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on

# *“Entrepreneurship Education: Building Job Creators”*

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*Institute of Vocational Studies*

*(Accredited by NAAC, Recognized by NCTE and Affiliated to GGSIPU and SCERT,  
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## Message

Progress of any nation could only occur when an individual in the society is gainfully employed and self-reliant and the government educational policies are geared towards a functional education leading job creation. Evidently, entrepreneurship education is a means of attaining such development and creating new job opportunities in the society.

I am feeling extreme repute and delight to communicate that our esteemed college, Institute of Vocational Studies had organized one day National *E* Conference on the theme, **“Entrepreneurship Education: Building Job Creators”** with a vision of global economic stability by fostering necessary skills, managerial abilities among teacher fraternity for higher job creation. Recently, entrepreneur education in India has gained sincere attention of job providers and trainers, consequently, the policy makers to all stakeholders are demanding for an effective and functional introduction entrepreneurship education in curricula. This conference was an effort of preparing entrepreneurs, developing and enhancing the level of innovation, creativity and spirit of entrepreneurship in the midst of younger generation.

The papers included in the proceeding were scrupulously reviewed, edited and proof read by editorial board before finalizing for publication.

At last, I would sincerely thank to all dignitaries from reputable colleges and universities embraced the conference by presenting their research papers.

**Dr. Mandira Gupta**

Principal

(Institute of Vocational Studies)

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# UNDERSTANDING ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION

\*Dr. Vikram Kumar

\*\*Ms. Sarika Malik

## ABSTRACT

Education in the field of entrepreneurship helps an individual to start, organize and run their own enterprise. Entrepreneurship Education creates opportunity for jobs, establish global relationship and develop innovative skills among learners. Entrepreneurship Education focuses on motivation of young learners. It helps learners to develop their skills and mind-set to turn their creative ideas into entrepreneurship actions. It is very fruitful to understand benchmark initiative called Entrepreneurship Mindset Curriculum (EMC) by Delhi GNCTD. This paper aims at sharing the meaning and concept of entrepreneur, entrepreneurship and its importance, understanding entrepreneurship education and its mindset.

**Keywords:** Entrepreneurship, Entrepreneurship Education, Entrepreneurship Mindset Curriculum, Entrepreneur.

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\*&\*\* Lecturer, District Institute of Education and Training, Motibagh, Delhi

## INTRODUCTION

*“The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man”.*

—George Bernard Shaw

Education is the principal influence when concerning the growth and development of the country's economy (Adamu, 2008). Education is an opportunity that allows individuals to be inspired and given a chance to escape poverty by being provided with the necessary skills and knowledge needed (Aliu, 2007). Entrepreneurs have a vision for a stronger approach of doing things in a creative manner with innovative ideas. They are eager to learn, utilize their skills and ready to take the risk to achieve the desired goals. Entrepreneurship is a multi-aspects

concept (Bula, 2012). The term of "Entrepreneurship" exists from 1732 when Richard Canillon who was the first economist who defines the term to describe any individual who is willing to carry out forms of arbitrage involving the financial risk of a new venture (Minniti and Levesque, 2008).

According to Timmons (1989) “*entrepreneurship is about creating and building something useful. It is about the ability of taking risks and facing the fear of failure*”.

Drucker (1986) believes that “*entrepreneurship is not science or art, it is a practice with knowledge base, and it is not about just making money, it is about being creative and innovation*”.

Entrepreneur is a person, who has confidence in himself in every work, who is thinking and doing something big, something new, who recognize the opportunities and gets involve in making an impactful change in his career and society, one who is not afraid to face difficulties and does not give up on failure, but learn from them and keep perusing his goal. And the process on which working on such objective to achieving goal is entrepreneurship.

For development of any nation, the major contributing factor is human capital. Indian economy need to develop the entrepreneurship skills among the learners to deal with the global completion. It is important to understand that mere dissemination of knowledge and information doesn't fulfill the purpose of entrepreneurship among students; we should need to build a vision regarding entrepreneurship. Entrepreneurship involves three important aspects 1) how to utilize the acquired knowledge 2) In what areas the knowledge needs to be utilized 3) What is the purpose behind it. It is also important to build the intellectual capital as per the need of modern technological era to develop innovative skills among the learners. The learning needs to be productive, creative, problem solving and most important experiential based.

## **Entrepreneurship Education**

Entrepreneurship Education focuses on motivation of young learners. It helps learners to develop their skills and mind-set to turn their creative ideas into entrepreneurship actions. Entrepreneurship education has multidimensional approach. The purpose is to interact and establish productive relationship among learners, researchers, entrepreneurs and policy makers. Entrepreneurship education has the possibility to stimulate consciousness towards self-employment as a career option; there are implications that the consciousness towards self-employment inspires young people to equip themselves with the knowledge, skills and

experience needed to acquire a successful business (Flemming, 1996 as cited in Ahmad, 2013). Students who take part in entrepreneurship programme stand to have a higher possibility to start their own business (Matlay, 2008). In **National Education Policy 2020**; it is mentioned in point 5.6 those Schools will be encouraged to recruit eminent speakers or experts in the field of **entrepreneurship** to benefit students and help to promote their knowledge and skills towards their professions.

#### **Examples of Entrepreneurship education in different countries:**

- **Finland:** Entrepreneurship educational at National Curriculum
- **Spain:** Secondary students run import and export companies
- **Denmark and Sweden:** Entrepreneurship education strategy was developed by different governments
- **Malaysia:** Malaysia was introduced to entrepreneurship education in 1980s by institutions of higher learning.
- **Europe:** Entrepreneurship education was supported by the European Commission an approach to achieve the Europe 2020 strategy.
- **Nigeria:** Nigeria started entrepreneurship education in 2006 (Yahya, 2011; Gabadeen & Raimi, 2012).
- **Delhi, India:** The Delhi Government launched The Entrepreneurship Mindset Curriculum in July 2019 in all government schools of NCT of Delhi for Classes IX to XII.

#### **Entrepreneurship Curriculum launched as a next generation initiative in Delhi, India**

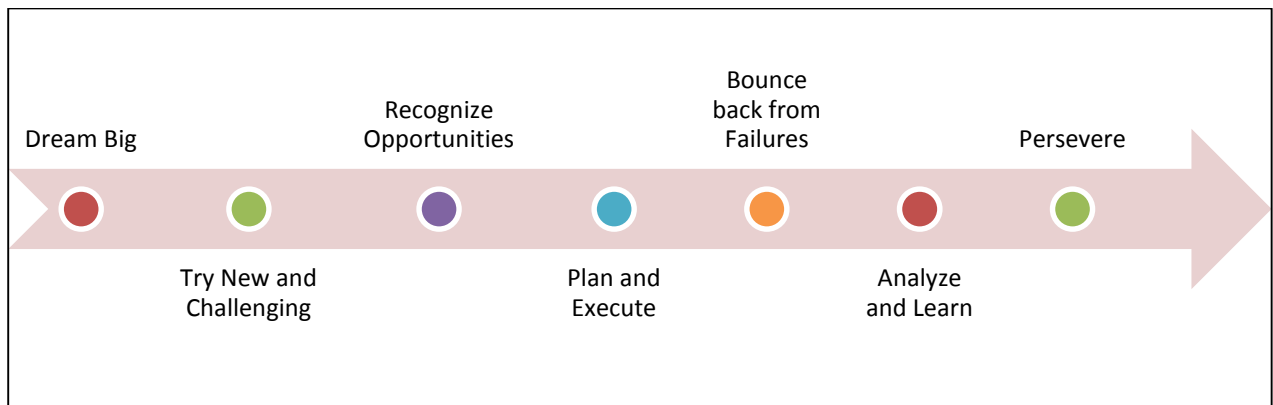
The Delhi Government launched the “Entrepreneurship Mindset Curriculum” in July 2019 in all government schools of NCT of Delhi for Classes IX to XII. All students from Classes IX to XII were given Rs 1,000 each as seed money to develop an entrepreneurial mindset. This was launched as a compulsory non-graded subject, comprising of a 40-minute class every day. The target number of students to be covered by the program is 7.5 lakhs. The initiative is aimed at instilling an entrepreneurial mindset among students in the state of Delhi and thus creates more “job-providers” in the country. The basic philosophy behind the entrepreneurship mindset is connected to the life skill as development of life skills in our students is one of the main objectives of our school education. Hence Entrepreneurship Mindset Curriculum has been designed keeping in the mind all around development of the



students. The main purpose of this course is to bring out the hidden qualities and abilities of the student develop them to a great extent.

Whether we have to do a job, or join our family business, or start new venture of own, we have to struggle a lot to get success, Entrepreneurship mindset is the basis for converting these struggles into success, which is very important for us. If a person is head of a company or is in charge of a store, unit or area in the same company, whether that manager or administrator or company CEO or head, they all need entrepreneurship mindset to be successful in their respective work. With the above mindset, Delhi government introduces Entrepreneurship Mindset Curriculum, so that whether students do job or business, do it with entrepreneurship and become successful in their career.

Entrepreneurship Mindset includes the following capabilities and qualities:

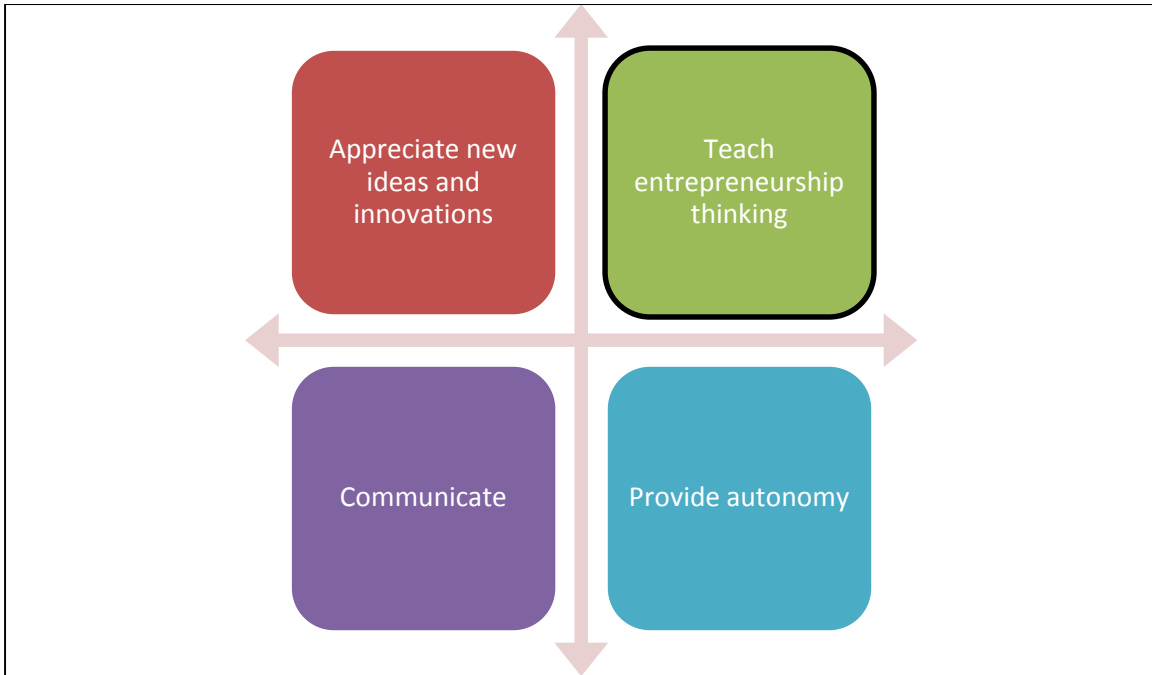


### What creates opportunity for Education Entrepreneurs?

*“The individual entrepreneur is a person who perceives opportunity, finds the pursuit of opportunity desirable in the context of his or her life situation, and believes that success is possible”.*

—Howard H. Stevenson and William A. Sahlman

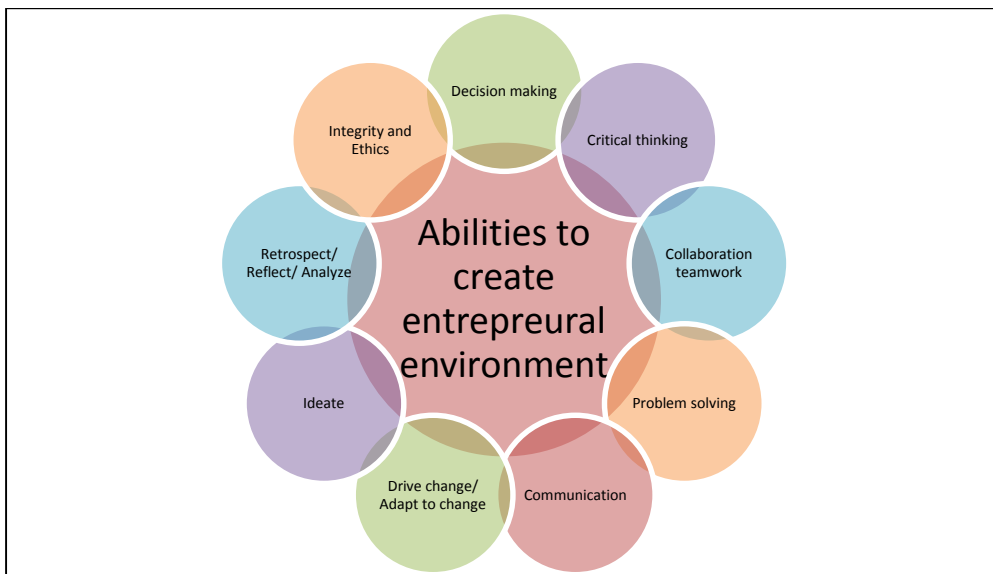
Entrepreneurship is a key source of country economy. Entrepreneurship education is important to build generations of leaders for global innovation. It focuses on strategic planning of the curriculum. Entrepreneurship is the ability of an individual to transform their ideas and creativity into innovations. The success of entrepreneurship education can be assess through socio-economic aspect, number of jobs created, economic growth etc. and also develop the abilities such as: Effective communication, Self awareness, Self improvement, and basic planning and execution, etc.



**Creating an Entrepreneurial Environment**

A vital element of entrepreneurship is the investment in newknowledge and creativity of the entrepreneur to work towards the desired goals. Entrepreneurship requires smart, problem solver, decision makers and motivated people to work. *Chris Whittle* has observed that “entrepreneurship is often more interested in harvesting the best of "yesterday's" practices than fostering tomorrow's answers. This can impede the search for new, better solutions”.

