Entrepreneurship in Nepali Higher Education: An Interpretive Inquiry

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Abstract: The purpose of this study was to explore how academic leaders of Nepali universities are experiencing entrepreneurship, changing contexts of higher education, and entrepreneurial activities to cope up with those changing contexts in order to lead universities. This inquiry is based on interpretive paradigm, which includes a multi-method approach. Five universities of Nepal were the researcher's living territories, where he interacted with nine participants in order to generate their narrative stories and experiences. The researcher explored and derived meanings from their stories and experiences, and in doing so, the researcher went through the process of coding, synthesizing, developing themes, analyzing, and interpreting meanings merging signature literature and theories of leadership and entrepreneurship. Through this enquiry, the researcher learned that entrepreneurship has multilayered meanings rooted in academic culture and society which could be understood being a part of the process. The researcher also learned that entrepreneurship is a process of dreaming and tracking a big picture, advocacy of change, elaboration of cognition, crossing the point of no return, a journey of togetherness, and tactful management of conflicts. The researcher also learned that changes in higher education in Nepal could be grouped under demand and supply market change. Within demand market, access, policy and awareness of parents and students are observed to have changed whereas within supply market, institutional providers, technology, pedagogy, curriculum and evaluation are found to have changed in higher education in Nepal. Apart from these, the researcher also learned that academic leaders of Nepali higher education have performed entrepreneurial activities like value added new programs, research and technological activities, fundraising activities, plan giving activities, retail sales and services, and real estate activities creating different values in order to cope up with those changing contexts in higher education. When the researcher examined the experiences and stories of the participants from leadership standpoint, he concludes that a vignette of entrepreneurship, changing context in higher education, and performance of entrepreneurial activities, have a nexus of dynamism in higher education.

Keywords: *Entrepreneurship; Interpretive Inquiry; Nepali Higher Education*

Raising the Curtain on the Study

Entrepreneurship in education has been given due emphasis for the last two decades in order to address the changing contexts in higher education (Breneman, 2005). In this regard, Riggs (2005) states that globalization, increased costs, decline in government funding, competition for funds and demand for value added higher education have added more challenges for academic leaders to manage higher education. Many researchers like Clark (2004), Matley (2008), Zimmerer and Scaeborough (2009), and Atkins (2011) focused on entrepreneurship to streamline the added challenges for the academic leaders in higher education. In their studies, they understood entrepreneurship as a process of searching opportunities in societies, where resources are available. Entrepreneurial characteristics for them were innovation, grabbing prospects, internal satisfaction, and minimizing conflicts and learning attitude. The researcher's arguments in this journey of inquiry are: Are all the aforementioned understandings common to academic leaders of Nepali higher education? What are their contextual understandings? What are their unique experiences and contours of the narratives, which are unexplored? Entrepreneurship literature of Nepali higher education as the researcher reviewed has not yet been able to answer the researcher's arguments above. The researcher found entrepreneurship in higher education in Nepal a virgin territory to explore. Therefore, the researcher is interested to explore the grounded experiences and stories of academic leaders on this issue.

The researcher also believe that change in higher education is inevitable because it has created more challenges for academic leaders to streamline higher education as per the changing contexts. In this regards, Kotler and Fox (1995) state that there has been demand and supply market change in higher education. Highlighting demand market, Hufner (2003) admits that higher education is the intellectual construct of place, where demand market is created by students' and parents' needs and aspirations, cultural awareness, industrial relation, policy, globalization, branding loyalty, proximity, employability, diversity and social capital such as coordination, collaboration, relation and networking. Stayle and Trinkle (2011) disclose that the increasing differentiation of higher education, the transformation of general education curriculum, the faculty faces of the future, the surge in global faculty and students' mobility, new invisible colleges, changing traditional students, mounting pressure to demonstrating the value added of a college degree, revaluation of middle skills jobs, higher education as a private rather than public good, and lifelong partnership with students are changing contexts in higher education. In this connection, John (2013) admits that university and college education around the world has been shifted from positivism paradigm to constructivism one. Instructional strategy has been shifted from instructional paradigm to learning paradigm. He says that there have been changes in philosophy of education, curriculum, technology, pedagogy, and assessment. In this line, the perspectives of academic leaders of Nepali higher education have not yet been explored. Their understandings on this issue opens up an avenue for tracking higher education as per changing context so that Nepali higher education could be directed towards harnessing global competitive advantages. Therefore, the researcher is interested to understand perspectives of academic leaders of Nepali higher education on this issue.

