrepreneurship education requires alignment with the local context. In the 21st century, the ability to multitask is crucial for expanding career opportunities (Olutuase et al., 2023). Moreover, environmental influences, supportive educational programs, and the development of entrepreneurial skills significantly shape learners' entrepreneurial mindset and behavior (Akter & Iqbal, 2022).

CAREER FOR TEACHERS BEYOND TEACHING

Being a teacher can be deeply rewarding, offering the chance to inspire and shape young minds. However, teaching is also demanding, stressful, and often undervalued, prompting many educators to explore alternate career paths. Teachers acquire a wide range of transferable skills—project management, leadership, counseling, and content creation—that can be applied across various fields. Many pursue roles beyond the traditional classroom, using their expertise in new, fulfilling ways.

Career options include becoming a **career counselor**, **school administrator**, or **private tutor**. Some move into **educational publishing or writing**, creating textbooks, lesson plans, or digital content. Others explore roles like **curriculum design**, **event planning**, **tour guiding**, or **camp directing**, often organizing student-centered activities and experiences.

Opportunities also exist in **freelancing**, **blogging**, **podcasting**, and as **academic influencers**, allowing educators to reach wider audiences. Those with an interest in data and assessment may become **standardized test developers**, while others engage in **educational research** to

improve pedagogy. With the rise of online education, teaching on **e-learning platforms** like Udemy, Coursera, or Byju's is another strong option.

Ultimately, an education degree opens many doors. Teachers are not limited to schools—they can thrive in diverse fields where their skills are valued and their impact remains profound.

IDENTIFIED ENTRENEURIAL SKILLS IN TEACHERS' EDUCATION PROGRAMME

Globalization has increased the demand for entrepreneurship education. We need more students who can think creatively and unconventionally to solve difficult problems. Students enrolled in teacher preparation programs can benefit greatly from these life skills, which will help them thrive in the real world. An entrepreneur needs a certain set of skills known as entrepreneurial talents in order to be successful in business. Skill is the capability and ability to perform anything (Lucky & Yusoff, 2017).

Being able to build and run a business on a solution-focused idea is what it means to be an entrepreneur. Entrepreneurs solve problems in both their businesses and social lives. Entrepreneurship has grown more challenging to study. Being an entrepreneur is a more alluring career choice given the status of the economy. Entrepreneurship promotes economic growth and the creation of jobs. Thus, offering a fundamental course in entrepreneurship to young people is a great way to enhance their problem-solving skills. An educational entrepreneur is someone who has a vision, the ability to start a business, creativity, energy, and operational flexibility. They should identify opportunities, start the business, and concentrate on sustainability and growth (Smith & et. al., 2006).

Successful entrepreneurs possess a mix of innate traits and learned skills. While some personality qualities may come naturally, most entrepreneurs must develop a combination of technical ("hard") and interpersonal ("soft") skills to thrive in today's competitive world. Choosing the right education is crucial, as many entrepreneurial abilities—such as finance, marketing, and administration—require structured learning.

Researchers have categorized entrepreneurial skills into four main areas: personal traits, interpersonal abilities, critical and creative thinking, and practical knowledge. Key entrepreneurial skills include:

- **Financial skills:** Essential for planning, budgeting, and analyzing financial health.
- **Opportunity identification:** Recognizing unmet needs and developing innovative business solutions.

- **Marketing and networking skills:** Building brand loyalty and creating valuable professional relationships.
- **Communication skills:** Effective speaking, listening, and presenting ideas to clients and stakeholders.
- **Technical skills:** Utilizing industry-specific tools and software to solve complex problems.
- **Leadership and management:** Guiding teams toward shared goals through decision-making and conflict resolution.
- **Risk assessment:** Balancing bold innovation with calculated decisions.
- **Creative and critical thinking:** Generating new ideas and evaluating them logically.
- **Problem-solving and decision-making:** Addressing challenges and making informed choices.
- **Social skills:** Building meaningful interactions and relationships.

These competencies form the foundation for entrepreneurial success across various fields.

CONCLUSION

Employers are exploiting young graduates by providing inadequate pay, unstable employment, long hours, and even weekend labor due to the fierce rivalry for teaching positions. Thus, to tackle these challenges, student teachers need to be trained for many professions and develop a range of entrepreneurial skills in education that will help them hone their skills and help them adjust to a changing environment. Teaching now entails more than just teaching children; educators now have to organize classrooms, make schedules, provide advice and counseling, organize cultural activities, communicate with parents and students, and more. By honing their educational entrepreneurship skills, student instructors can increase their effectiveness. They can start their own educational business if they are unable to get work as teachers. Thus, offering a fundamental course in entrepreneurship to young people is a great way to enhance their problem-solving skills. The development of entrepreneurial skills, such as financial skills, initiative and opportunity identification, marketing and networking skills, communication skills, technical skills, leadership and management skills, risk taking and assessment skills, innovativeness, creative and critical thinking skills, problem solving and decision-making skills, social skills, etc., is therefore crucial and advised by many researchers. This will increase their employment possibilities and assist student teachers approach the demanding workplace with a positive mindset.

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