For creating entrepreneurial environment need to focus on the following abilities which can create such environment:

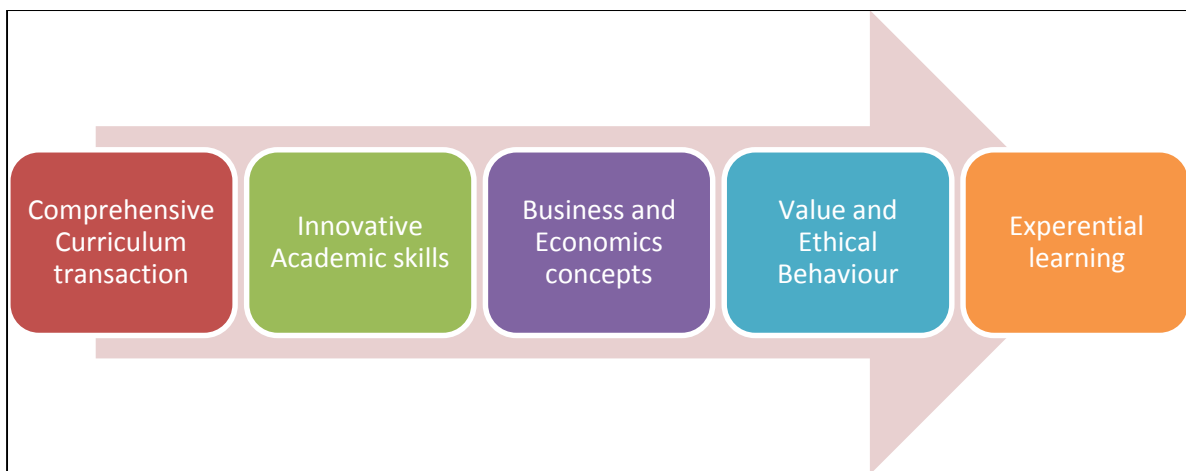


## Benefits of Entrepreneurship Education

<b>Benefits to Primary (Elementary) Students</b>	<b>Benefits to Upper Primary (Elementary) Students</b>	<b>Benefits to Secondary School Students</b>	<b>Benefits to Senior-Secondary and after school Students</b>
Develop conceptual knowledge and understanding towards entrepreneurship	Appreciate socialization skills and develop awareness about conflict management skills	Create entrepreneurial thinkers as per their field of interest and curiosity	Demonstrate skills <ol style="list-style-type: none"> <li>1. business startup</li> <li>2. maintaining business</li> <li>3. operation skills</li> </ol>
Awareness about career and entrepreneurial areas in various fields	Foster value and idea generation	Use strategies for idea generation and try to implement if feasible	Understanding entrepreneurship as a means of livelihood
Develop problem solving skills	Develop sense of self-esteem and respect	Focus on SWOC analysis	Find out the impact on unemployment on the life of an individual
Develop insight towards "future thinking" among students	Learn to identify and recognize and explore opportunities as per the interest areas of the students	Apply economic principles, marketing skills, accounting principles to develop entrepreneurship skills	Focus on the levels of training required to enhance entrepreneurship skills
Understand the need of business startup at various levels	Get exposure about entrepreneurship in the curriculum	Work on Human relation management skills	Use various components of a business-like planning, organizing, staffing, directing and controlling
Improvement in the academic achievement level of the student	Let students aware, educated and empowered consumer	Develop leadership skills and let them take the initiative to own the things	Change in Personality: <ul style="list-style-type: none"> <li>• Understand the Self</li> <li>• Ability to take initiative and ownership</li> <li>• Self-management skills</li> <li>• Learn transformational leadership style</li> <li>• Unlearn to Relearn and Re-implement</li> </ul>

Understand entrepreneurs' contribution in the society	Encourage the learning stage and risk-taking factor	Aware them about financial management skills and let them to implement	<b>Career Skills:</b> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Interpersonal and intrapersonal communications</li> <li>• Problem solving ability</li> <li>• Creativity</li> <li>• Teamwork</li> <li>• Build work culture</li> </ul>
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**Methods of Transacting Entrepreneurship Education**



**CONCLUSION**

Entrepreneurship is major contributing factor to the country’s economy. Education is also seen as being able to lighten the economy of a country and entrepreneurship education bridges the gap between two. Entrepreneurship education, at its core is to educate people about building skills in fields like negotiation, leadership, new product development, creative thinking and innovation, as well as awareness of entrepreneurship as a career option (McMullen & Long, 1987; Vesper & McMullen, 1988; Hill, 1988; Donckels, 1991 as cited by Kuratko, 2003).The aim is to inspire students to venture into entrepreneurship about the benefits and the creative skills they have in entrepreneurial activities. A well framed entrepreneurship curriculum will change how one need to visualize entrepreneurship and possibly make the students more inclined into volunteering on their own, business startup and open more job opportunities platforms for the society.

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# **ROLE OF COMMUNITY PARTICIPATION TO DEVELOP THE CONCEPT OF ENTREPRENEURSHIP IN SCHOOL EDUCATION**

Mr. Sanjeev Kumar

## **ABSTRACT**

The constitutionally formation of School Management Committee is one of the revolutionary change happening at present, enacted by the Right of Children to Free and Compulsory Education Act, 2009, to ensure the community participation/involvement for implementation of quality-education in the schools. Community participation/involvement is basic need to facilitate the Entrepreneurship mindset curriculum for developing quality school education. The present paper reflect the role of community participation through school management committee to develop the concept of entrepreneurship in School Education

**Keywords:** Community Participation, Entrepreneurship, School Management Committee

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## **INTRODUCTION**

Community participation is an simple and effective way to increase brand awareness, establish a positive reputation and enhance your business skills. also, it support to establish meaningful relationships in the community and society. The participation of the local community plays vital role in context entrepreneurship to develop the potential of the economy and working towards determining the direction of a development project in the area. The field of entrepreneurship is seen as one of the mechanisms that encourage development activities, so factors that have everything to do with influencing the community members to participate should be identified and handled accordingly, to ensure that this entrepreneurship has the propensity to provide significant contributions towards the development or social aspect of the community. (Talib Azliza, 2017).

Entrepreneurship plays a pivotal role in industrial development. The industrially developed countries bear the evidence that an economy is an effect for which entrepreneurship is the cause. In India, business was traditionally considered to be the domain of scholarly challenged individuals. It was also considered the result of natural inheritance within business communities. Recent initiatives of the Government promoting entrepreneurial projects among

youths will definitely empower them to start new ventures for years to come. (SCERT, Kerala 2016) In this context, introduction of Entrepreneurship Mindset Curriculum in the schools of Directorate of Education (DoE) is a very important initiative.

Entrepreneur as one who always searches for an opportunity. The basic test of a successful entrepreneur is the identification of business opportunity in the environment and initiating steps to produce and sell goods and services to make the best use of that opportunity. (CBSE 2014) An entrepreneur is a person who has possession of a new enterprise, venture or idea and is accountable for the inherent risks and the outcome. (AICTE, 2021) Macro entrepreneurs are community leaders with entrepreneurial experience and are likely to understand the problems of initiating business ventures within communities. Through their leadership role they are assumed to create a facilitative community entrepreneurship environment by helping develop the local social, economic, and physical infrastructure to benefit nascent and extant entrepreneurs and in turn the broader community. (Peter F. Korsching (2009)

### **Community Participation and the concept of Entrepreneurship**

According to para 5.6 of National Education Policy 2020, Schools/school complexes will be encouraged to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions. (NEP, 2021) This includes critical thinking, transfer of learning, creativity, communication skills, aesthetics, work motivation, work ethic of collaborative functioning, and entrepreneurship-cum-social accountability. For this evaluation, parameters would also need to be redesigned. (NCF, 2005)

The school must explore opportunities for active engagement by parents and the community in the process of learning. This relationship will help in sharing the content and pedagogy of institutionalized learning.. Community involvement can also be sought for maintaining the school and its facilities. There are examples of local contributions for building school boundary walls, augmenting facilities, and so on. However, community participation must not mean the economic burdening of poor families. On the other hand, there can be an understanding that school space can be shared with the community for local events and that there will be some collective responsibility in maintaining its premises.(NCF 2005) Local



Community is the one of the basic stakeholder group in the existing society, which can influence or pressure one's business decision making and have an impact on society marketing performance.

In context of Technology use and integration, national education policy 2020 Para 23.2, Provision-Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts. (NEP, 2020)

SMC represents the management body of the school, which is responsible for implementing education policies in the school. Community participation in school management existed earlier also in the form of Village Education Committees (VECs), and School Development Committees (SDCs). But, they did not possess any statutory role. Now, SMC is an organized authoritative body and are expected to actualize the goals of the RTE Act, 2009. The parents as members of the SMCs have been entrusted with certain powers under this Act. They can play effective role by equipping themselves with the knowledge of governance. SMC is now a vital agency which has conclusive role in making an atmosphere, where home and the school share the responsibility of educating the child. It forms a strong bridge between the school and the community. (NCERT, 2020)

SMC is one of the most important changes happening at present, enacted by the Right of Children to Free and Compulsory Education Act, 2009, to ensure the implementation of quality-education in the school. Enabling learning through participation in the life of a community and the nation at large is crucial to the success of schooling. The failure to provide this will result in the failure of the system, and hence needs to be treated as the utmost priority (NCF 2005). For the conceptual and practical success of inclusive education, the acceptance of community participation based SMC formed for promotion of active participation in school functioning and system becomes very important.

RTE Act, 2009, Article 21(1) has made provision for the constitution of a SMC consisting of elected representatives of the parents or guardians and teachers of the children admitted in government schools. The following provisions were made for the constitute of the committee:

- At least three-fourths of the members of the committee shall be parents or guardians;
- Proportionate representation will be given to the parents or guardians of children belonging to disadvantaged groups and weaker sections in the committee;
- Fifty percent of the members of the committee shall be women.

As per Section 21(2) of the Right to Education Act 2009, the SMC shall perform the following functions:

- Monitor the functioning of the school;
- To prepare and recommend school development plans;
- To monitor the utilization of the grants received from appropriate Government or local authority or any other source;
- And to perform such other functions as may be prescribed.

### **Entrepreneurship mindset curriculum (EMC) in DoE Schools**

Entrepreneurship mindset curriculum (EMC) introduced in July 2019 to the 9<sup>th</sup>-12<sup>th</sup> grade students in DoEs schools Delhi. Development of life skills in students is one of the main objectives of quality school education. EMC is the learning process and self-reliance skills of the student. Keeping in mind the all-round development of the students, EMC has been designed in school education. The main objective of this curriculum, which is directly related to practicality, is to bring out the hidden talents and abilities of the student. These talents and qualities of the student can be useful in his life and in his favorite field of work. (SCERT, Delhi 2019)

### **Entrepreneurship mindset curriculum has three primary components-**

**EMC daily Classes-** In this part of EMC, daily 40 Minutes class organize for the students. Teachers act as facilitators not instructor. Classes begins with 5 minutes of mindfulness activity, followed by story from the manual and real life examples.

**Micro-Research Project-** under this part of EMC, Students conduct interview within the local community each month. Each of the student interviews 10 neighbors or relatives employed in different jobs or businesses, with the guidance and help of SMC members

**Live entrepreneurship interactions** - In this part of EMC, The president of SMC i.e Hos of schools invites entrepreneurs with the help of School Management Committee to motivate students in the schools and to dialogue session about students' chosen career paths.

Students are central perspective in entrepreneurship curriculum in school education. They are encouraged to have influence on different aspects of the education, and their own learning process based on activities of community and society. Their own learning processes are regularly investigated, discussed, improved and influenced from local community and environment. Community participation as resource is an important part of the process for framing teaching strategies in the classroom learning process related to Entrepreneurship Mindset Curriculum and to facilitate/develop vocational skills/self-reliance, innovation among students. EMC has its own structure, which includes inspirational and motivational stories from entrepreneurial individuals, many interesting activities to develop entrepreneurial qualities, and reflection and discussion on all of these. Through these, facilitation is necessary and effective in order to reach the objectives of EMC simply to the students in the classroom. Teachers do not need any special qualifications for facilitation in EMC, they will use the same qualities of teaching skills which are usually used for effective teaching. They just have to keep in mind the objectives and guidelines given in the units of the course. One of the important aspects is to use the local community as a resourceful resource. (SCERT, Delhi, 2019)

## **OBJECTIVES**

- To study the relevance of community participation in implementation of concept and curriculum of entrepreneurship for quality school educational system.
- To study the role of school management committee for facilitation of entrepreneurship mindset curriculum in school Education.

## **METHODOLOGY**

To know the role of community involvement and School Management Committee in implementation of entrepreneurship mindset curriculum for quality school educational system, mixed research method was used in the present study.

Following research tools were used for the develop understanding on the role of community participation and SMCs in context implementation of entrepreneurship mindset curriculum in schools.

## **SAMPLE**

- Interview with 10 Principals/HoS of Govt. Schools.
- Questionnaire for 50 Members of SMCs.

## **CONCLUSION**

The Micro Research Project under EMC, conducted in DoE Schools of Delhi, provides students with a deeper understanding of the work-life of individuals belonging to various work fields. It provides an opportunity to know their professional understanding and experiences. Through this project, students are able to develop vocational and creative skills in their behaviour. In this project, students conduct interview a business and job person located in their community. In this process the School Management Committee formed plays a active and cooperative role towards the students and teachers. The members of the SMC establish contacts with people related to various businesses located in the community. The members of the SMCs play a responsible role in sensitizing the community members about the process of EMC of the school. They make the students aware about the various opportunities and challenges of business present in the society and community. Students get to know about employment information through community interviews with people with vocational skills. In this project, each student of class 09 and 10 gets to interact with 10 people from the community around them. All these 10 persons are from different work areas. For example, teacher, doctor, police, general store, driver, painter, hawker, tailor, potter, electrician and bank-employee etc. the local community have been used as resources to facilitate Entrepreneurship Mindset Curriculum and to enable students to practice practical skills-knowledge. Students write down the information obtained from them and share it with the teacher during the EMC period. In this project work of the students, the role of SMCs is supervising and supportive.

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# ENTREPRENEURSHIP EDUCATION OF JAN SHIKSHAN SANSTHANS AND EMPOWERMENT OF WOMEN

Dr. Nasra Shabnam

## ABSTRACT

The research focuses on the entrepreneurship education in vocational training programs provided through the Scheme of Jan Shikshan Sansthan (JSS) and its role in empowering women through changes in attitudes of women participants. The Scheme of Jan Shikshan Sansthan (JSS) is a unique scheme designed by the Government of India. JSSs are institutes of people's education focusing on the poor, illiterates, neo-literates. The JSSs are unique in that they do not provide just skill development, but link literacy with vocational skills and provide entrepreneurship education to the people. They do not work in isolation but aim for convergence with other stake holders in the development of the society. It is that endeavour to shape their participants into self-reliant and self-assured employees and entrepreneurs. The Jan Shikshan Sansthans are unique also because they offer quality vocational skills and technical knowledge at a very low cost. Their doors are open to everyone and they reach out to their clientele groups by setting up sub centers in the heart of the slum or in remote rural areas. They are different from other vocational training institutions as they offer quality vocational skill; and technical knowledge at such a low cost; provide need based and literacy-linked vocational training in most courses without insisting on age links or prior educational qualifications; reach out to the clientele in their areas and offer a multi-faceted skill-knowledge- awareness enhancement and outlook formation training and inputs and development -oriented interventions in respect of social , economic and health status of women and adolescent girls.

**Keywords:** Entrepreneurship Education, Jan Shikshan Sansthans Women Empowerment.

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## **INTRODUCTION**

The Scheme of Jan Shikshan Sansthan (JSSs) was initially launched in 1967 as Shramik Vidyapeeth, a polyvalent formulate faceted adult education institution, aimed at improving the vocational skills and quality of life of the industrial workers and their family members as well as those persons who had been migrating from rural to urban settings. The scheme of Shramik Vidyapeeth was renamed as Jan Shikshan Sansthan in April 2000. Along with the change in its name its focus has been changed. A scheme that was meant for the industrial workers and their families was expanded both in terms of its clientele and focus and was extended to the rural areas. There was logic for its expansion. Total Literacy Campaigns launched after the setting up of the National Literacy Mission in 1988, had transformed the literacy landscape of the country and created an army of neo-literates who having realized the power of the written word, now wanted to use it to improve their livelihoods through skill development. The post-literacy continuing education programme had given a few of them the taste of vocational skills but the continuing education programme promised to extend it to many more participants. That became the rationale of setting up more JSSs, to match the needs of the districts. At the time of there are more than 254 JSSs in the country and they are expected to act as district level resource support agencies especially with regard to organization of vocational training and skill development programmes for its target group. For the more expansion of Skill India Campaign, the Jan Shikshan Sansthan has been transferred from Ministry of Human Resource Development to Ministry Skill Development and Entrepreneurship through an Office of Memorandum dated January 1<sup>st</sup> 2018.

### **Entrepreneurship Education of Jan Shikshan Sansthan and Empowerment of Women through Change in Attitude of the Women Participants**

Entrepreneurship oriented vocational training programs are of immense importance for their socio economic development and job creation for women and youth of the country. As we know Jan Shikshan Sansthan is unique focusing on the poor, illiterates, neo-literates, underprivileged, unreached, women and youth. The Jan Shikshan Sansthan is unique in that sense they don't provide just vocational training/skill development but link literacy with vocational skills and Entrepreneurship skills of the people. They don't work in isolation but aim for convergence with other stake holders in society. It is their endeavour to shape the participants into self-reliant and self-assured employees entrepreneurs. The entrepreneurship education provide specially designed instruction and related services in Jan Shikshan Sansthan. The curriculum focuses on personal management, communication, practical living



skills, vocational skills, leisure and recreation activities and social skills, management and marketing skills . The life enrichment education cover a wide a range of subjects all are designed to meet the physical intellectual and social needs of the participants. Courses in Entrepreneurship education programs are taught by respective field experts. Value oriented education, discipline and character building are the major social benefits for all round development of the learners.

- Entrepreneurship development components included in the programs. Jan Shikshan Sansthan has chosen to empower people by providing basic education, vocational preparation, life skills training and creative arts at both residential facilities and community day programmes. The programme encourages the participants who participate to accept responsibility for what they have done and avoid harmful behaviour in the future.
- Life enrichment education components are an integral of way of life to be practiced and Jan Shikshan Sansthan has cooperation with educational, cultural and social organizations for meeting educational, vocational, social-cultural and welfare needs of each target groups. The objective of this approach is to make an individual not only capable of engaging in productive economic activity but also responsible citizen and a successful being.

## **OBJECTIVES OF THE STUDY**

1. To study the socio-economic status of women participants.
2. To study the changing attitude of the women participants and Empowerment of Women.

## **RESEARCH METHODOLOGY**

### **Primary Data**

The primary data was collected during the one year period (2017-2018) from Jan Shikshan Sansthan, Prayas Jahangirpuri, New Delhi.