The researcher also believes that entrepreneurial activities are the techniques to manage changing contexts in higher education. Researchers like Clark (2004), Riggs (2005), Kirby (2005), advocate that research and technological activities, intellectual property licensing and patenting activities, small business development, partnerships, fundraising programs and activities, investment activities, educational programs and services, real estate, retail sales and services are some of the possible entrepreneurial activities in higher education that academic leaders could initiate to cope up with changing contexts. In this connection, the researcher's arguments are: have academic leaders of Nepali higher education been putting these activities in their practices to tackle with the changing contexts? If so, what are those activities which have been worth-effective in Nepali context? The Nepali research literature is silent in this area. Therefore, the researcher is interested to explore the ontological and epistemic grounds on this issue as well.

It is obvious that academic leaders give a direction to higher education through entrepreneurship roles, which are processes of putting innovative ideas into practice. Many scholars like Gupta, MacMillan and Surie (2004), Salamzadeh et al (2011) and Atkins (2011) emphasize the role of academic leaders for strategic value creation. Riggs (2005) focuses on behaviors of a leader like innovative, risk taker, change agent, team builder, competitive, visionary, proactive and persuasive. In this line, Shrestha (2015) underlines fourteen strategies of Nepali entrepreneurs for the opportunity recognition and development process. They are changed products, promoted brand, shifted

attention to new market, advertised products, convinced customers, diversified into new business links, team motivation, recruit new sales people and train them, visit foreign countries to hire skilled labor, adjust supply chain, request government agencies and business association, and study many books to develop their minds. The understandings of aforementioned scholars do not fulfill the gap of Nepali higher education because the answer of what academic leaders do to be entrepreneurs in academia is not yet explored. Therefore, the researcher is interested to carry out this study.

Furthermore, the construct entrepreneurship has three epistemic premises: theoretical, contextual and methodological (Atkins, 2011). The theoretical epistemic premise holds an understanding that entrepreneurship is an extended cognition, which is also known as an expert mind set and deep cognitive structure. Behind deep cognitive structures are deep beliefs. (Billsberry, 2009). These deep beliefs are vehicles of entrepreneurial characteristics such as innovation, seizing opportunities, doing risk analysis, and developing entrepreneurial habit (Goossen & Steven, 2013). Here, two questions may be raised: Is entrepreneurship a construct of a deep mental belief only? What are other beliefs and values of entrepreneurship that are unexplored? The researcher believes that entrepreneurship is not only a construct of a deep mental belief. There are other social and cultural beliefs embedded in it, which are yet to be explored. For this, the researcher went through contextual epistemic premise of entrepreneurship and found a role of leader as context setter, being a founder, and a motivator. The researcher came to know that a leader as the founder plays a role of the opportunity seeker through visioning, the creator and innovator, problem solver, and motivator in his or her context.

Here, the researcher's arguments are: Are these contextual understandings similar or context specific? What are the changing beliefs and values of higher education? How these beliefs and values have been coped up with entrepreneurial orientation? Ahwireng-obeng (2006) admits that entrepreneurship is understood differently in different contexts. If these understandings are context specific, then entrepreneurship in Nepali higher education from the perspective of academic leaders has not yet been explored. In this confounding situation, as a student of educational leadership, the researcher wants to explore contextual epistemic premises of entrepreneurship of Nepali higher education, which could be a new knowledge for the leadership literature.

The third epistemic premise of entrepreneurship is methodological understanding. There are many methods like quantitative, mixed and qualitative to understand the ontological and epistemological meanings of entrepreneurship in relation to changing leadership role of academicians. On this ground, the researcher went through the work of many researchers like Clark (2004), Riggs (2005), Kirby (2005), Breneman (2005), and Kuratko (2007), realized that many studies on entrepreneurship have been carried out to postulate entrepreneurial knowledge, skills and attitude of academic leaders from positivistic perspectives. There have been very few qualitative studies on interpretive standpoint. With the exception of a very few, most of these studies have been anecdotal. Therefore, there is a need to expand knowledge in this area with a prolonged engagement with participants in order to make meaning of entrepreneurship from the grounded experiences and contours of a narrative, which could be a unique contribution to leadership literature. The researcher also believes that answers of his three research

questions, which the researcher has mentioned below is likely to give a new direction and dimension to Nepali higher education.

Purpose of the Study

The main purpose of this study is to explore how academic leaders of Nepali universities are experiencing entrepreneurship, changing contexts of higher education, and entrepreneurial activities to cope up with the changing contexts in order to lead universities.