### **Data analysis and Processing**

The procedure and processes of data analyses are pre-determined to a certain extent by the objectives of a study. The data analysis and interpretations were dealt in the light of objectives formulated for the study. A general objective was formulated as formal

affirmative statement predicting a single research outcome, a tentative explanation of the relationship between variables. The present chapter deals with the distribution of the Participants based on their age group, gender, religion, caste, state of domicile, marital status, educational qualification, type of family, type of house, occupation, family income and attitude of the participants.

Keeping in view of the objectives of the study the collected data was analysed by using statistical methods like ‘Frequency percentage’, and ‘Rank order’.

### 1.1 Gender of the Participants

The gender of the participants for the study is categorised into only female category.

**Table 1.1 - Gender of the Participants**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	<b>50</b>	<b>100%</b>

Table 1.1 shows that the 100% participants are the female because study conducted on women participants. Women representation in Jan Shikshan Sansthsan’s trainings is more probably because of a few factors like unwillingness of men to undergo training, the type of courses in which training is imparted is more suitable to women and a large percentage of women are only housewives who are able to allocate some time to undergo training.

### 1.2 Age group of the Participants

The age is one of the important aspects of self-development since the resistance to change is relatively lesser at the young age compared to the older age. The youngsters are generally interested to learn new things and take the risk in the life which is highly essential for the entrepreneurship. The age group of the Participants for the study was divided into 15-24 years, 25-34 years and 35 and above.

**Table 1.2 - Age group of the Participants**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage</b>
15-24 Years	29	58%
25-34 Years	13	26%
35 & above Years	8	16%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: Primary Data*

The data in above Table 1.2 shows that none of participants were selected below 15 years of age because Jan Shikshan Sansthan offer Courses only for 15 and above year age group. The vast majority of the Participants 58% belongs from the age group 15-24 years, more than one fourth 26% belongs from the 25-34 years of age group and remaining 16%% Participants belongs from the age group 35 & above years.

### 1.3 Religion of the Participants

The study found only three religion of the Participants Hindu, Muslim and Sikh.

**Table 1.3 - Religion of the Participants**

<b>Religion</b>	<b>Frequency</b>	<b>Percentage</b>
Hindu	30	60%
Muslim	17	34%
Sikh	3	6%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: Primary Data*

The data in Table 1.3 shows that the vast majority of the Participants 60% belongs from the Hindu religion, 34% Participants were Muslim and remaining 6% Participants were Sikh.

### 1.4 Caste of the Participants

The Participants for the study were divided in to four groups based on caste and community namely General (GN), Other Backward Class (OBC) and Schedule Caste (SC)/Schedule Tribes (STs).

**Table 1.4 - Caste of the Participants**

<b>Caste</b>	<b>Frequency</b>	<b>Percentage</b>
General	11	22%
Other Backward Class	25	50%
Schedule Caste/ Schedule Tribe	14	28%
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Primary Data*

The available data in Table 1.4 shows that the majority of the Participants belongs to Other Backward Class (OBC) with 50% followed by Schedule Caste (SC)/Schedule Tribe 28% and remaining 22% General (GN) Caste.

### 1.5 State of Domicile

It is a state in which a person has his/her permanent residence, as compared to where a person is living temporarily. The Participants found in the study from the following States and Union Territories.

**Table 1.5 - State of Domicile**

State of Domicile	Frequency	Percentage
Delhi	19	38%
Bihar	13	26%
Uttar-Pradesh	9	18%
West-Bengal	4	8%
Rajasthan	3	6%
Haryana	2	4%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: Primary Data*

The data found in Table 1.5 shows that majority of the Participants belongs from the National Capital Delhi with 38% followed by 26% from Bihar, 18% from Uttar-Pradesh, 8% from West-Bengal, 6% from Rajasthan and remaining 4% from Haryana.

### 1.6 Marital status of the Participants

The Participants were classified into five categories as Married, Un-Married, Widow and Divorced.

**Table 1.6 - Marital status of the Participants**

Marital Status	Frequency	Percentage
Married	15	30%
Unmarried	30	60%
Widow	2	4%
Divorced	3	6%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: Primary Data*

Table 1.6 shows the marital status wise distribution of the total population. As seen from the Table 1.6 that 60% of the total were unmarried, 30% were married, 6% was from the divorced group and remaining 4% were from the widow group.

### 1.7 Educational Qualification of the Participants

The educational qualification was categorised in seven groups i.e. divided into; Below Primary, Primary, Middle, High School, Intermediate, Graduation and Post-Graduation. The following data in Table 1.7 represents the educational qualification of the Participants.

**Table 1.7 - Educational Qualification of the Participants**

<b>Education qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Below Primary	2	4%
Primary	7	14%
Middle	13	26%
High School	14	28%
Intermediate	10	20%
Graduation	2	4%
Post-Graduation	2	4%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: Primary Data*

The Table 1.7 shows that there are only minor gap between high school passed out and middle school passed out. There are only 2% of gap between these two groups. The data shows in table that 28% were high school passed out followed by 26% were middle school passed out, 20% were intermediate, 14% were primary school passed out, 4% were below primary, 4% were graduate and same number of participants with 4% are post-graduate.

### 1.8 Type of Family of the Participants

The family type of Participants were classified into two categories as nuclear family type and joint family type.

**Table 1.8 - Type of Family of the Participants**

<b>Type of Family</b>	<b>Frequency</b>	<b>Percentage</b>
Nuclear	29	58%
Joint	21	42%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: Primary Data*

The data in Table 1.8 shows that a great majority of the Participants with 58% were living in nuclear families and 42% were living in joint families. The predominance of nuclear families may be an indication that freedom from constraints encourages employment seeking behaviour.

### 1.9 Type of House of the Participants

Ownership of house is also an indication that they are permanent resident. The house type were classified into two groups as own house and rented house. Table 1.9 deals with the type of house with Participants.

**Table 1.9 Type of House of the Participants**

<b>Nature of House</b>	<b>Frequency</b>	<b>Percentage</b>
Own House	27	54%
Rented	23	46%
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Primary Data*

Much importance is given by the people for having a place of stay of their own. They work hard for it and when they acquire own house. It is found that the majority of the Participants 54% were living in own house and remaining 46% were living in rented house.

### 1.10 Family monthly income of the Participants

Approximate monthly income of the respondent's families represented in the Table 4.1.12. The income of the families for the study were classified into five groups as up to - ₹ 5,000, ₹ 5,001 - ₹ 7,000, ₹ 7,001 - ₹9,000, ₹ 9,001 and above.

**Table 1.10 - Family monthly income of the Participants**

<b>Monthly Income</b>	<b>Frequency</b>	<b>Percentage</b>
Up to - ₹ 5,000	11	22%
₹ 5,001 - ₹ 7,000	20	40%
₹ 7,001 - ₹ 9,000	14	28%
₹ 9,001 and Above	5	10%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: Primary Data*

The available data in Table 1.10 shows that the majority of the Participants 40% were from ₹ 5,001 – ₹ 7,000 per month family income followed by 28% were from ₹ 7,001 - ₹ 9,000, 22% were from Up to - ₹ 5,000, and remaining 10% were from ₹ 9,001 and above.

### **Changing Attitude of the Participants and Empowerment of Women**

Attitudes are general evaluations of objects, ideas, and people one encounters throughout one's life. Attitudes are important because they can guide thought, behaviour and attitude is modified. Thus, change occurs when a person goes from being positive to negative, from slightly positive to very positive, or from having no attitudes to having one. The present study was conducted on small group of women participants of Jan Shikshan Sansthan and total 20 statement were given to them to study the attitude. These statement were directly related to their daily life practices i.e. change proneness, achievement motivation, credit orientation and risk orientation. The changing attitude of participants were divided in to four categorise; Strongly Agree, Agree, Disagree and Strongly Disagree.

**Table 1.8 - Changing Attitude of the Participants and Empowerment of Women**

<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I try to keep the information about the new methods of work used in daily life.	21 (42%)	19 (38%)	8 (16%)	2 (4%)
2. It is not necessary that I will use the information of all new approaches.	19 (38%)	13 (26%)	7 (14%)	11 (22%)
3. When I find out any new information about the methods of work used in daily life, I am not comfortable until I take it for myself.	25 (50%)	11 (22%)	7 (14%)	7 (14%)
4. Nowadays, new information about the work used in daily life keeps coming, but who knows whether the new information is better than the original information.	9 (18%)	21 (42%)	15 (30%)	5 (10%)
5. I take up the works used in daily life by thinking very carefully.	17 (34%)	16 (32%)	13 (26%)	4 (8%)

6. I want to earn money by hard work.	7 (14%)	43 (86%)	0 (0%)	0 (0%)
7. I want to get job by honesty.	8 (16%)	42 (84%)	0 (0%)	0 (0%)
8. I want to work according to my choice.	11 (22%)	25 (50%)	8 (16%)	6 (12%)
9. I like to use new things in my work.	28 (56%)	22 (44%)	0 (0%)	0 (0%)
10. My ambition is that I set a glorious record in my life.	21 (42%)	29 (58%)	0 (0%)	0 (0%)
11. Loan is required to meet daily life requirements.	8 (16%)	25 (50%)	14 (28%)	3 (6%)
12. It is very easy to save money to meet the needs of daily life.	10 (20%)	11 (22%)	25 (50%)	4 (8%)
13. There is nothing wrong in taking loan from any institutional source to meet the needs of daily life.	8 (16%)	32 (64%)	7 (14%)	3 (6%)
14. I want to avoid taking a loan for personal activities, even if it does meet my personal needs.	11 (22%)	28 (56%)	4 (8%)	7 (14%)
15. It is very easy to take a loan from any government/co-operative councils.	8 (16%)	14 (28%)	21 (42%)	7 (14%)
16. To reduce the risk of failure of any work, there should be run more than one unit.	7 (14%)	32 (64%)	3 (6%)	8 (16%)
17. I want to make bigger risks and bigger profits than lower risks and small profit.	16 (32%)	14 (28%)	14 (28%)	6 (12%)
18. The one who takes more risks that takes more advantages than the others.	4 (8%)	25 (50%)	7 (14%)	14 (28%)
19. It is good to take risk if you know the probability of success is excessive.	14 (28%)	25 (50%)	7 (14%)	4 (8%)
20. I don't take the risk of using the new method, until surrounding of people didn't used it successfully.	12 (24%)	18 (36%)	14 (28%)	6 (12%)



Changing attitude of participants contain 20 items with five point response category. It is evident from the Table.2 that, 42% participants were strongly agree on item one “I try to keep the information new methods of work used in daily life” and only 38% participants expressed strongly agree while on the other hand 16% participants were disagree and remaining 2% were strongly disagree.

Majority of the participants 38% were strongly agree on item two “It is not necessary that I will use the information of all new approaches” followed by 26% participants were agree 22% participants were strongly disagree and remaining 14% were disagree with item two. On item three “When I find out any new information about the works used in daily life, I am not comfortable until I take it for myself”, 50% participants were strongly agree followed by 22% were agree, 7% were strongly disagree and same number of participants 7% were disagree.

On item four “Nowadays, new information about the methods of work used in daily life keeps coming, but who knows whether the new information is better than the original/old information” 42% participants were agree followed by 30% participants were disagree and 18% were strongly agree and remaining 10% participants were strongly disagree.

As per the views of 34% participants, they were strongly agree on item five “I take up the methods of work used in daily life by thinking very carefully”, 32% participants were agree, 26% participants were disagree and remaining 8% were strongly disagree.

It is found in Table 2 that 86% participants were agree on item six “I want to earn money by hard work” followed by 14% were strongly agree but any participants did not respond to undecided, disagree, and strongly disagree category.

On the item seven “I want to get job by honesty” 84% participants expressed agree and remaining 16% expressed strongly agree and any participants did not respond in these categories; disagree, and strongly disagree.

On item eight “I want to work according to my choice” half of the participants 50% participants were agree, 22% were strongly agree, 16% disagree and 12% were strongly disagree.

As per the view of 56% participants on item nine “I like to use new things in my work”, were strongly agree and 44% were agree.

On item ten “My ambition is that I set a glorious record in my life” 42% participants were agree and 58% were strongly agree.

It evident from the Table 2 on item eleven “Loan is required to meet daily life requirements”, 50% participants were agree, 16% were strongly agree, 28% were disagree and only 6% participants were strongly disagree.

Half of the participants 50% were disagree on item twelve “It is very easy to save money to meet the needs of daily life”, 22% were agree, 20% were strongly disagree and remaining 8% were strongly disagree.

On the item thirteen “There is nothing wrong in taking loan from any institutional source to meet the needs of daily life” more than half of the participants, 64% participants were agree, 16% participants were strongly agree. While on the other hand 14% participants were disagree and 6% were strongly disagree on item three.

Majority of the participants 56% were agree on item fourteen “I want to avoid taking a loan for personal activities, even if it does meet my personal needs”, 14% participants were strongly agree, 14% participants were strongly disagree and only 8% participants were disagree.

On item fifteen “It is very easy to take a loan from any government/co-operative councils”, 42% participants were disagree followed by 28% were agree, 16% were strongly agree and remaining 14% were strongly disagree.

It has been found in the study out of total 64% participants were agree on sixteen one “To reduce the risk of failure of any work, there should be run more than one unit”, 14% participants strongly agree, 16% participants were strongly disagree and only 6% participants were disagree.

On item seventeen “I want to make bigger risks and bigger profits than lower risks and small profit” 32% participants were strongly agree, 28% participants agree and 28% participants disagree and 12% were strongly disagree.

Half of the participants 50% were agree on item eighteen “The one who takes more risks that takes more advantages than the others” and 8% participants were strongly agree. While on the other hand 28% were strongly disagree and remaining 14% disagree.

On item nineteen “It is good to take risk if you know the probability of success is excessive” 50% participants were agree, 8% strongly agree, 14% disagree and remaining 8% were strongly disagree.

Majority of the participants 36% were agree on item number twenty “I don’t take the risk of using the new method, until the surrounding people not used it successfully” and 24% were strongly agree. While other side 28% participants were disagree and 12% were undecided.

## **FINDINGS OF THE STUDY**

- The study was conducted on only women participants of Jan Shikshan Sansthan, so the 100% participants were women.
- The study shows majority of the participants with 66% belongs to 15 to 24 years age group.
- It has been clear that majority of the participants 60% are Hindus. The majority of Hindus reflects the national scenario.
- A sizeable proportion 50% of the participants are other backward class caste who are the single largest group in study.
- A vast majority 38% of the participants belongs from the National Capital Delhi.
- More than half of the participants with 60% are unmarried.
- It is found in the study 28% participants are high school pass out.
- A great of the participants 59% living in nuclear families and the proportion of participants owning houses is 54%.
- It has been found 40% of the participants of Jan Shikshan Sansthans have family income between ₹ 5,001-₹ 7,000.

- It has been found in the Table 2 (changing attitude of the participants) majority of the participants 42% were strongly agree on statement one “I try to keep the information about the new methods of work used in daily life”.
- Out of total 38% participants were strongly agree on statement two “It is not necessary that I will use the information of all new approaches”.
- Half of the participants were strongly agree on statement three “When I find out any new information about the methods of work used in daily life, I am not comfortable until I take it for myself”.
- Out of total 42% participants were agree on statement four “Nowadays, new information about the work used in daily life keeps coming, but who knows whether the new information is better than the original information”.
- The majority of the participants 34% were strongly agree on statement five “I take up the works used in daily life by thinking very carefully”.
- Highest number of the participants 86% were agree on statement six “I want to earn money by hard work”.
- A large of the participants with 84% were agree on statement seven “I want to get job by honesty”.
- The study shows that the half of the participants 50% were agree on statement eight “I want to work according to my choice”.
- More than half of the participants 56% were strongly agree on item nine “I like to use new things in my work”.
- A great majority of the participants 58% were agree on item ten “My ambition is that I set a glorious record in my life”.
- Half of the participants 50% were agree on item eleven “Loan is required to meet daily life requirements”.
- On item twelve the study shows 50% participants were disagree “It is very easy to save money to meet the needs of daily life”.
- More than half of the participants 64% were agree on item thirteen “There is nothing wrong in taking loan from any institutional source to meet the needs of daily life”.
- The majority of the participants 56% were agree on item fourteen “I want to avoid taking a loan for personal activities, even if it does meet my personal needs”.

- Highest number of the participants 42% were disagree on item fifteen “It is very easy to take a loan from any government/co-operative councils”.
- The study shows the large number of the participants with 64% were agree on item sixteen “To reduce the risk of failure of any work, there should be run more than one unit”.
- The majority of the participants with 32% were strongly agree on item seventeen “I want to make bigger risks and bigger profits than lower risks and small profit”.
- Half of the participants with 50% were agree on eighteen “The one who takes more risks that takes more advantages than the others”.
- Majority of the participants with 50% were agree on item nineteen “It is good to take risk if you know the probability of success is excessive”.
- Majority of the participants 36% were agree on item twenty “I don’t take the risk of using the new method, until surrounding of people didn’t used it successfully”.

## **CONCLUSION**

Jan Shikshan Sansthans are playing vital role in developing positive attitudes and empowering women through entrepreneurship education of vocational training programs of Jan Shikshan Sansthans. The researcher in the present study threw a light on Entrepreneurship Education in Vocational Training Programs of Jan Shikshan Sansthans and how it helps in changing the attitudes of women participants and in empowerment of women participant. It was found that the maximum number of participants gave positive responses. As we can see in the above Table 2, there were twenty items and out of twenty items eighteen items have positive responses from the participants and in only two items i.e. item number twelve and fifteen have negative response. We can conclude on the basis of given responses the participants have positive attitude.

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# **IMPORTANCE OF ENTREPRENEURSHIP EDUCATION FOR STUDENTS IN HIGHER SECONDARY SCHOOL**

Ms. Saman Jameel

## **ABSTRACT**

In the present situation, having knowledge of an academic subject is no longer sufficient for a new graduate. Society requires education to prepare students with the tools and ability to navigate and find success for unknown futures. Entrepreneurship education has the potential to deliver the relevant curriculum and competencies to support young people to develop resilience, independence, innovation and ability to recognise opportunities to live productive and rewarding lives in this new post COVID-19 environment. It is essential to have the infrastructure required to facilitate entrepreneurial mind-set and encourage self-employment. Having a culture of the creation of a new enterprise is a critical aspect of this infrastructure, as it will encourage students to take the risk of starting a business. This study was conducted on importance of entrepreneurship education for students in higher secondary school.

**Keywords:** Entrepreneurship, Entrepreneur Education, Higher Secondary School

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## **INTRODUCTION**

Entrepreneurship education focuses on developing real-world skills that will help students to lead exceptional lives in a rapidly changing world .Entrepreneurship education teaches students crucial life skills, such as:

- How to collaborate and work with a team
- How to speak in public and prepare an effective presentation
- How to collect and analyze data
- How to use social media as an advocacy tool
- How to solve real, complex problems that don't have a definitive answer
- How to use curiosity and creativity to find an innovative approach to difficult problems

Students learn to understand the product development cycle, come up with their own unique business proposals, and deliver multiple pitch presentations. This process results in a superior college prep experience that serves our students long after they've graduated high-school.

Entrepreneurship education does not just benefit those entering the fields of science, technology, and business. Students of art, music, and humanities can develop their imagination and learn how to apply creative thinking skills to real-world problems.

### **Definition of an Entrepreneur**

The term 'entrepreneur' has been defined in a variety of ways as it is an elusive concept till cannot be defined precisely. A few important and relevant definitions of the term are given below:

(1) The American Heritage Dictionary defines an entrepreneur as a "person who anises, operates and assumes the risk for a business venture".

(2) The Oxford English Dictionary defines entrepreneur as "one who undertakes an enterprise, especially a contractor acting as intermediary between capital and labour".

(3) The new Encyclopedia Britannica considers an entrepreneur as "an individual who bears the risk of operating a business in the face of uncertainty about the future conditions."

(4) Richard Cantillon was the first man who introduced the term 'entrepreneur' and his unique risk-bearing function in economics in the early 18th century. He defined entrepreneur as "the agent who buys factors of production at certain prices in order to combine them into a product with a view to selling it at uncertain prices in future

### **Importance of Entrepreneurship for secondary students**

- Creation of entrepreneurial thinkers who also have the skills and tools to start their own businesses.
- Write a business plan
- Apply economic principles
- Determine individual entrepreneurial interests
- Apply basic marketing skills



- Use strategies for idea generation
- Assess feasibility of ideas
- Manage risk
- Identify legitimate sources of capital
- Evaluate ownership structures
- Translate problems into opportunities
- Apply principles of human relations management
- Speak "business" & "entrepreneurship"
- Apply basic accounting principles
- Engage in ethical business practices
- Demonstrate financial management Benefits to Post-Secondary and Adult Students
- Demonstrate skills in business startup
- Demonstrate skills in maintaining business longevity
- Demonstrate knowledge of business closings versus failure
- Ability to find next level of training or access other resources and services
- Demonstrate business management/ operation skills
- Use components of a business plan
- Determine impact on unemployment
- Changed attitude toward entrepreneurship as a means of making a living
- Changes in personal and career attitudes including:-
  - Self-worth
  - Ability to control one's own life
  - Self awareness
  - Self management/ personality responsibility
  - Transfer of learning
  - Motivation
  - Teamwork
  - Interpersonal communications

## **Entrepreneurship Education in India**

India has a pioneering status among developing countries for its early start on a variety of entrepreneurship education programs. For the most part, entrepreneurship education in post-independence India has been focused on measures designed to encourage self-employment and founding of Small and Medium Enterprises (SMEs). The Industrial Policy Resolution of 1956 has, for instance, a very strong emphasis on the SME sector. As the economy transitioned from being primarily agrarian into one that has significant contribution from other sectors, it was felt that the most pressing requirement was education that would enable need-based entrepreneurs to make forays into these emerging sectors. Consequently, in the 1960s and 70s, entrepreneurship education was almost exclusively delivered in the form of training programs, offered by institutions under the aegis of State and Central Governments, and by financial institutions receiving support from the Government. Some of the institutions delivering such programs were: 1. Industrial estates and in common service facilities (like tool rooms) 2. Training and counseling institutions (NISIET, SISI, TCOs, EDI) 3. Financial institutions like SBI, IDBI, TDICI, RCTC, etc. 4. Development boards (STEPs, EDCs, TBIs)

In the 80s, entrepreneurship education continued to focus primarily on entrepreneur training aimed at creating self-employment ventures. The 80s also saw the entry of entrepreneurship education into technology and management institutions. At the IIM Ahmadabad, for example, faculty members started offering Achievement Motivation Training. Other management institutions also began offering similar courses, driven mainly by faculty interest. However, none of these institutions took on a pioneering role to emerge as a thought-leader. Governmental effort oversaw the founding of an initiative to set up Science and Technology Parks (STEPs) and incubation centers at a few reputed technical institutions. With the advent of liberalization in the 90s, the country saw the potential of entrepreneurship not only as an entry-level employment generator, but also as a means of wealth creation. Success stories, especially in the IT sector, were viewed by entrepreneurs as role models. The country as a whole saw a growing interest in entrepreneurship, fuelled by factors such as growth potential of economy, changing social and cultural milieu, global success of several Indian firms, emerging opportunities in different sectors and lower capital requirement in IT and service sectors. The past two decades have witnessed the entry of industry associations, NGOs, consultants and voluntary organizations into the entrepreneurship education space. In general, this time period saw the strengthening of the entrepreneurial ecosystem, with the

establishment of modes of education that were not training based. Examples of such modes include:

1. Mentoring pools like TiE, and networking events
2. Entrepreneurship Development Cells (NSTEDB, AICTE, UGC)
3. Incubators at various institutions such as: (i) Technology Business Incubators (NSTEDB, at over 30 educational institutions) (ii) Engineering colleges (IITs, NITs, leading private colleges) (iii) Management schools (ISB, IIMs, and leading private schools)

The Various Entrepreneurship Programs Offered by Various Institutes in India are Given Below:

Long Duration:

Institute	Course Title	Focus	Duration
Madurai Kamaraj University	PDG in Entrepreneurship	Across Life Cycle	1 year
EDII	PGDBEM	Across Life Cycle	1 year
SEMCOM	BCom., BBA, BBAITM, Master of E-Business	Across Life Cycle	1 to 3 years
SPJIMR	EPBA	Across Life Cycle	18 Months
	Family Managed Business Programme		2 years
Indian Institute of Entrepreneurship, Guwahati	PGDME	Across Life Cycle	1 year

Term Based

Institute	Course Title	Focus	Duration
ISB, Hyderabad	PAEV	Pre Start Up	15 Weeks
IIM - Ahmedabad	LEM	Pre Start Up	10 Weeks
	ENVP	Pre Start Up & Start Up	10 Weeks
IIM - Bangalore	ENVC	Pre Start Up & Start Up	10 Weeks
	Corporate Venturing	Pre Start Up & Start Up	10 Weeks
	Social Entrepreneurship	Pre Start Up & Start Up	10 Weeks
	New Venture Financing	Pre Start Up & Start Up	10 Weeks
IIM - Calcutta	SEM	Across Life Cycle	10 Weeks
	Managing New Ventures	Pre Start Up & Start Up	10 Weeks
IIM - Lucknow	Org Issues in NV	Across Life Cycle	10 Weeks
	NVP	Pre Start Up & Start Up	10 Weeks
XLRI	Entrepreneurship & NV	Pre Start Up & Start Up	10 Weeks
XIME	Entrepreneurship	Across Life Cycle	10 Weeks
XIM, Bhubaneswar	NEM	Pre Start Up & Start Up	10 Weeks
	Rural Entrepreneurship	Pre Start Up & Start Up	10 Weeks
	Social Entrepreneurship	Pre Start Up & Start Up	10 Weeks
SPJIMR, Mumbai	Start Your Business Prog.	Across Life Cycle	12 Weeks

## **Leave Room for Creativity and Collaboration**

As standardized testing has become more common in public schools, opportunities for students to innovate and collaborate with others have become more scarce. Entrepreneurship education encourages creativity, innovation, and collaboration. These attributes are highly valued by the top colleges in the world and will serve your child well beyond middle school and high school.

To get a clearer picture of the topic and understand the importance of basic entrepreneurship education in student's life the below-mentioned points could be of assistance.

**Teaches Basic Life Skills:** Entrepreneurship education teaches essential life skills such as an innovative approach to solve a problem, resolve real world problems, collaboration and working with a team, and many more. All these life skills which define the personality of an individual can never be learned through traditional book and classroom studies.

**Enhances Creativity:** Creative people always take a different approach to a problem and that's what makes a major difference. By encouraging creativity, innovation, and collaboration the entrepreneurship moulds the students into an abler individual strong enough to face the reality of the outside world. Apart from the degrees and certifications, the students will have the much-needed experience to start their journey in the market with a strong foundation.

**Develops Problem Solving and Identification Capability:** Problem-solving and problem identification are two separate things. Students through years of practice may develop their problem-solving skills but to identify the problem much before its arrival and taking necessary precautions to tackle it differentiates a successful entrepreneur from the rest of the mass.

**Boosts Leadership Quality:** The world is always in need of a good leader for guidance. The students who are interested to make a difference will certainly succeed in paving a different pathway. While learning about entrepreneurship skills at a younger age, the students tend to incorporate new skills and start thinking like a leader. Beneficial specifically for women entrepreneurs, the leadership skills will compel them to create their own identity by mitigating the existing gender gap in the corporate world.

**Prepares the Students for an Uncertain Future:** If we research a little bit, we can very well realize that the jobs once existed decades ago, are nowhere to be found in the present scenario. In the volatile and dynamic market, new technologies are advancing in each passing day and the current generation is progressing towards a future without any certainty. They might take years to master a particular trade or skill but with time it might disappear from the market resulting in havoc in student's careers. By learning about entrepreneurship, one door will always be open for venturing into, if the things do not turn out as expected.

## **REVIEW OF LITERATURE**

Different scholars and educationalist have forwarded multi concepts of entrepreneurship education and all of them are different from each other (Lautenschlager & Haase, 2011). Johansen & Schanke (2012) studied different forms of entrepreneurship education existing in the education system of Norway. In the beginning he argued that entrepreneurship is the one topic in the subjects like leader development or social studies and later he also concluded that entrepreneurship education as a subject being offer in 18 percent in the higher secondary schools. The purpose of entrepreneurship as a subject is to enhance analytical thinking, simulating creativity, reflection, increasing the abilities of self-business and its management, and also it is contributing to the education system of Norway (Norwegian Directorate for Education & Training, 2011). Thirdly, the entrepreneurship is merged in the other subjects by utilizing the project methods. Pupil enterprise is one of those project in which the students, school leaders and teacher are most often related with entrepreneurship education (Johansen, Skalholt & Schanke, 2008). Pupil enterprises are managed by JA-YE in Norway and its CP (Company Program). According to their statistics, 67% of upper secondary schools have been offered these company programs, and about 1100 students take part annually (Johansen & Schanke, 2012). The above stated Company Program has been declared as the best practice in the entrepreneurship education by European Commission in 2005, and this structure (teaching of entrepreneurship education) has been adopted in European Countries (JA-YE, 2011). In the 44 % of the higher secondary schools in Norway, they managed pupil enterprises by themselves. By comparing the guidelines and procedures of CP, there is much flexibility in the pupil enterprises when they enterprises\ organized independently. Adding more, 75% of higher secondary schools managed their interdisciplinary entrepreneurship education projects in which, employers, local schools and government sector help them (Johansen & Schanke, 2012).

This literature review of entrepreneurship education pedagogy provides growing evidence of the effectiveness of programmes that support students to act on opportunities that address social, economic, and environmental issues that have arisen in their communities. Theoretical Framework Entrepreneurship education is an approach to learning that has been adopted across Asia, in China, Indonesia, (Wu & Wu, 2017), Singapore (Ho et al., 2018) and Malaysia (Din et al., 2016), in most of the European Union countries, and in the United States, with the European Union countries taking a more practical approach (Ierapetritis, 2017). Global interest grew on the topic of entrepreneurship in the early 1980s as the economy's focus turned to small and medium-sized (SME) businesses as a solution to unemployment (Jones & Iredale, 2014; Pepin, 2018). In Finland (Komulainen et al., 2009) and Sweden (Fejes et al., 2019) entrepreneurship education is written into the curriculum for all year levels and across all subjects. In the United States, 'entrepreneurship education' is the terminology used; while 'enterprise education' is used in the United Kingdom (Lackeus & Middleton, 2015); and in New Zealand's curriculum students are to explore what it is to be 'enterprising' (Ministry of Education, 2011). A narrow or broad view of entrepreneurship education There are two perspectives on entrepreneurship education. A narrow view of entrepreneurial education is thought to confine entrepreneurship to a business subject that provides an opportunity to gain knowledge and understanding about marketing, finance, human resource development, strategy and acquiring capital (Lackeus, 2015; Osiri et al., 2015). Taking a broader view of entrepreneurial competencies requires learning through ventures or designs that respond to opportunities in a wider range of subject areas and problem solving opportunities throughout the surrounding community and can appeal to students who are interested in ventures that serve a broader purpose in society (Kirkley, 2017; Osiri et al., 2015). While some argue that the narrow and broad views be kept separate (Jones & Iredale, 2014) and there is preference for the broader view (Davidson, 2015; Lackeus, 2015), these views can co-exist (Fejes et al., 2019) when students learn about, for, and through entrepreneurship (Hannon, 2005. Learning about, for or through entrepreneurship education In a public education or schooling context, entrepreneurship education experiences can be designed to teach students about, for, or through entrepreneurship. Learning about entrepreneurship has been described as learning the 'what' and 'how' of entrepreneurship (Nabi et al., 2018), by presentations of the associated theories and knowledge (Lackeus, 2015). Learning for entrepreneurship is preparing students to start a business (Caird, 1990; Moberg, 2014) with technical, practical and teacher-guided instruction (Elahi, 2019; Sirelkhatim & Gangi, 2015). Learning through or in entrepreneurship is to experience real

life ventures (Piperopoulos & Dimov, 2015) to develop skills and competencies in entrepreneurship (Caird, 1990; Lackeus, 2015; Moberg, 2014; Sirelkhatim & Gangi, 2015).. However, there is growing consensus that learning through entrepreneurship education is more effective even for tertiary level (Kleiman, 2015; O’Leary, 2012; Scharmer et al., 2020). Learning for entrepreneurship has been found to be more effective in fostering entrepreneur identity at lower secondary school level but less engaging (Moberg, 2014), and while still worthwhile, should be presented as a variety of ways learners could act, considering complex conditions, rather than taught instrumentally (Rieckmann, 2020).

### **Entrepreneurship Education**

The preparation for the third wave of the Entrepreneurial journey should begin at schools and universities in India. Unlike in the U.S, universities in India are not at the epicentre of the entrepreneurship ecosystem. They need to build a strong foundation of innovation and entrepreneurship to empower aspiring entrepreneurs to successfully incubate high-impact ventures. Educational institutions must create entrepreneurial culture where students are...