Research Questions

1. How do academic leaders of Nepali universities experience entrepreneurship in their academic roles?

2. How have they been experiencing changing contexts in higher education?

3. How have they been performing entrepreneurial activities to cope up with the changing contexts in higher education?

Crafting Research Journey: Methodology

The study trailed a qualitative methodology positioned within interpretative research design. Within the interpretive frame of reference, the researcher used a multi method approach. Firstly, the researcher used phenomenology as one of his methods to understand meanings of passive intentionality in his participants' experiences. Secondly, the researcher used narrative inquiry as another method in order to make meanings events his participants narrated in their stories as academic entrepreneurs. Finally, the researcher used ethnography as yet another method in this inquiry to understand and make meanings of academic cultures of his participants which they created as academic entrepreneurs. The researcher purposively selected

nine academic entrepreneurs of five Nepali universities of Nepal. In the process of unfolding the pack, the researcher went through the process of coding, synthesizing, developing themes, analyzing, and interpreting meanings merging signature literature and theories of leadership and entrepreneurship. The researcher used metaphors, idioms, analogies, and personifications among other literary figures of speech to interpret his participants' experiences and stories.

Thematic Discussion and Illumination

The ontology of being entrepreneurship oriented academic leaders was understood differently and they made meaning of entrepreneurship differently. However they shared many of their comparable experiences that contributed in understanding the existential reality. Amjadi (2011) interprets that truth is inherent in the disclosure, uncoveredness and unconcealment. It is the human way to abide with this truth and all abidance with beings necessarily involves this form of truth. He admits upon the primordial phenomenon of human disclosedness and is inherent in all disclosures of beings including those beings that are the physical entities of entrepreneurship. Truth as disclosure is an ontological truth and indelible in the complex that is the human being involved and the beings disclosed. This idea of entrepreneurship as a phenomenon of complex relations and the participants' experiences and stories of examining as a kaleidoscopic view, the researcher understood having encouraging conformation in a sense being entrepreneurship oriented leader ontologically meant to be ready to face the complexities, and challenges.

The term entrepreneurship was coined in the early 1900s to refer to the actions conducted by the entrepreneur. This etymological meaning, the researcher examined to have connection with the role

of individual. Entrepreneurship has been understood differently by different people because of being meaningly challenging construct. In Table 1 below grouped five themes that emerged during information gathering and unfolding the packs of his participants which have meanings of entrepreneurship in academia.

Table 1
Five Themes of Entrepreneurship of the Study

S.N	Theme
1	Dreaming and Tracking of a Big Picture
2	Advocacy of Transfigure
3	Elaboration of Cognition
4	Crossing of the Rubicon
5	Journey of Togetherness and Rowboat in a Hurricane

The first theme is about the researcher's nine participants' experience and stories on entrepreneurship. It is interconnected with many constructs that they experienced in their real life world. Remembering all those metal exercises they did in the past and strategies they adopted and being adopted to bring their educational institution in existence. The researcher's participants understood entrepreneurship as a process but they valued different constructs in the process of entrepreneurship they are innovative activities, vision creation and commitment, selfless attitude, dedication, holistic thinking, collective brainstorming, contextual mind mapping and dreaming and translating it into action. The epistemological emphasis of participants on these constructs has their subjective experiences which are grounded to their life world. These construct, in the researcher's view have been playing role for creating spaces for entrepreneurship. Suddaby, Brotonand and Si (2014) in this connection, admit that a clear epistemological position of entrepreneurship can be created through subjectivity. The researcher, at this point illuminates that entrepreneurship in Nepali higher education can be explained from different perspectives. Dreaming and tracking of a big picture of an education is one of the meanings of entrepreneurship in many.

Similarly, the second theme is interrelated from the standpoint of convincing power, change initiation and management, counseling capacity, mentoring people and changing their mindsets and hard work in valuing entrepreneurship. The ontological and epistemological position of participants as being entrepreneurial oriented leaders in academia, illuminate that the reality of entrepreneurship underlies within leaders because they are the source of reality of entrepreneurship. In this connection Barney and Alarez (2010) admit a critical realistic perspective that the construct like change initiation and management are endogenously enacted by the actions of leaders themselves. This epistemological underpinning has a closer connection with the researcher's understanding in this theme which has an important impact in the field of entrepreneurship. The researcher therefore illuminates that leaders of academia have to have convincing

power, willpower of change initiation and its management, counseling capacity to change the mind sets of people and a habit of hardworking in order to be an entrepreneurial leader.