1. Explicitly encouraged to question, experiment, observe and network to generate novel ideas where they are not afraid to take chance and fail. They must show tolerance to failure, as failure is a natural part of innovating.
2. Challenged through structured ideation efforts around specific topics, themes, or problems and rewarded for taking smart risks in their pursuit of innovation.
3. Providing opportunities to discover new solutions, experiment, refine and validate solutions and empower to present their ideas and utilise the collective wisdom to validate and refine ideas.

Indeed, entrepreneurship education has truly earned a global status for itself, given that it now pursued with equal passion even in the developing countries (Arthur et al., 2012). Having established the idea of entrepreneurship as basic to business education and its synergies with the core curricula, it becomes imperative to delve into the reality of how entrepreneurship is taught specifically in an emerging economy such as India.

### **METHODOLOGY**

A qualitative case-based methodology was adopted to explore the prevalent regime of entrepreneurship education in schools. The purpose was two-fold:

To understand how entrepreneurship is integrated in the school curricula.

To understand the popularity of entrepreneurship as a field of study among students schools

In-depth interviews with students of 5 private schools in Delhi were conducted to collect the qualitative information. The information given on the curricula or specifically relating to the popularity of the courses are unstructured telephone interviews were carried out, allowing open-ended responses to questions such as:

Does entrepreneurship feature in your curriculum as a course?

How is it incorporated in the curriculum? (e.g., Single course or not? Offered as a core or elective course? In which term is it offered?)

Approximately how many students opt for entrepreneurship as an elective course?

What is the basic pedagogy that is followed for the course.

### **Suggestions for Developing Entrepreneurship Education**

Although the wave of promoting entrepreneurship education has started in B Schools, much more needs to be done in entrepreneurship education so that it can play a significant role in the growth of Indian economy. The following is a list of proposed measures to be taken for development of entrepreneurship education in India:

**1. Selecting suitable candidates:** Since not everyone has the potential to become an entrepreneur, the proper identification and selection of potential entrepreneurs is the first step in the entrepreneurship education. The Schools should select those with high entrepreneurial potentials through particularly designed procedures. Tests, group discussions, and interviews may be used in the selection of entrepreneurs.

**2. Selecting the eligible faculty:** The Schools should carefully select the entrepreneurship education teaching staff. In theory, a lecturer of entrepreneurship education, first of all, must be a successful or experienced entrepreneur. A qualified entrepreneurship education teacher should also have some entrepreneurial practices especially in risk taking and opportunity perceiving as well as entrepreneurial qualities such as good communications skills. Otherwise, teaching quality cannot be guaranteed.



**3. Share of experience:** The Schools must act as a forum to bring scholars from across the country to share their views related to entrepreneurship that have contemporary relevance and interest. Entrepreneurs learn from experience - theirs and that of others. Much of the success of Indians in Silicon Valley is attributed to the experience, sharing and support that members have extended to young entrepreneurs. They should create a strong network of entrepreneurs and managers that entrepreneurs could draw on for advice and support.

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## STUDENT AND ENTREPRENEURIAL

\*Dr. Shinam Batra

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### ABSTRACT

Delhi government has initiated the programme of entrepreneurship mind-set in its government schools primarily to develop entrepreneurial mindsets of students with critical thinking, confidence and creativity. Teachers have been trained to build foundational (like problem solving and collaboration) and entrepreneurial (like recognizing and bouncing back from failure) abilities. In this paper, by shedding a light upon internationalization of consuming pattern I will argue how Indian market can fill the domestic market vacuum and balance foreign exchange reserve by bringing in local entrepreneurs.

**Keywords:** Entrepreneurship, Entrepreneur, Economic Backwardness, Self-efficacy, Social Anxiety, Human Capital.

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### INTRODUCTION

The relevance of Human Capital is widely acknowledged today as a catalyst for economic growth and advancement. Appropriate utilisation of the human resources is significant to the prosperity of a nation. However, significant chunk of the country's population have been left out from the development process. Being unemployed and unproductive, this section of the population is stagnant at the bottom of the pyramid (Prahalad, 2006). Even after seven decades of independence, India still struggles to combat poverty and unemployment despite several initiatives and attempts by its Government. Creation of employment opportunities for the whole section of unemployed mass is surely impracticable. Therefore, an entrepreneur innovates (either a new product or newer techniques to deliver a product), identifies opportunities, convert those opportunities into a viable plan, gathers the necessary resources to create and add value, bears risk and manages business in expectation of rewards (financial or non-financial) from the work. As such, with a distinct vision, an entrepreneur acts a catalyst in the economy to bring about a desired change.

National Knowledge Commission (2008), Government of India defines entrepreneurship as, professional application of knowledge, skills and competencies and/or of monetizing a new idea, by an individual or a set of people by launching an enterprise de novo or diversifying from an existing one (distinct from seeking self-employment as in a profession or trade), thus to pursue growth while generating wealth, employment and social good. Accordingly, it is a well-known fact that in a developing economy like India, entrepreneurship is a catalyst for generation of newer jobs, derivation of innovative products or techniques, thus leading towards a better and prosperous economic environment. The rapid pace of economic advancement and industrialization in the Indian economy will be further reinforced by the whole lot of entrepreneurs. As such, —Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.

### **The Entrepreneurial Process**

The fact that entrepreneurship is imperative to inception and sustenance of economic development has been widely accepted today. Historical evidences of industrial development bear testimonies of entrepreneurs having contributed significantly during those times. The rapid pace and extent of development today would not have been possible without entrepreneurs. As economic development is directly proportional to effective resource utilization, so presence of entrepreneurs in the economy implies judicious use of resources and thus, redirecting them towards growth. Therefore, cultivating the spirit of entrepreneurship in the economy is of immense importance. For developing nations like India confronted with scarcity of resources and lack of enough output (goods or services), the dependency on imports is immense. India is already an attractive marketplace for several foreign business entities due to factors like high disposable incomes, higher percentage of young population, higher standard of living, westernization of the masses and so on. By grabbing these opportunities, the foreign multinational players fetch huge sum of pennies by selling their products to the Indian households. These products are manufactured with the help of sophisticated and advanced technologies and therefore, are of superior qualities. The Indian consumers are fascinated by these top rated products and prefer them over the indigenous items in the market. On one hand, these foreign industries are able to lure the Indian consumers through their technologically advanced and thus, creative products and on the other hand, they are remitting bulky profits back to their home countries. Thus, the Indian market is a massive sufferer since lack of production to meet domestic demands has led to

high dependency on imports and thus drainage of foreign exchange reserves. This is yet another rationale which demands intervention from the local entrepreneurs. In such an alarming situation, entrepreneurship is an ultimate solution through which the Indian market can be boosted up in terms of newer products or innovative techniques of production and marketing. In this manner, the profits generated from the market can also be retained back.

It is evident that regional imbalances in developing countries like India leads to unemployment and economic backwardness thus, resulting in social anxiety and agitations. The disparities in regional growth breed mayhem and disharmony not only in the region but in the nation altogether. Even if the regions are abundant with nature's bounty but the pace of development is sluggish due to non-utilization of the resources. If the natives of the region are well equipped with entrepreneurial skills, then they would be able to highly contribute towards development and reverse the situation in their favour. This, further, prevents concentration of economic power in the hands of few in the economy.

In India, the concept of entrepreneurship development has been strategized to achieve twin objectives: promotion and awareness of entrepreneurship culture as well as industrial growth and development. With early campaigns and drives towards entrepreneurship development back in the 1960s, today the concept has successfully reached the public ears through a countrywide movement.

### **Entrepreneurship in India**

The evolution of industrial entrepreneurship in India can be traced back to the Vedic period, when metal implements were produced in the country besides various handicrafts. Handicraft entrepreneurship thus existed in India since the ancient times (Reddy, 2010). However, the country has a dismal entrepreneurship scenario in the present times. Due to an orientation towards security and low risk avenues, the Indian youths prefer to opt for stable jobs with guaranteed salary. As such, the entrepreneurial spirit is low amongst them. The GEM Global Report 2017-18 introduces the concept of 'Entrepreneurship Spirit Index', which is a composite index combining three self-perception dimensions viz., entrepreneurial awareness, opportunity perception and entrepreneurial self-efficacy-0.19

### **Initiatives being taken by Govt of Delhi**

The Govt. of Delhi has commenced the Programme of Entrepreneurship mindset in all Govt. schools of Delhi, where all Govt. teachers are being trained to take classes of entrepreneurs which enables student to:

- Dream and pursue their dreams with zeal.
- Be happy and joyful.
- Be lifelong learners.
- Entrepreneurial Abilities
- Dream bigger
- Try new & challenging tasks
- Recognize Opportunity
- Plan & Execute
- Ideate Implement
- Analyse and learn from failure or success
- Preserve (Re plan and Try again)

To achieve these objectives Abilities are categorized in following ways:

#### Foundational Abilities

- ✓ Communication
- ✓ Decision Making
- ✓ Critical thinking
- ✓ Team Work
- ✓ Problem Solving
- ✓ Drive Change Explore Ideas and solution
- ✓ Retrospect
- ✓ Reflect
- ✓ Analyze
- ✓ Integrity & Ethics

#### Key Building Blocks

- ❖ Mindfulness

- ❖ Creativity
- ❖ Innovation
- ❖ Joyfulness
- ❖ Confidence
- ❖ Self Esteem
- ❖ Curiosity
- ❖ Manage Fears
- ❖ Self-Awareness
- ❖ Empathy
- ❖ Observation

Following Strategies may be used to develop Entrepreneurial abilities in schools:

- Connecting knowledge to Life Outside School

All content in the curriculum must be based on real life experiences and no fiction based characters.

- Ensuring that learning is shifted away from rote methods

Children learn in varied of ways- through experiences, making and doing things, experimentation, reading, discussion, reading or writing expression etc. They require opportunities of all these kinds in course of their development through peer groups and teachers. The methodology of instruction is through activities, stories, discussion and reflection based enquiry. It will promote self-awareness, critical thinking, communication and self-reflection skills.

- Enriching Curriculum to provide overall development of children

To ensure this only teachers manuals are being provided, no textbooks are given to students. All classes are on experiential learning based and focus on building mental frame for holistic development of the child.

- Making Examination more flexible and integrated into classroom life

The evaluation of students will be done based on reflections in the classroom and teacher's observations. Conclusions may be drawn on weekly reflections and observations. This all must be non evaluative.

- Nurturing an overriding identity informed by caring concerns within democratic policy

The curriculum aims to make learner more aware, mindful and meaningful contributor to

society. The learning experiences are designed keeping in mind following points.

Constructivist pedagogy, Experimentation, Questioning, listening, reflecting Collaborative Peer Learning which Cater to Multiple intelligences and learning styles: Reading, Expressing oneself in speech, movement or writing- both individually and with others.

All the Inservice teachers are being trained to develop entrepreneurship mindset among students.

HOS to call some entrepreneurs in their schools to motivate the students, Don't facilitate students to find out good job rather facilitate students to give jobs.

Even Delhi Government seeded Rs. 1000/- for students to commence entrepreneurship ideas with group of 4-5 students.

These types of pursuits are executing in schools for developing entrepreneurship mindset.

## **CONCLUSION**

Delhi being the capital state of India has set a prime example for whole country in terms of boosting entrepreneurship with the torch bearers of future i.e students by seeding them with Rs.1000 for initiating their ideas of entrepreneurship.

India with a vast regional disparity, with an uneven distribution of development ideas/plans is in dire need for local entrepreneurship intervention. Local residents of mixed market economy are facing stiff competition from various MNC's both in terms of consumer tastes and preferences which results in the shutdown of their local business.

With the promotion of local entrepreneurship ideas among students we will not only manage to maintain the employment graph, we will also succeed in preserving our traditional based business and culture. Thus, resulting in the increment of our share in world market and balancing the foreign exchange reserve.

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# TRAINEE TEACHERS' VIEWS ON ENTREPRENEURSHIP IN TEACHER EDUCATION PROGRAMS

\*Dr. Ali Haider

\*\* Ms. Afifa Naaz

## ABSTRACT

Entrepreneurship is a set of skills, knowledge, and attitudes that anyone can learn, and it may help young people become more creative and confident in their pursuits. Entrepreneurship education aims to prepare students to be agents of social and economic change. It encourages students to get work experience and further training before venturing out on their own. It is clear to students in the twenty-first century that entrepreneurship skills are in high demand, and this underscores the necessity of including them in teacher preparation programmes. Many countries, including India, recognize the lack of or inadequate provision of entrepreneurial education in pre-service teacher education programs. The current article is based on a short study that was conducted on the views of B.Ed. trainee instructors on entrepreneurship. The data was collected from 42 trainee teachers enrolled in B.Ed. programmes at one of the college of India's central universities. A self-administered questionnaire in English and Urdu was used to collect data. In order to analyze the results, descriptive statistics were utilised. Although the study's findings cannot be generalized, they nevertheless have a lot of ramifications. The findings have broad implications for education and entrepreneurship stakeholders.

**Keywords:** Education, Entrepreneurship, Trainee teachers.

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## INTRODUCTION

Entrepreneurship encompasses a wide range of activities. It is more than just launching a business; it includes the life skills required for individuals and society to be healthier, more socially competent, and technologically sophisticated. Entrepreneurship, according to Shane (2003), is the act of becoming an entrepreneur. According to Joseph A. Schumpeter an entrepreneur is someone who is willing and capable of transforming a novel idea or invention into a successful innovation, while simultaneously developing new products and business



models that contribute significantly to industry dynamism and long-term economic growth. In this way, in today's world, an entrepreneur is defined as anyone, whether they are an industry or business leader, teacher or students, etc., who possesses innovative and creative abilities.

Now, the question arises as to whether entrepreneurship is something that can be taught or, more importantly, acquired through experience. It is a long-running source of contention. However, it is self-evident that education plays a critical role in the formation of attitudes, abilities, and culture-beginning at the primary level. Furthermore, a person can develop the skills required to be a successful entrepreneur in any professional scenario, not simply while starting their own business (Stevenson & Jarillo, 1990). Students who are exposed to entrepreneurship and innovation earlier in life and in a broader context are more likely to go on to become entrepreneurs in some capacity.

Entrepreneurship comprises knowledge, skill and attitude that anyone can learn, and it can help young people become more creative and self-assured in their endeavors. Entrepreneurship education was introduced or entrepreneurial components were included into mainstream education, such as vocational education, in order to develop these capacities. The primary goal of such education is to develop an entrepreneurial mindset in students. It is not just about fostering new businesses, cutting-edge projects, and creating new jobs. Some of the characteristics of Entrepreneurship education are: It is a result of innovation (Contillon, 1931 and Kirby, 2004); function of organizational development (Vesper & William, 1997); deals with changing attitudes, taking risks, and putting ideas into action (Gunday & Kickal, 1998); serves the purpose of developing leadership (Kuratka & Harnsby, 1996); has a strong commitment to the growth of material wealth, knowledge, and employment opportunities (Robert, 1998). Entrepreneurship and its education aspire to equip students with the skills and knowledge necessary to serve as agents of social and economic change. It encourages students to gain work experience and additional training before starting their own business. It enables students to have an impact on both the future of society and their own personal development. In this regard, the NEP 2020's recommendations are an excellent source of inspiration for developing entrepreneurial skills in bright individuals from a young age.

## **RATIONALE OF THE STUDY**

Students who have completed their formal education or schooling need to have life skills in order to be able to live comfortably after completion. To address the needs of an individual and a nation, secondary and tertiary education have vocational goals, which students pursue.

Teachers must be capable of imparting education to their students and transforming them into knowledgeable, skilled individuals in order to accomplish educational goals. Consequently, the role and functions of teachers are extremely diverse, ranging from the teaching-learning process inside the classroom to research and community service outside the classroom and everything in between. More importantly, teacher education and training are at stake. Quality teacher education programmes and training will produce quality teachers for the modern era. In this sense, teacher education programmes are not intended to prepare 'traditional' future teachers. Future teachers must be capable of meeting the needs of modern learners. Student life skills and potential as job producers should be developed by teachers.

In general, professional education and training provided by teacher education institutes are perceived to fall short of the competencies necessary for work performance. Future teachers, in particular, demonstrate flaws in several areas, such as new teaching approaches, communication skills, and so forth.

To address many of these issues, the Government added teacher eligibility test (TET) in accordance with National Council for Teacher Education (NCTE) Guidelines, in addition to a teaching degree. The TET was added as a basic requirement for teaching because: It would establish national criteria for teacher quality and serve as a baseline for the recruitment process. It would encourage teacher education institutes and their students to raise their performance standards. It would convey a strong message to all stakeholders that the government places a high value on teacher quality. The topic of whether such efforts have resulted in an improvement in the quality of teachers and teacher education institutions continues to be debated.