Likewise, the third theme, elaboration of cognition is interconnected with developing cognitive capacity of a leader through reading, listening observing and experimenting, role of cognition for value addition and new value creation and application of innovation through fully grown mindsets. In this line, Ward (2004) advocates that cognitive development is an important task of leaders for generating novel and useful ideas for institutional creation and development through a process of entrepreneurship. This exposes the reality that entrepreneurship epistemologically be explored through the task of a leader for engaging with his/ her cognitive elaboration. At this point, the researcher illuminates that entrepreneurship can be understood from another lens in academia through a leader involvement in his or her mindset development in order to achieve what he or she has desired for.

The fourth theme, crossing of Rubicon has liaison with financial, social and institutional hurdles, crises and difficulties and leaders judgment for risk taking. Epistemologically, Thomas (2003) posits that in an entrepreneurial journey a leader balances action and reaction. He further states that balancing action and reaction are tough jobs. After examining their experiences and stories, the researcher found that his participants experienced to reach to a point of no return. They however, became able to manage their actions and reactions without being nervous. In this context, the researcher illuminates that entrepreneurship can be understood from another angle where a leader balances his action and reaction.

The researcher's fifth and the last theme, a journey of togetherness and rowboat in a hurricane, has a link with team work and collective effort and skilful strategy to manage internal and external conflicts adopting systematic procedure. Li and Li (2009) in this connection, state that entrepreneurship skill of a leader is understood on the basis of synergy which he/she has created among team members which is intuitive understanding between members and their efforts to minimize conflicts that are likely to come in their organizations. After examining the stories and experienced of participants, the researcher understood that entrepreneurship in academic role can be interpreted on the basis of a leaders ability to influence team members to walk together in order to achieve the organizational goal and his/her ability to create an environment among team members for total trust, confidence, respect and pride to solve both internal and external conflicts of their organizations. The researcher therefore, illuminates that entrepreneurship can be understood from yet another perspective that is ability of a leader to walk together in a team for organizational success and to make use of them for conflict resolution through a systematic procedure creating an environment of total trust, confidence, respect and pride.

Perspectives of Academic Leaders on Changing Contexts in Higher Education

As leaders in higher education, participants valued changes in demand and supply markets of higher education. This value has been crystallized with nine themes. These themes have interconnection with other constructs as experienced by academic leaders of Nepali higher education. These themes are exposed in the Table 2 below.

Table 2

Nine Themes of Changing Context of Higher Education in Nepal

S.N	Themes
1	Access as a Tectonic Change in Higher Education
2	Policy Change as a Thrust for Independent and Quality
3	Awareness of Parents and Students as a Turning point for Value Change in Higher Education Context
4	Increment in Institutional Providers as a Shift in Educational Value from Service to Commodity
5	Technology as a Revolution in Higher Education
6	Pedagogy as Collective Contentious for Meaning Making
7	Curriculum as Demand Driven from General to Specific
8	Evaluation as a Change from Summative to Formative
9	Imbalance between Demand and Supply Market Change: A Paradox in Nepali Higher Education

The first theme: Access as a tectonic change in higher education has interconnection with access of educational institutions to all Nepali students in the home country as compared to past. Examining the experiences and stories of participants, the researcher understood that they did a lot of effort for their higher studies. But nowadays there has been a massive change in access of higher education. In this line, Trow (2000) recognized three fundamental stages of higher education development: Worldwide elite, mass and universal access. In this regard, Altbach and Knight (2007) argues that the reason of massification is inevitable and includes an overall lowering of academic standards, greater social mobility for a growing segment of the population, new patterns of funding higher education and increasingly patterns of funding higher education systems in most countries. At this point, the researcher illuminates that access of higher education institutions for students of Nepal, is not only guided by their interest but also by the impact of globalization. Worldwide higher educational institutions are growing in order to address the social mobility. Here one question may be raised: Are Nepali higher educational institution growing in order to address the social mobility? The answer is not. They are growing in order to address the access to Nepali student. Now, a pertinent question: Does this trend ensure quality? To the answer of this question Altbach and Knight, (2007) and research participant Indra Prasad Acharya has already been clarified that there is juxtaposition between quality and access. The researcher argues that epistemologically, access of higher educational institutions in Nepal has been a tectonic change but this change will have a negative impact on quality.

The second theme: Policy change as a thrust for independent and quality has alliance with hidden wishes to be responsible from the local context for policy advocacy in order to ensure quality in Nepali

higher education. In this connection, University of Twente (2007) admits that environmental pressure, functional needs, new actor constellation in governance, and new form of governance are the key drivers of policy change in higher education. Examining the experiences and stories of participants, the researcher understood that their thrust for change in higher education policy evoked out because of restoration of democracy so that the new form of governance pave the way for policy change in Nepal in order to ensure the quality as per local context. The researcher here therefore illuminates that a thrust for independent and quality as policy drivers has to be connected with favorable governance in order to change the higher education policy.

The third theme: Awareness of parents and students as a turning point for value change in higher education context is affiliated with their improved capacities and expectation which has created a movement for de-bordered education through students' mobility. This theme has also connection with value for quality education, work based education, changed thinking patterned and judgmental capacities, implementation of newer concept and desired for job creation. Nebraska (2013) is also aligned with this essence. The researcher, in this context illuminates that value in higher education has been changed because of many reasons. Awareness of parents and students is one of the reasons among many. This change has made the higher education valuable for the students and contemporary society.

The fourth theme: Increment in institutional providers as a shift in educational value from service to commodity has affinity with role of private investment in higher education, a climate of competition for quality, survival strategy in the market, demand of contemporary society and perceived value of education. This exposes that contemporary society has a changed value of education which has been possible because of the role of private investment and their effort to create a climate of competitive environment which leads to explore a survival strategy in the market through quality. This situation gave birth of institution providers in higher education and to accept education as commodity. Albatch and Knight (2007) in this connection state that the increment of private higher education worldwide has been a trend in higher education. In this line, Task Force on Higher Education and Society (2000) also highlights that trend has now been changed in higher education because of private providers' involvement in higher education. Nowadays, there is a growing perception of higher education as a private good. The researcher, therefore illuminates that increment in institutional providers and a shift in educational value from service to commodity are changing context in higher education.

The fifth theme: Technology as a revolution in higher education has a linkage with change in curriculum, pedagogy, leadership and management. Participants experienced that technology as a revolution in higher education exposes the reality that it has been a catalyst for supply market changed adding value in higher education in the area of curriculum, pedagogy, leadership and management. The integration of technology in education has also changed the pedagogical trend from face to face teaching to online and distance education through modular courses. Use of multimedia, power point presentation, blog, educational software and modular courses for teaching and learning are shifting pedagogical practice of online and distance education.

The integration of technology has established a trend on online and distance education. In this regard, UNESCO (2009) states that technologies are adding new values in higher education changing curriculum, pedagogy, leadership and management. I, therefore, illuminate that integration of technology in education is a changing context in higher education.

The sixth theme: Pedagogy as collective consensus for meaning making has an interconnection with new methods of teaching like task based, activities based, problem based, project based and participatory, changing role of teacher from sole source of authority to facilitators, learning process like field work, case study, research paper and simulated exercises are being prioritized and role of students as active participators for new knowledge claim through sharing in a group, discussing and debating, making presentation and preparing reports. In this connection, Edelson (2009) and Evans (2013) mentioned that pedagogy nowadays has been a shared agreement between teachers and students in order to cultivate new perspectives. The researcher therefore, illuminates that pedagogy that is teaching, learning, role of teacher and students and learning methods are the changing contexts in higher education.

The seventh theme: Curriculum as demand driven from general to specific has kinship with philosophy, learners' needs and expectations, teachers' role, specialists and area specific. Participants valued that philosophy of curriculum has been changed from idealism to realism and pragmatism. This change has also shifted the design of curriculum, curricular focus and types. The curriculum has been designed as per the needs and expectations of learners who are valued as principal actors of learning. Teachers' role has been just supporters, guides, facilitators and mentors of learning of learners. The curricular focus has been of producing specialists not the generalists. The integrated curriculum which was previously used has been changed to area specific. Bhalla (2007) and Dash (2010) in this regard are also aligned with participants' experiences and stories. The researcher, therefore illuminates that curriculum from general to specific has been a changing context in higher education.

The eight theme: Evaluation as a change from summative to formative has association with the change in internal evaluation system and process like regularity, presentation skills, problem solving skills, logical thinking skills, project work and research work and new approaches like continuous assessment and open book examination for students' evaluation. Participants valued that nowadays, students are being evaluated on the basis of their regularity, presentation skills, problem solving skills, logical thinking skills, project work and research work in higher education. Some universities in Nepal are using completely new approaches like continuous assessment and open book examination for students' evaluation. This authenticates that there has been a change in evaluation from summative to formative. In this regard, Rowntree (2012) also advocates the similar ideas as experienced participants. The researcher, therefore illuminates that evaluation has also been a changing context in higher education.