Moreover, teachers who have received training are also not considered as being well prepared for self-employment, such as founding one's own school, writing academic content, or serving as academic counselors. Specifically, they do not seem to have received training as multi-skilled teachers which is the need of the modern era. Students in the twenty-first century have seen that entrepreneurship features are at the forefront of the ideas they are expected to acquire, which emphasizes the importance of incorporating these features into teacher education curriculum. However, the absence or inadequate provision of entrepreneurial education in pre-service teacher education programmes is well acknowledged in many nations including India. In elementary and secondary teacher education, there are no

courses that teach pre-service teachers about entrepreneurship and innovation; it is simply recommended that trainee teachers study about these topics (Kleppe, 2002).

In India, entrepreneurship is rarely taught in pre-service teacher education programmes, which are two-year B.Ed programmes designed to prepare future teachers. While this is true, one cannot deny the fact that B.Ed. is a professional programme designed to equip future teachers with many of the skills and values required even in entrepreneurship. To mention a few, these include the ability to apply critical thinking and problem-solving abilities as well as creativity and leadership; and values like confidence, independence, perseverance, and open-mindedness to new experiences.

It is a widely held belief that pre-service teacher education curricula emphasize hands-on experience, skill development, and a transformation in perspective. A consequence of this is that teacher education programmes should be enhanced in order to include entrepreneurial features. In light of the aforementioned important characteristics of entrepreneurship education and its importance, a small study was carried out to investigate the views of trainee teachers on entrepreneurship in the B.Ed programme.

### **OBJECTIVES OF THE STUDY**

- To study the basic knowledge of entrepreneurship among trainee teachers.
- To study the career interests of trainee teachers (viz. job seeker or job giver).
- To determine if trainee teacher have a preference for any certain type of startup in the future.
- To study of trainee teachers' opinion on entrepreneurship education in B.Ed programme.

### **METHODOLOGY**

The current article is based on a pilot study that was conducted with a sample size of 42 trainee teachers enrolled in B.Ed. programmes at one of the central universities of India. The sample was heterogeneous in terms of other characteristics, yet they all belonged to the same minority groups. A self-administered questionnaire in bilingual both in English and Urdu, was used to gather the data, and it included both closed and open-ended questions. The data was collected online in this COVID-19 pandemic using Google forms, which recorded the

participant's e-mail address to eliminate duplicate forms, authenticity, and future connections. For the purpose of analyzing the results descriptive statistics was used.

## RESULTS AND DISCUSSION

### 1.1. Basic Knowledge of Entrepreneurship among Trainee Teachers

In order to investigate the fundamental knowledge of entrepreneurship among 42 trainee teachers, the following assertions about what entrepreneurship is, as listed in table-1, were posed to them. According to the data gathered, 85% of trainees agreed with the assertion that founding and running a business constitutes entrepreneurship; the remaining 15% disagreed. Another statement i.e. the process of transforming invention into innovations is known as entrepreneurship , 45% were agree but 10% were not and remaining42% were unsure whether they should to go for that or not. The last two assertions about government entrepreneurial programmes and what legal formalities are needed for the establishment of a new business, received agreement of 29% and 23% agreement, respectively.

<b>S.No.</b>	<b>Item</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Undecided (%)</b>
1.	Starting and running a business is entrepreneurship.	85	15	—
2.	The process of transforming inventions into innovations is known as entrepreneurship.	48	10	42
3.	I am familiar with the legal requirements for launching a business.	29	33	38
4.	I am familiar with the numerous government-sponsored entrepreneurship assistance programmes.	23	77	—

As a result of the aforementioned analysis, it can be inferred that trainee teachers are familiar with the notion of entrepreneurship. It is likely that trainee teachers have heard the term 'entrepreneurship' but have little understanding of the entrepreneurial process. In addition to the process, they may have been unaware of the legal requirements needed to start their firms, as well as the government programmes available to help them.

## 1.2. Skills required for Entrepreneurship

In response to the question, “What traits are required to establish your own business or to provide services?” the following attributes were revealed as shown in the following table:

<b>Table 2 : Trainee teachers response on the skills required for entrepreneurship (N =42)</b>		
<b>S.No.</b>	<b>Entrepreneurial attributes</b>	<b>Response (%)</b>
1.	Innovation	62
2.	Passion	48
3.	Persuasion	38
4.	Profits	48
5.	Perseverance	33
6.	Creativity	52
7.	Practice	38
8.	Problem solving ability	57
9.	Pursuit	33
10.	Independence	43

From the above results (table-2), trainee teachers have believed in, establishment of a new business or to provide services there is one entrepreneurial attribute would be required in huge amount, i.e. innovation as 62% of trainees have responded to that. After the innovative trait the second thing would be required was problem solving ability as 57% trainee have responded to the attribute. Next on the list is creativity, which has been chosen by 52 percent of trainee instructors. Passion and profit are also necessary, according to 48% of students. Around 38% trainee teachers believed that persuasion and practice would be required and according to 33% trainee teachers least attribute would be pursuit. As a result, it can be inferred that the basic traits associated with entrepreneurship as perceived by trainee teachers were innovation, creativity, problem-solving ability, and finally, passionate for starting their own businesses.

### 1.3. Career Orientation of Trainee Teachers (viz. job seeker or job giver)

In response to the question, “What career path would you prefer to pursue in the future with a B.Ed. degree?” As shown in the table below, the following responses were recorded:

<b>Table 3: Career Interests of Trainee Teachers(N =42)</b>		
<b>S.No.</b>	<b>Career Interests</b>	<b>Response (%)</b>
1.	Higher Education (viz. M.Ed., M.Sc., etc.)	38
2.	Jobs in Private Schools	14
3.	Seeking Govt. Jobs	34
4.	Self employment	14

To study the career interests of trainee teachers name of various kinds of career paths were given in the questionnaire (mentioned in the table-3). As per the data collected it is inferred that majority of trainee teachers were interested number to go either for Higher education (38%) or for government jobs (34%). Remaining 14 % trainee teachers would be going for the self employment. Inclination towards seeking Government jobs might be due to the job security, fear of loss and profit in their own business, or lack of awareness and education about entrepreneurship.

### 1.4. Preference for the Types of Startup in the Future by a Trainee Teachers

In response to the question, “If you were given the opportunity to start your own business, what type of venture would you pursue?” The following responses were recorded, as shown in the table below:

<b>Table4: Startup of Trainee Teachers(N =42)</b>		
<b>S.No.</b>	<b>Startup in Future</b>	<b>Response (%)</b>
1.	Readymade Garments	14
2.	Teaching (setting coaching institute, computer labs, pathology labs, etc)	48

3.	Restaurant	5
4.	Bookshop	10
5.	Craft business	5
6.	Sewing works, family own business	5
7.	Mobile parts	5
8.	No business	8

From above table-4, it is analyzed that 48% of trainee had made up their minds towards setting up business in teaching field e.g. setting coaching institute, computer labs, and pathology labs etc. While 14% had made up their minds in setting up the readymade garments enterprises, remaining trainees were interested to set up book shop, craft business etc.

### **1.5. Trainee Teachers' Opinion on Entrepreneurship Education in B.Ed Program**

Should entrepreneurial education be included in the Bachelor of Education curriculum, as the question asks? Approximately 76% of those who responded said yes, while 8% said no, with the remaining 16% stating they had not made up their minds yet. A total of 43% of trainee teachers stated that they were unfamiliar with the concept of entrepreneurship. For the most part, they agreed that more emphasis should be placed on entrepreneurship in B.Ed curricula.

### **CONCLUSION**

Although the result of the study cannot be generalized, has many implications. The findings have significant implications for all stakeholders in education and entrepreneurship. Entrepreneurship education should be introduced into teacher education programmes. Though the B.Ed curriculum of some Indian colleges, such as Jamia Millia Islamia, incorporates gardening, dye and tie, and other practical components, there is a need to restructure the course structure in light of entrepreneurship education. As part of the National Education Policy 2020, emphasis is placed on skill development. When it comes to building entrepreneurial abilities in young people, the NEP 2020 suggestions are a great place to start. The path to entrepreneurship in India should begin with India's educational institutions. Governments are taking steps in this direction. Vocational training and entrepreneurship is going to be introduced in schools as a part of curriculum from Class VI onwards. The Delhi

government has launched a course to promote entrepreneurship. The Entrepreneurship Mindset Curriculum will be introduced in all Delhi Schools. To prepare teachers for the 21st century's students, teacher preparation programmes should include the development of entrepreneurship abilities. An entrepreneurial curriculum must include cross-disciplinary, cross-campus projects and courses so that all students can be contacted and introduced to entrepreneurship. In order to improve the curriculum of pre-service teacher education programmes, it is vital to examine them from the viewpoints of entrepreneurship and innovation.

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# **ENTREPRENEURSHIP EDUCATION: CENTRAL AND DELHI GOVERNMENT INITIATIVES**

Dr. Chiter Rekha

## **ABSTRACT**

India ranks second in the world in terms of population. According to the 2011 census, the literacy rate of India is 74%. The unemployment rate in India is higher than other countries and this rate has increased further during the Corona period. One of the main reasons behind the high unemployment rate is the education system of India. The education system of India is mostly based on bookish and theoretical knowledge. Being based on bookish knowledge, it hinders students' creativity, problem solving skills, risk taking power and prevents them from doing something new. It neglects practical, technical and skill based education that is the reason why students are unemployed even after completing school education. Except for a few professions, school education is completely different from the education used in their employment. Self-employment opportunities can be created by solving the problem of unemployment through entrepreneurship. Entrepreneurship education is an important way for students to acquire knowledge, abilities and skills and resources enhance innovative ideas, creativity and innovative personality. It is concerned with fostering creative skills. It helps students to improve their cognition constantly, adjust their thoughts and actions and make their entrepreneurship more directional coherent and meaningful. This paper tries to highlight the importance and objectives of entrepreneurship as well as draw attention to the initiatives and policies made by the Central and the Delhi Government to promote entrepreneurship.

**Keywords:** Entrepreneurship, Entrepreneur Education, Government's initiatives.

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## **INTRODUCTION**

Entrepreneurship is a passion, risk taking ability, persisting nature, positive attitude and readiness to establish a business. Entrepreneurship is both an art and a science. It is science because it supports scientific approach and new researches. It is an art because it promotes creativity. Entrepreneurship education cultivates innovative talents, ideas and skills which are an important driving force for future development. Entrepreneurial education is being

considered with great depth and enthusiasm in the field of education today. Economic growth, employment generation, social change, personal growth and development, quality enhancement etc. are being seen as the result of entrepreneurship.

### **Importance of Entrepreneurship**

Entrepreneurship solves four main problems. One is to convert unemployment into employment i.e. self-employment, secondly to end the attitude of not taking risks by promoting new inventions and researches, thirdly to accelerate the weak economy and fourth, Promoting entrepreneurship in place of theoretical education. Entrepreneurship not only generates self-employment but also creates jobs for other people. (Shown Fig 1)



The word “entrepreneur” and “entrepreneurship” are generally attributed to Richard Cantillon for coining the word in his essay entitled “Essay Sur la Nature du Commerce en General (translated as “Essay on the Nature of Trade”) which was written in 1732 and published posthumously in 1755. The terms are derived from French “entreprendre” which is translated as meaning “to undertake” (Mason, 2011).

UNESCO Inter-Regional seminar on promoting Entrepreneurship Education (2008) defined as “Entrepreneurship Education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds.

The definition of Entrepreneurship Education is different for developed and developing countries. According to the developed countries it is a creativity, innovation and thinking

outside the box whereas the definition for the developing countries entrepreneur education is a way to develop positive attitude towards Entrepreneurship and self-employment.

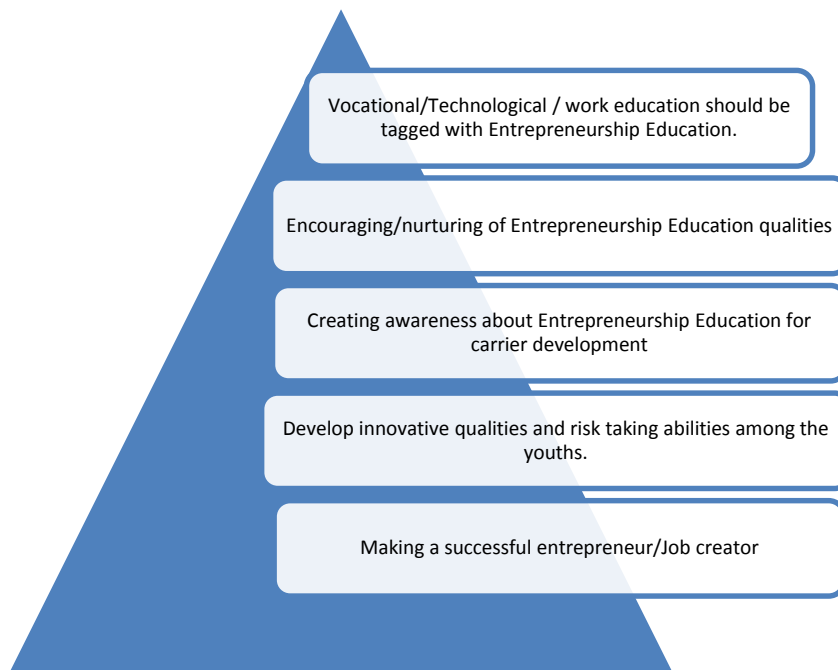
National Aeronautics and Space Administration (NASA) conducted a study on the creative genius of humans to measure how creative we remain over the years of getting “educated”. The test results of this study were shocking, 98% of 5-year-old children fell into the “genius category of imagination”, this number dropped to 12% for 15-year-olds and to 2% for adults. The main reason behind this is our education system, especially the traditional classroom teaching process. The traditional classroom teaching mostly focused on convergent thinking and rote memory, where teachers give information and instructions; learners absorb it, rote it and follow it, and then take some tests to confirm the progress of the learner. There is very less scope of divergent thinking and creativity.

Entrepreneurial education will give an opportunity to the young generation to identify their potential, according to which they can create self-employment opportunities or find jobs for themselves. Therefore we can say that entrepreneurship education is education which allows students to develop and use their creativity, imagination, to take initiatives, responsibility and risks.

As per the UNCTAD (2010) the ultimate aim of entrepreneurship education policies should facilitate for the creation of entrepreneurial culture which in turn help potential entrepreneurs to identify and pursue opportunities. The entrepreneurship education policy should include the particular segment of people for example, women, youth, minorities etc. in which entrepreneur training should have a significant impact.

**Major objectives of Entrepreneurship Education are:**

1. Vocational/Technological / work education should be tagged with Entrepreneurship Education.
2. Encouraging/nurturing of Entrepreneurship Education qualities
3. Creating awareness about Entrepreneurship Education for carrier development.
4. Develop innovative qualities and risk taking abilities among the youths.
5. Education should not be limited to earn bread and butter for himself /herself instead should become a successful entrepreneur.



**Fig 2 (Objectives of Entrepreneurship)**

### **Central Government's Initiative for Entrepreneurship**

Our National Education Policy and National Curriculum also emphasized on imparting entrepreneurship education. By making students practical and skillfully skilled through work education, their future can not only be improved but a strong foundation of education can be laid, accepting this fact Gandhiji in Vardha Samiti (1937). Gandhiji emphasized on Entrepreneurship education.

**National Knowledge Commission (2008):** According to the Report of National Knowledge Commission (NKC) on Entrepreneurship, Government of India observed the linkages between Education, Innovation and Entrepreneurship the high level growth of an entrepreneur depends upon the quality of education imparting in the institutions, the innovative qualities implied or expressed and conversion of the traditional education system to the market oriented and commercial.

**National Policy for Skill Development and Entrepreneurship 2015:** India's first integrated policy has been announced on 2nd July, 2015. The entrepreneurship policy framework has been developed to address the major objectives.

- Infuse Entrepreneurial Culture.
- Streamline Entrepreneurship in Education System.
- Inventing Business through Mentorship.
- Foster Social Entrepreneurship and Grassroots Innovations
- Promote Inclusivity.
- Women in Entrepreneurship.
- Ease of doing Business.
- Introduce Single Unique Enterprise Identity Number (SUEIN).
- Introduce an on-line Single Composite Application Form (SCAF).
- Eliminate Information Deficit.
- Access to Finance.
- National Commission on Entrepreneurship.