The ninth theme: Imbalance between Demand and Supply Market Change: A paradox in Nepali Higher Education has interconnection with students' expectations and universities' role, coordination, and collaboration between universities and their markets. In participants' experiences and stories, the researcher examined that there is no collaboration and coordination between higher education institutions and

market. In one hand, market does not have faith on graduate to address their expectations. On the other hand, universities of Nepal have not been able to address the needs and expectations of students. Mere certification is not the solution of students' expectation. Many graduates are working as volunteers to have experienced in the market and they are being useless because of the lack of market. There has not yet been any effort from any sectors in Nepal to create a market for graduates. The researcher examined a unique essence on this theme in Nepali context which is not aligned to world literature. This may be contextual constraints that we have in Nepal. Many scholars like Scott (2004), Stayle and Trinkle (2011)

and John (2013) advocate consistency of higher education and market condition in other developed countries.

Perspectives of Academic Leaders on Entrepreneurial Activities in Higher Education

As academic leaders of higher education, participants' experienced as performers of entrepreneurial activities in higher education valuing main constructs which are newer in higher educational context and are getting spaces in order to manage changing context. Their experiences and stories of being performers of entrepreneurial activities in higher education can be summarized in seven themes in Table 3 below.

Table 3

Seven Themes of Entrepreneurial Activities of Academic Leaders of Nepal

S.N	Theme
1	Valuing of Value Added and Value Based Neoteric Educational Programs Performers
2.	Valuing Blue Ocean Strategy as Performer of Research Activities
3.	Valuing Foreshadowing for Building Ethos as Performers of Technological Activities
4	Valuing of Convergence to Society and Culture for Experiential Learning as Performers of Fund Raising Activities
5	Valuing Out of the Box Thinking for Knowledge Society as Performers of Plan Giving Entrepreneurial Activities
6	Valuing of Erickson's Therapy for Financial Security of Institution as Performers of Retail Sales and Services Activities
7	Valuing a Mixed Bag: Amalgamation of Waiting for Godot and Making Headway as Performers of Real Estate Activities

The first theme: Valuing of value added and value based neoteric educational programs performers in order to address changing higher education context. This theme has firstly interconnection with the latest

programs like MBA, EMBA, BBLLB, B.Sc Nursing, Bachelor of Nursing, BPharma, BSc MLT, Civil Architect, Computer, Electronic and Communication, Earthquake, Civil Urban Design and Conservation

B.Ed, BBS, BCIS, BHCM, Public Health, Medical Microbiology, Medical biochemistry, Bpharma, BMLT and Diploma in Pharmacy in different disciplines as a response to change in higher education context. Secondly, it has interconnection with marketability and employability as many programs have values and added values to these areas. Thirdly, it has a connection of knowing, doing and being. Value in higher education as the researcher understood from participants, that values are added through a process of knowing, doing and being. Fourthly, this theme has also connection with societal demand for interdisciplinary area and technical areas of study. Stayle and Trinkle (2011) and Cunha and Miller (2014) have a similar and comparable understanding in their study. They admit that contemporary society is towards the value added new and new educational programs and activities. The researcher epistemologically illuminates that academic leaders of Nepali higher education are performing value based and value added new programs in order to address the changing contexts in higher education.

The second theme: valuing blue ocean strategy as performers of research activities has interconnection with entrepreneurial activities like training and workshop on proposal writing, tools development, data collection and analysis techniques, and report writing. Examining experiences and stories of participants, the researcher came to this point of understanding that academic leaders of Nepali university value blue ocean strategy as performers of research activities like training and workshop on proposal writing, tools development, data collection and analysis techniques, and report writing activities. They have been initiating academic, market oriented and community oriented research activities through their students. They are being involved in consultation of research and

encouraging their faculty and students to respond to the changing context through publication of their researches in the national and international journals. This justifies that they are valuing blue ocean strategy as performers of research activities as responses to change in higher educational context empowering and encouraging their faculty and students from local to global move. Laredo (2003), and Washbon (2005) in this regard have similar understandings in their works. They highlighted research activities as means for solving emerging challenges of higher education. Epistemologically, the researcher illuminates that academic leaders of Nepali higher education are performing research activities like training and workshop on proposal writing, tools development, data collection and analysis techniques, and report writing valuing blue ocean strategy.