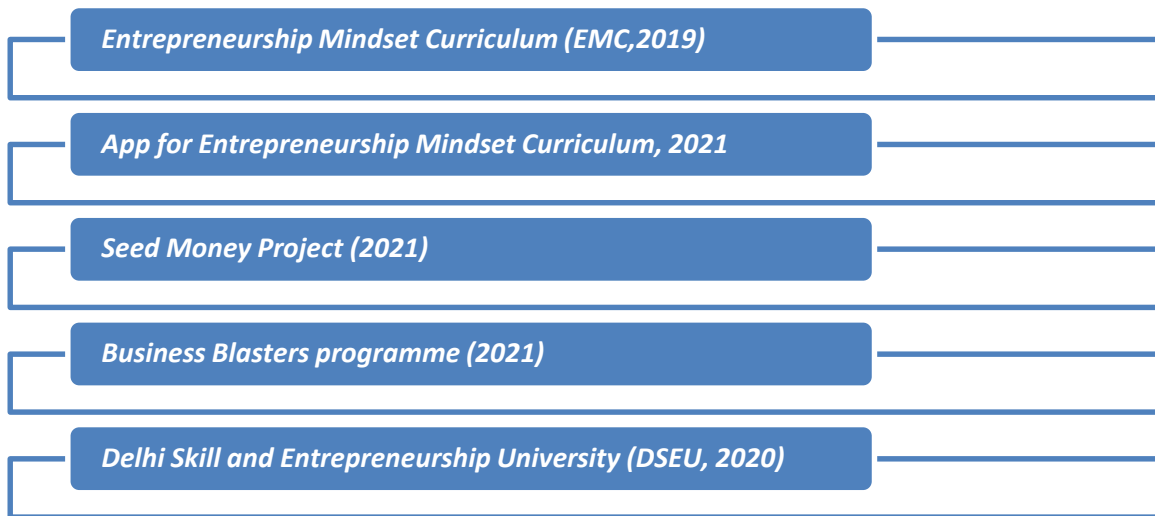
***Objectives of New Skill and Entrepreneurship Policy are:***

- To improve the efficiency of human resources
- Clearing the institutional framework for the National Skill Development Mission in keeping with the commitment made in the Union Budget
- The hours and cost of training will become uniform.
- Currently, training courses offered by ministries range from 80 to 675 hours.
- As per new rule minimum of 200 hours' training is required for fresh skilling courses and 80 hours for re-skilling programmes.

***National Innovation and Startup Policy (2019):*** The National Innovation and Startup Policy 2019 for students and faculty of Higher Education Institutions (HEIs) is a guiding framework to enable the institutes to actively engage students, faculties and staff in innovation and entrepreneurship related activities.

***National Education Policy (2020):*** Entrepreneurial revolution has been constructing in the National Education Policy (2020). It desires to make young generation more imaginative, innovative, creative, proactive, pioneering, prospect oriented. New Education Policy promotes student entrepreneurs with the exposure to vocational education in partnership with industry and in alignment with the Sustainable Development Goal 4.4 (SDG).

## Delhi Government's Initiative for Entrepreneurship



### ***1. Entrepreneurship Mindset Curriculum (EMC, 2019)***

Curriculum is the base on which the entrepreneurship education can be built. The curriculum should be reviewed and reformed from time to time as per the need of the society need. The only solution to the problem of unemployment in the country today is Entrepreneurship. Taking this matter into consideration, the Delhi Government has implemented the Entrepreneurship Mindset Curriculum (EMC) in all government schools of Delhi in 2019 to promote entrepreneurship among the students of 9-12 class, making a major change in the education system of Delhi. The purpose of EMC is to work and build on the entrepreneurial mindset among students. And the main motive behind this entrepreneurship mindset curriculum was that the students after completing studies from schools and colleges should come out with the mentality that they have to become job providers and not job seekers. Through this curriculum, 25000 teachers discussed in detail about the entrepreneurial mindset with more than 6 lakh students every day.

#### ***Main objectives of this Entrepreneurship Mindset Curriculum (EMC) are:***

- To make students aware of their choice of jobs, professions in the future at the school level itself.
- To prepare them mentally for innovation, creativity and risk-taking

- Providing opportunities to advance in a variety of skills and technology
- To inculcate and nurture the qualities of entrepreneurialism in the students
- To motivate yourself to become mentally strong to solve the obstacles in the field of employment
- Making them self-employed and job creators by not making them job runners

## **2. *App for Entrepreneurship Mindset Curriculum, 2021***

Delhi government launched a web application for heads of schools, principals, teachers, and Entrepreneurship Mindset Curriculum (EMC) coordinators to access EMC-related teaching-learning material and success stories from students could be gathered.

**3. *Seed Money Project (2021):*** Seed Money Project is an initiative by the Delhi government to build business skills in the students. This project is a part of Entrepreneurship Mindset Curriculum (EMC) with an aim to provide school pass out children as job providers rather than job seekers.

**4. *Business Blasters Programme (2021):*** This programme has been implemented in all Delhi government schools under the "entrepreneurship mindset curriculum", is aimed at developing young entrepreneurs at the school-level. Under this programme student of classes 11 and 12 will be provided seed money of Rs 2,000 to start a business.

## **Initiatives for Higher level**

***Delhi Skill and Entrepreneurship University (DSEU, 2020):*** The Delhi Skill and Entrepreneurship University (DSEU) was established in August 2020 by the Government of NCT of Delhi to equip students with world-class skill education to enable access to aspirational jobs and inculcate entrepreneurial mindset and entrepreneurship. DSEU aims to create a win-win for the youth and the industry by filling the existing gaps in skill training.

## **SUGGESTIONS:**

Entrepreneurship education is the need of hour. The Central, State, Local Government and NGOs can play a vital role in implementation and promoting of entrepreneurship education policies. In a nutshell entire entrepreneurship education is depended upon the stakeholders such as parents, NGOs, society, local, central as well as the state governments. Therefore, they should take the following steps to make entrepreneurship effective.



- Entrepreneurship education should be made compulsory for all the classes i.e. Primary, Secondary, Vocational and Higher Education.
- Establish the link between entrepreneurship education and other policy objectives
- Develop specific policies for underserved groups
- STEM skills (science, technology, engineering and math) must be developed.
- Support the creation of entrepreneurship chairs/professorships at universities
- Provide training in and incentives for using interactive teaching methods (case studies, games, projects, laboratories, etc.);
- Create networks for the sharing and exchange of practices
- Facilitate and encourage private sector links with academia
- Engage practitioners in the classroom.

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# ETHNIC ENTREPRENEURS IN HONG KONG

Ms. Arti Ranga

## ABSTRACT

Economic upliftment and progress is not only a need of an individual but a globally accepted requirement of the people. In recent scenario, the government of different nations and individuals are working in the direction of vocational efficiency in the form of self-entrepreneurship. Including all Asian countries, Hong Kong is also striving to create opportunities to promote self-employment and small scale business in the labor market. This paper is an effort to highlight the measures adopted by Hong Kong in the respect of entrepreneurship.

**Keywords:** Entrepreneurship, Ethnic Entrepreneurs, Embeddedness Theory of Entrepreneurs.

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## INTRODUCTION

The word entrepreneur means the one who undertakes to supply goods or services to market for profit. It originated from the French word entrepreneur that means to undertake (Onyeniyi, 2003). Many authors have defined entrepreneur, such as Entrepreneurship, according to Leebaert (1990), is the process of organizing, managing, and taking on the risk of a company. According to Butter (1990), an entrepreneur is a person who oversees and assumes the risks associated with a business. As a result, it's the process of running a business in the hopes of making money. Entrepreneurs are people who put their own money into a business and are willing to take risks. Entrepreneurship elements include a mix of drive, vision, and judgment, as well as the ability to communicate and cooperate to identify market opportunities (Bolarinwa, 2001).

Entrepreneurship, according to Stevenson (as cited by Eisenmann, 2013, p.1), is "the pursuit of opportunity beyond the control of resources". Pursuit, for example, emphasizes the entrepreneur's laser-like focus and sense of urgency. Opportunities include things like: pioneering new products; coming up with new business models; and/or making better or cheaper versions of current products for existing customers. The entrepreneurs look for new

business opportunities, they go beyond the resources already under their control, which entails greater risk. This risk may be of demand risk, a technology risk, an execution risk, or a financial risk. The ability to manage uncertainty is critical to the venture's ultimate success, even if some risks cannot be avoided. Since entrepreneurs rarely have the resources needed to fund the entire venture on their own, the founders must be resourceful and innovative in order to attract investors. "Beyond controlled resources," as the saying goes (Panizzon& Corrigan, 2017).

A number of definitions have been proposed for the term "ethnic group." Yinger (1985) says ethnic group is "the belief that one's ancestry and culture are fundamentally linked." People of same ethnic group thinks and perceives they have common culture and participate in similar shared activities.

Ethnic entrepreneurship can be defined as "a collection of connections and regular patterns of interaction among people sharing a common national background or migration experiences" (Waldinger et al., 1990). The term 'immigrant entrepreneurs,' which would only include people who have immigrated in the last few decades, is an alternative term for 'ethnic entrepreneurs' (Volery. 2007).

Ethnic businesses, according to a well-known early theory, are a direct response to the labor market's exclusion of minorities, a theory that holds true today in many cases. People who have no real chance of getting a job are more likely to be 'pushed' into self-employment than those who are 'pulled' into it from a previous employment status and are drawn in by the rewards (Borooah and Hart, 1999). Low entry barriers, high labor-intensity, and low added value are typical characteristics of ethnic entrepreneur markets. Cutthroat competition also reigns in ethnic entrepreneur markets. Factors affecting the establishment of an ethnic business include education, generational differences, the population's economic well-being, job opportunities, location, and ethnicity (Volery, 2007).

### **Theories on Ethnic Entrepreneurs**

The cultural and structural factors of any country or place had greatly influence the decision of whether or not to entre in business, therefore they also affect the theories for ethnic entrepreneurs.

The cultural theorist says that group's culturally determined factors and characteristics such as a commitment to hard work, membership in an active ethnic community, the ability to

accept risk and a willingness to follow social value patterns, as well as an orientation toward self-employment for their group people (Masurel et al., 2004). These features offer a resource for ethnic self-employed people that facilitate and encourage entrepreneurial behaviour (Fregetto, 2004). This way in the new environment, ethnic people often discover the advantages of their own culture in other country. People who come from countries where their cultures are similar to those of the host society are more likely to adapt quickly than other types of immigrants. Entrepreneurship is more common among the former, as compared to immigrants from groups with vastly different cultural backgrounds (Sun & Fong, 2021). Structuralists, on the other hand, believe that factors such as discrimination or labour market entry barriers caused by education and language deficiencies push immigrants into self-employment.

According to human capital theory, which focuses on individual-level characteristics, people with higher levels of education and training are more likely to start their own business (Becker 1994; Becker 2009; Becker and Teney 2020). In support of Human capital theory, Disadvantage theory also says that most immigrants arrive with substantial disadvantages, and these disadvantages both hamper their progress and direct their behaviour (Fregetto, 2004). Because they lack human capital like language abilities, education, and work experience they are unable to obtain salaried positions and must instead turn to self-employment. Ethnic minorities may seek self-employment due to a lack of mobility caused by poverty, discrimination, and a lack of familiarity with the local culture. Rather than seeing entrepreneurship as an indicator of success, this theory views it as a workaround for being unemployed. Entrepreneurship, according to this theory, is not a sign of success so much as an escape from unemployment.

When immigrants arrive in their destination country, they become part of a complex ethnic web. Social and financial capital can be gained from such connections for ethnic enclaves and businesses that are on the rise. To understand ethnic enclosure in a destination, scholars often use the spatial context under the embeddedness theory to argue that geographical proximity between people of the same ethnicity is a key metric. Increasing the likelihood of immigrant entrepreneurship may be made easier if immigrants have more co-ethnic peers nearby (Bird & Wennberg 2016). In thin article, Cultural Theory, Human capital and Embedded theory are referred for understanding the ethnic entrepreneurs in Hong Kong.

### **Ethnic Entrepreneurship in Hong Kong**

Hong Kong has a large immigrant population (nearly 40%). It has a long history of attracting immigrant entrepreneurs because of its unique position as a crossroads connecting China with the rest of the world. Unfortunately, Hong Kong has received less scholarly attention as a destination for immigrants from sociologists than other countries in Europe and North America with large immigrant populations. Hong Kong, as a major Asian international city, offers a rare opportunity to study the patterns of ethnic immigrant entrepreneurs in Asia, a subject that has received little attention.

### **Economic Conditions of Hong Kong**

Hong Kong's labour market is largely governed by the free market principle of supply and demand. On July 1, 1997, the British government handed over Hong Kong to the People's Republic of China, which renamed it a Special Administrative Region (PRC). By carrying out this "One Country, Two Systems" operation, Deng Xiaoping was following through on his promise to keep Hong Kong in a capitalist system. Government intervention kept to a minimum, allowing the market economy to reach its full potential. As a result of government policy and its location, Hong Kong has long been known as an entrepot for business. Together with Hong Kong's low taxation—the profit tax rate is 17.5 percent—and the implementation of the Closer Economic Partnership Agreement (CEPA) in 2004, Hong Kong has strengthened its role as a strong financial center with specialization in trading and logistics (Carroll 2007). Hong Kong has become a business hub for mainland Chinese and foreign companies alike, thanks to the combination of its robust legal system and geographic and cultural proximity to the mainland (Sun & Fong, 2021).

### **Ethnic Entrepreneurs in Hong Kong**

Hong Kong government uses the term ethnic minority to refer to all “persons of non-Chinese ethnicity.” According to the 2016 census, the EM accounted for approximately 8% of Hong Kong's total population, with 14% of those people being native to the city. People belonging to Indonesia, Filipino, India, Pakistan, Nepal, Japan, Korea and Whites are grouped as the ethnic minority by the government. One of major group of the EM comprise South Asians, as they constitute 14.5 % of the ever-increasing population (Census and Statistics Department, 2016).

According to Hong Kong 2011 census, among the total percentage of ethnic entrepreneurs, Koreans comprised of highest percentage that is 21% which is highest followed by Indians 18.7 %, and Pakistani 13.7 %. Ethnic entrepreneurs in Hong Kong engaged in many kinds of self-employment which require less investment and innovation, for example, grocery shops, garments shop, barber shops, restaurants, bars, second hand mobile shop, travel agency, guest house, second hand vehicle and repair shop, textile and clothes. Some of ethnic entrepreneurs are Diamond merchants and engaged in export business (Kwok, 2015).

According to Hong Kong 2016 census, There has been an increase in the age profile of Hong Kong entrepreneurs from 48.73 to 48.78 (employers/self-employed) in 2001, which was followed by a decrease to 53.19 to 50.31 in 2016, while the age profile of Hong Kong employees only increased from 41.4 to 42.06 in that same period.

Female immigrant employers / self-employed people increased from 18.34% to 21.11% in 2001 to 25.94% to 29.30% by 2016.

Entrepreneurs are significantly more likely than employees to be able to communicate in Cantonese (93.56 percent vs. 84.53 percent), and entrepreneurs are less likely than employees to be able to communicate in English (32.65 percent) (36.10 percent).

Among Chinese immigrants, 98.24% of entrepreneurs and 97.51% of employees can communicate in Cantonese, while 29.90% and 28.88% of those same immigrants can do the same in English. Among non-Chinese immigrants, 35.01 percent of entrepreneurs and 48.93 percent of employees can communicate in Cantonese, while 66.96 percent and 55.89 percent of those same immigrants can do the same in English.

The percentages of Chinese immigrant employers and self-employed people who have a university degree are 17.26% and 10.41%, respectively, while the percentages of non-Chinese are as high as 60.80% and 56.76 percent.

We found that higher educational attainment is positively associated with entrepreneurial probability, which is in line with the human capital theory, and older immigrants are more likely than younger immigrants to become employers or self-employed. Ethnic entrepreneurial likelihood is positively correlated with age, male gender, English and Cantonese language skills, and the number of years they have lived in Hong Kong. These findings support the human capital theory.

The advantages enjoyed by certain ethnic groups in Hong Kong were different when these groups first arrived. While other East Asian immigrants were initially at a disadvantage in terms of employer probability, they quickly adjusted to local norms and became even more likely employers after several years in Hong Kong than Chinese immigrants were. Thus, this supports the cultural perspective that suggests certain ethnic groups have a higher level of cultural capital in relation to local norms, which benefits their entrepreneurship once they arrive at their destination.

The size of one's co-ethnic group in one's neighbourhood does not appear to have a significant impact on one's likelihood of entrepreneurship. Embeddedness theory suggests that the size of one's co-ethnic group in the neighbourhood does not accurately reflect one's ethnic embeddedness. If one live in a place with a small co-ethnic population, but one still a part of their co-ethnic group, is it possible. Hong Kong, in contrast to typical immigrant countries, is a bustling metropolis with an excellent public transportation system. Building a co-ethnic social network does not necessitate residing in an ethnically dense area for new immigrants. Amidst all of this, there still the ways in which embeddedness theory can be applied to Hong Kong's immigrant entrepreneurs.