The third theme: Valuing foreshadowing for building ethos as performers of technological activities has interconnection with capacity development programs like trainings, workshops and seminars in order to integrate technology in their systems and leaders encouragements to faculty members for the application of new technologies in their system like lecture slide preparation, picture and diagram drawing, video editing, internet operation, email operation video conferencing and e- library. This exposes that they are performing technological entrepreneurial activities in order to improve capacity of their people to be ready for managing their educational institution in the days to come. In this line, UNESCO (2009) and Elzarka (2012) have comparable understandings on this theme. They emphasized on technological activities for capacity development of employees to be ready to tackle with challenges organization likely to come in future. I, therefore epistemologically, illuminate that academic leaders of Nepali higher education are

performing technological activities in order to address the changing contexts in higher education.

The fourth theme: Valuing of convergence to society and culture for experiential learning as performers of fund raising activities has a linkage with cultural performances, coordination and networking with donor agencies, special events, social activities, experiential learning and understanding the underlying values of societies and various cultures. Examining the experiences and stories of participants, the researcher understood that they have been performing activities like Deusi Bailo, connection, coordination and networking with donor agency, summer camps winter camps, sport meets, survey camps indoor and outdoor activities, syllabus revision workshop, experience sharing, presentation, health camps and special events like performance of music, dance, drama and poetry recitation, a visit to art gallery and evening art performances in order to collect fund for social activities like helping to poor and deserving students providing scholarships and helping victims of natural disaster. Their initiation of such activities has been useful for experiential learning and understanding cultural values of societies. Through these activities they have been developing communication, leadership and management skills. In this regard, Riggs (2005) has comparable understandings. They focused on social and cultural values for experiential learning. The researcher therefore, illuminates that academic leaders of higher education have been performing fund raising activities valuing social and cultural responsibilities of them for experiential learning in order to address the changing context in higher education.

The fifth theme: Valuing out of the box thinking for knowledge society as performers of plan giving entrepreneurial activities. This theme has an interconnection with innovative and creative ideas into practice and formulation of knowledge society. Participants experiences and stories expose the reality that they have been valuing out of the box thinking for knowledge society being performers of plan giving activities establishing a business incubation center, an idea studio, a practical lab in management, community projects, a consultancy, an entrepreneurial club, a women lead organization and student welfare council. The main purpose of establishing these organizations, clubs, consultancy and projects in their institutions is to transform societies through innovative ideas in the areas of education, business, leadership and management and health and hygiene. The essences of this theme can be compared with the perspectives of Rhodes (2000, as cited in Riggs, 2005), Grayson (2003, as cited in Riggs, 2005), and Riggs (2005). They advocated for the roles of plan giving activities in order to build a community of knowledge society. I, therefore epistemologically illuminate that academic leaders of Nepali higher education in Nepal are performing plan giving activities valuing innovative and creative ideas in practice for knowledge society development.

The sixth theme: Valuing of Erickson's therapy for financial security of institution as performers of retail sales and services activities. This theme has an interconnection with utilization of resources through indirect ways which have unbelievable benefits. Examining the experiences and stories of participants, the researcher understood that they have been indirectly performing retail sales and services encouraging food services, photocopy services, internet services, and stationery services within their institutions in order to generate fund other way round. The meaning of this theme can be compared with the understandings of Grayson (2003), and Riggs (2005).

They also emphasized on retail sales and services for financial security of institutions. The researcher, therefore epistemologically creates a position that academic leaders of Nepali higher education have been performing retail sales and services as entrepreneurial activities indirectly for the financial security of their institution in order to address the changing context in higher education.

The seventh and the last theme: Valuing a mixed bag: Amalgamation of waiting for Godot and making headway as performers of real estate activities has interconnection with both profit and loss through real estate entrepreneurial activities. After going through participants' experiences and stories, the researcher understood that that real estate activity for them has been experiences like amalgamation of waiting for Godot and making headway. Some of them have been able to manage and develop leasing of land. They have been able to prepare a master plan for the infrastructure development investing the profit of education to real estate. However, some of them are still waiting for double profit but have not yet been able. This exposes the reality that they have been performers of real estate activities in order to address the change in higher education because they are responding to demand market change. However, they have a mixed experience of being success and failure. The meaning of this theme can be judged against understandings of Grayson (2003), and Riggs (2005). They claimed that real estate activities have always encouraging values for financial backup for organization. The difference in understanding could be because of contextual variations. The researcher therefore, creates an epistemological space that academic leaders of Nepali higher education are performing real state entrepreneurial activities being sometimes success and sometime failure in order to address the changing context in higher education.

Meanings Made from the Study

Entrepreneurship as the researcher understood has multilayered meanings in Nepali higher education. This study came up with five lenses to explore the meaning of entrepreneurship in higher education. The first lens, the researcher explored is associated with a process of long term or contingent dreaming of a big picture and tracking it with a full commitment through innovation for the benefit of society. The second lens, the researcher explored is coupled with engagement of a leader with people in society in order to counsel them for the change. The third lens, the researcher explored is connected with matured mind set of a leader in which a leader develops his or her cognition for innovation and creation. The fourth lens, the researcher explored of entrepreneurship is attached with risk taking behavior of a leader for crossing difficulties and hurdles and the fifth lens, the researcher explored is associated with managerial capacity of a leader for team work and management of conflicts likely to occur in his or her organization. In the whole process of entrepreneurship, the researcher understood that there is prime role of a leader. Any academic leader to be entrepreneur has to be able to create a long term vision of the organization and gear it up with a promise aligning people and processes. He or she has to be an advocator of change which he or she is going to initiate through educational programs and activities in the society being a part of the process. An academic leader to be an entrepreneur has to have a passion for developing his or her cognition through reading books, listening to people, observing phenomena around him or her and experimenting what works in society. This process paves a path for creation and innovation which

have a power of transformation in society. Apart from these, he or she has to demonstrate risk taking behavior in his or her role which has a value of becoming an entrepreneur leader in academia. Most importantly he or she has to work in a team and utilize systematic managerial strategies in order to solve conflicts of his or her organization.

The researcher through this study also understood the changing context of higher education and learned lessons from participants' experiences and stories. The researcher learned that the change is inevitable. In the process of addressing societal needs and expectations, change sometimes crosses the boundary and challenges the quality where academic leaders need to be judgmental. Policy change in higher education is guided by peoples' thrust for independence and quality. Value change in higher education takes its position because of awareness among parents and students. Value of higher education is not static. It changes as per time. One of the reasons can be institutional providers. Academia adopts and integrates a system which brings a tangible change. Its value and then spreads in a way that it brings a revolution. Values in pedagogy, curriculum and evaluation process in higher education are always in flux. There is no balance between demand and supply market change in higher education in Nepal at present. Through this inquiry, the researcher also made meanings of addressing changing contexts in higher education through entrepreneurial programs and activities. In this context, the researcher learned from participants that value added and value based neoteric educational programs and activities can address the changing context in higher education. Research activities have a power to cope up with changing context in higher education. They help promote professional learning experiences of students and

faculty members. Technological activities enhance the capacity of students and faculty members to be ready to cope up with change in higher education in future. Fund raising activities are powerful means to have experiential learning in order to understand hidden values of societies and cultures. These values are unique identities to address changing contexts in higher education. Plan giving activities are properties of scholarly people in higher education. They develop out of box thinking in order to address changing context crating a knowledge society. Retails sales and services activities are useful to generate revenue in higher education for the financial security which addresses changing contexts in higher education. Real estate activities of higher education may or may not be useful for addressing changing contexts. There is a need of a strong judgmental capacity of academic leaders to implement them in higher education.

Concluding the Discussion on Understanding of Entrepreneurship in Nepali Higher Education

The discussion has examined how do academic leaders of Nepali higher education experience entrepreneurship in their roles? How have they been experiencing changing contexts in higher education? And how have they been performing entrepreneurial activities in order to cope up with those challenges.

With reference to this inquiry, the researcher concludes that entrepreneurship is not only a construct of a deep mental belief but also a construct of social and cultural beliefs. These social and cultural beliefs are deeply rooted with multilayered meanings which are known as kaleidoscopic views of entrepreneurship. An interpretive research design with a multi- method approach explores the multiple realities of entrepreneurship. This inquiry brings to a closer understanding that entrepreneurship in higher

education is a way out to overcome emerging issues and challenges. Changing contexts in higher education is a drive force for a leader to be oriented for entrepreneurship. His or her orientation toward entrepreneurship creates a roadmap of a process of organizational growth and development. Entrepreneurship in a true sense is a leader's engagement, transformation and flourishment of his or her organization. Changing contexts as cues, a leader continues to respond through different entrepreneurial activities in order to cope up with challenges of higher education. Once a challenge is addressed with entrepreneurial activities, another dimension of it comes up as being another challenge for a leader because of dynamism of the change. Therefore, the vignettes of entrepreneurship of an academic leader, changing context and performance of entrepreneurial activities have a nexus of dynamism in higher education.

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