## **CONCLUSION**

Entrepreneurship is looked upon like an opportunity for many who are faced by blocked opportunity in labour market. Specifically in Hong Kong people belonging to ethnic background faced by many problems like lack of local language proficiency and skills that needed to be employed in Hong Kong. They opt for self-employment or small-scale businesses for survival or to being financially independent in Hong Kong.

The theoretical understanding on ethnic entrepreneurs in Hong Kong reflect the very critical point that physical proximity is not necessitate for developing clientele group for businesses. The well connectedness, systematic and prompt transport system developed by the government can serve the strong basis for survival for many businesses in country like Hong Kong.

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# ROLE OF UNIVERSITIES IN FOSTERING ENTREPRENEURSHIP

Ms. Almas Parveen

## ABSTRACT

Entrepreneurship education plays a pivotal role in generating potential entrepreneurs which then create new job opportunities. Nowadays both policy makers and students are more aware of the importance of entrepreneurship education and its role in fostering entrepreneurial behaviour for the economic growth of the country. Entrepreneurship is no longer exclusive to only business and management students, it is becoming widely popular amongst other areas such as STEM. Entrepreneurship education enhances and develops traits that are associated with Entrepreneurship and provide skills needed to start business. That's why educational initiatives at university level have been considered as an important aspect for increasing awareness and interest on Entrepreneurial career options and starting new ventures. The paper explains what it means to be an entrepreneur, focuses on the needs of entrepreneurship skills and provides information on entrepreneur skills and programmes.

**Keywords:** Entrepreneurship, Entrepreneur skills, Innovation, Entrepreneur Education

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## INTRODUCTION

The universities play a well-established role as key agents in creating and promoting regional economic growth and competitiveness. More recently, the role of universities has changed from sources of academic knowledge generation and providers of well-educated human capital incorporated in students and graduates towards vehicles for policymakers to promote growth and innovation through the higher education sector. Consequently, universities are seen as key factors in contributing to economic growth and fostering entrepreneurial behaviours and innovative activities. As universities are at the centre of knowledge creation and exploitation, they are directly funded to implement a mix of innovation and entrepreneurship policy interventions, or more often, indirectly supported through partnerships with industry. In order to conceptualize the structure and function of such University industry entrepreneurship networks, academic research introduced the metaphor of

ecosystems. An entrepreneur system is then characterized by the participation of entrepreneur firms as an important output of economic systems and an important mechanism to explain the outcome of economic systems, a structure that Foster entrepreneurship like financiers, sources of knowledge spillovers, suppliers or consumers, and governance, to coordinate and motivate entrepreneurial activities by setting rules and norms. within such an entrepreneurial ecosystem, higher education and in particular universities play a key role as anchor organisations because they not only contribute to the continuing advance of science, Technology, know-how and skills, but also by realizing a leadership role manifesting through the creation of entrepreneurial thinking universities fulfil their economic and social potential

Universities play a very important role in encouraging their students and nurture them as entrepreneurs. This is due to the appropriate entrepreneurial education and providing them with proper training and development.

Universities play a crucial role in underpinning innovation and entrepreneurial activities. They provide the conditions, facilities and talent that foster the emergence of breakthrough ideas.

In the old times, a university education prepared only students for careers defined by the others. Nowadays, universities have to offer the curricula, facilities and incentives to create new generations of entrepreneurs, as well as the traditional pathways into the professions of established companies and into government. In recent years students Demand for entrepreneurship courses has accelerated, reflecting their disillusionment with a world created by others. Today's generation wants to shape their own future, and entrepreneurial skills are keys to their working lives. Universities engage students with pressing real-world problems, develop critical thinking and broadens their life skills. Universities fulfill their economic and social missions by promoting entrepreneurship.

### **Concept of Entrepreneurship**

Entrepreneurship is the oldest form of business organization in the world. In fact, the concept of entrepreneurship is believed to be born in the 1700's. An entrepreneur is the role owner and manager of his business. Actually, the word translates to "the one who undertakes" in French. From an economics point of view an entrepreneur is the one who bears all the risk of a business and in return gets to enjoy all of the profits from the business as well.

## **An Entrepreneur**

An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. The word “Entrepreneur” comes from the French verb entrepreneur, meaning “to undertake”.

## **LITERATURE REVIEW**

Dimitrios G. Lerapetritis, (2019) emphasized that the “Entrepreneurial Universities” are closely related to the concept of entrepreneurial ecosystems, together with innovation clusters and knowledge spillover. The term entrepreneurial university refers to universities that have developed different mechanisms to produce and disseminate knowledge aiming at contributing to regional development and increasing their income. Entrepreneurial Universities deliver their teaching in entrepreneurship through a range of methods such as mentoring, living labs, cross disciplinary learning, support of students to run their own start-up business, competitions and awards. They provide teaching and extra- curricular actions that encourage the development of entrepreneurial behaviour.

Ali, Zafar (2019) Literature suggests that the basic meaning of the French term “enterprendre” and entrepreneur refers to undertaking an initiative. The term has got several contextual meanings and is mixed together with almost every field of social sciences, different authors and researchers have contributed their distinct concepts and definitions to entrepreneurship.

## **Entrepreneurship Programmes**

Universities provide undergraduate and post-graduate students with taught and experiential entrepreneurship programmes alongside extracurricular activities, such as entrepreneur clubs, competitions and prizes. Entrepreneurship courses are proliferating .It is intimated that there are at least 150 programmes available to students at Stanford University, offered by a range of providers. A study has shown that Australia’s 41 universities offer nearly 600 subjects related to entrepreneurship. The University of Queen’s Land offers over 100 courses on entrepreneurial learning across its faculties.

The core curricula include courses on the Theory of entrepreneurship, new venture creation, venture finance, intellectual property and negotiation skills. More recent additions include design thinking, creativity management, and learn start-up teaching the skills to shorten business development cycles.

Entrepreneurship programmes are offered to different levels of participants, including to academic staff wishing to become or mentor entrepreneurs. Programmes target students with different backgrounds and ambitions, for example those working on digital or medical technologies, or focusing on design. Some programmes are offered exclusively to women entrepreneurs, such as imperial colleges.

### **Entrepreneurship Skills**

Learning about entrepreneurship encourages analytical, organizational and interpersonal skills and develops leadership and networking abilities. Students learn to identify and solve problems, work in teams, calibrate risks, and effectively communicate with others in very different domains, such as with investors. It helps them innovate, inventing and implementing solutions to problems. It moves them beyond current approaches of particular disciplinary perspectives, helping them to create imaginative new options, adopt strategic approaches, and design organisational mechanisms to experiment and transport good ideas into reality. It develops the mental agility to move from the identification of problems to the search for their answers .Fostering an entrepreneurial mindset prepares students for the uncertain and unpredictable world they will contribute to in the great reset.

### **CONCLUSION**

Entrepreneurship is a mindset, an attitude. It is taking a particular approach to doing things. The skills and motivation for becoming an entrepreneur are diverse and can include the potential for financial reward, the pursuit of personal values and interest and the interest in social change. Studying entrepreneurship benefits students and learners from different social and economic backgrounds because it teaches people to cultivate unique skills and think outside the box. Moreover, it creates opportunities, confidence, ensures social justice and stimulates the economy. Entrepreneurship programmes provided by universities are popular with students from different departments. Top universities offer more than 150 programmes related to entrepreneurship that include courses about theory of entrepreneurship, venture

finance, negotiation skills and other business and management courses. Due to the popularity and need, these programmes are offered to both students and the academic staff.

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# **ROLE OF UNIVERSITIES AND INSTITUTES IN FOSTERING ENTREPRENEURSHIP**

Ms. Drishti

## **ABSTRACT**

Education is an important factor in determining the entrepreneurial orientation in individuals. Formal education is positively correlated with entrepreneurship. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them from starting, organising and managing their own Android prices. Education, training and the work experience are considered as the most common indicators of human capital associated with the success of entrepreneurs. Educational institutes can have a definite impact in enhancing the entrepreneurship in India. Vocational courses provided at different educational level could be a great effort to promote and nature entrepreneurship. Institute like TiE Rajasthan and IIT fostering and promoting entrepreneurship and vocational education could be enlarging the pool of entrepreneurs. IIT's in India endeavour to provide trained and skilled manpower by implementing various schemes. B-schools have a great impact in promoting entrepreneurship and motivating the entrepreneur education as a part of their curriculum. Business schools are a great support as an educational institute to encourage entrepreneurship. This paper attempts to explain the need and role of vocational courses and different institutes in India in shaping and nurturing of future entrepreneurs in India. Moreover, this paper discusses the role of the B-schools on government policies initiatives helpful in boosting entrepreneurship.

**Keywords:** Entrepreneurship, Incubators, Vocational Education, Skill Training, Indian Training Institutes.

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## **INTRODUCTION**

Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them from starting, organising, and managing their own enterprises. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation, and improves global competitiveness. For the growth and development of any nation human capital plays as one of the major contributing factors. The role of entrepreneurs in creating new enterprises is of crucial importance.

Entrepreneurship education is the education or training to develop skills and knowledge in order to create entrepreneurs using their creativity, initiatives, responsibility, and tasks creating job opportunities for themselves and others.

Entrepreneurship education could be encouraging in high education with the aim of giving vocational/technological education, developing innovative qualities among the youth.

With the scope of the entrepreneurship education should not be limited to earning bread and butter only but becoming a successful entrepreneur as well.

According to „Special Report: A Global Perspective on Entrepreneurship Education and Training“, GEM, 2008, Entrepreneurship education is defined in broad terms as the building of knowledge and skills for the purpose of entrepreneurship generally, as part of recognized education programs at primary, secondary or tertiary-level educational institutions.

### **Entrepreneurship in Higher Education of India**

Entrepreneurship Education is education and training which allows students to develop and use their creativity, to take initiatives, responsibility and risks.

The important aims and objectives of Entrepreneurship Education are:

1. Vocational/Technological education be tightly tagged with Entrepreneurship Education.
2. Encouraging/nurturing of Entrepreneurship Education qualities need to be developed to become an entrepreneur.



3. Awareness about Entrepreneurship Education to exhibit as an ultimate survival Strategy and viable and realistic option for carrier development.
4. The promotional methods should influence the decision makers to give more attention to Entrepreneurship Education.
5. To develop innovative qualities among the youths.
6. Creation of Entrepreneurship Education and the scope of that education should not be limited to earn bread and butter for himself instead should become a successful entrepreneur.

### **Challenges Faced by Higher Education to Become More Empowered**

The present entrepreneurship education in India just concentrates on courses which are similar to the general business courses. There is a demand for education programs specifically designed to expand students' knowledge and experience in entrepreneurship.

Entrepreneurship education in India faces cultural and financial constraints along with insufficient government capacity. The significant challenges faced by entrepreneurship education in India are given below:

#### **1. Cultural barriers:**

Entrepreneurship can develop only in a society in which cultural norms permit variability in the choice of paths of life. Unfortunately, the Indian culture consists of a network of benefits that in many ways run counter to entrepreneurship. For example, Indians believe that being passive and content with the status quo is healthier for the inner soul than striving to improve one's situation. They believe that peace of mind is more important. An entrepreneur needs to work around the clock, and this has kept some people away from their own start-ups. After all, compared with other countries, family life in India is more important.

#### **2. Difficulties in start-up:**

Starting a business in India is costly in terms of the time required and the cost involved. While it takes just five days to start a business in the United States and just two days in Australia, in India it takes as long as 89 days. Whereas in neighbouring countries like

Pakistan, Nepal, and Bangladesh, it takes just 24, 21, and 35 days respectively to do so. Again, poorer cousins Bhutan, Pakistan, and Sri Lanka are better off. Doing business in India is an extremely difficult proposition (Ashish Gupta, 2004). Most of the time, the Indian entrepreneurs have to tackle electricity, transportation, water, and licensing problems.

### **3. Incomplete entrepreneurship education:**

A survey done by the Entrepreneurship Development Institute, India (EDII) in 2003 shows that young people are afraid to start their own business because they are not confident, not capable, and lack knowledge in starting a business. By giving proper training the opportunity to change jobs or become an entrepreneur can be provided. The students in India are not confident with the traditional education they receive in the university.

### **4. Lack of Framework:**

Entrepreneurship education is widely spread, has diverse forms and has a large number of stakeholders. The lack of a standard framework is a big challenge to the development of entrepreneurship education in India.

### **5. Not Independent:**

Higher degree of dependence on government is another challenge before entrepreneurship education in India. The entrepreneurship education in the higher education system should satisfy the need for entrepreneurship by selecting, motivating, training and supporting budding entrepreneurs. There is a demand for education programs specifically designed to expand students' knowledge and experience in entrepreneurship in order to differentiate between entrepreneurship and traditional business courses.

### **The Need for Fostering Entrepreneurship in India**

Entrepreneurship is vital for job creation in an economy. An entrepreneurial culture also promotes innovation, productivity improvement and human capital development. Globally, new businesses have created disproportionately more jobs than established ones. As per a US-based research paper<sup>1</sup>, existing firms cut 1 million jobs combined per year between 1977 and 2005 in the US, in contrast to new firms (less than one year old), which added an average of 3 million jobs during the same period. Existing firms were net job destroyers in all but

seven years during the period under study. In India, statistics indicate that a 35-year-old firm's productivity doubles during the period of its existence, but headcount actually rises by a fourth<sup>2</sup>. Israel's unemployment rate was seen to fall to 5.5 per cent in 2011 from 9 per cent in 2000 due to a 23 per cent annual growth in new businesses.<sup>3</sup>

India's large employable population base will require rapid employment generation. Based on United Nations' forecasts, India's working age population (15-64 years) is expected to increase by 163 million between now and 2025. The country is expected to account for more than three-fourths of the rise in global working age population over 2012-25. India is expected to need 10-15 million<sup>5</sup> new jobs per year over the next decade.

In this context, fostering entrepreneurial ventures will be critical to leveraging India's demographic dividend. Large companies are unlikely to generate enough jobs. Employment generation in large private companies will also be limited by rising automation and productivity gains. Agriculture (currently providing 50 per cent of employment in India), too, will see low levels of job creation as productivity improves. The onus of employment generation, therefore, lies on entrepreneurial ventures.

Despite the nascent state of entrepreneurship in India currently, the potential for fostering new ventures is immense. The country's entrepreneurial environment is showing signs of improvement with the rise in the number of operational micro, small and medium enterprises (MSMEs). There is a potential to build around 2,500 highly-scalable businesses in the next decade, which will require at least 10,000 start-ups to be incubated, given the high failure rate associated with entrepreneurial ventures.

### **Vocational Courses in India**

Vocational courses are programs which enhances our skills full stop the main motive of such courses is to develop skills in the students by giving them proper training in their particular area domain or vocation.

#### **Types of Vocational Courses in India & Eligibility:**

- ❖ B.Voc. – Bachelor of Vocation (3 years). 10+2 passed or equivalent examination is the eligibility to pursue B.Voc. Course.
- ❖ D.Voc. – Diploma in Vocation (2-3 years). 10th passed students are eligible to pursue D.Voc. Course.

- ❖ Skill Diploma – Diploma Certificate Courses (1-2 years). Eligibility criteria may vary according to chosen courses
- ❖ Certificate Training Courses (6-15 months). 8th or 10th passed students are eligible to pursue Certificate Training Course.
- ❖ M.Voc. – Master of Vocation. It is a Master’s Degree course (2 years). Students who have completed relevant Bachelor’s Degree course (B.Voc.) are eligible to pursue this course.

Introduction of New Education Policy (NEP) has brought many vocational subjects at school level for primary, upper primary, senior secondary and higher standard as well.

### **Tie Rajasthan: Fostering Entrepreneurship**

Tie is a non-profit organization fostering entrepreneurship globally. Since 1992, TiE has been supporting entrepreneurs by offering education, mentorship, networking and funding opportunities.

TiE’s mission is to foster entrepreneurship globally through mentoring, networking, education, incubation and funding. It has become a leading organization for entrepreneurs in today's world.

**Mentoring:** TiE is known for mentoring education and networking to help entrepreneurs and those starting new business. Every day, someone is mentored with the TiE ecosystem and guided towards the right path to achieve great heights. Besides creating wealth the organisation also work to alleviate poverty and unemployment by fostering entrepreneurship worldwide.

**Education:** TiE signature programs includes the TiE Young Entrepreneurship (TYE), which fosters entrepreneurship and education in high school level students, the TiE International Start up Competition (TISC) which aims to nurture college level students and young start-ups TiE Women’s Forum which empowers women entrepreneurs throughout our network and numerous large-scale conferences such as TiECon and TiE Global Summit.

**Networking:** TiE conference attendees span the spectrum from successful founders of mature companies, entrepreneurs creating new companies, professional from top corporations

leading venture capital firms to thought leaders to senior executives and technology professionals

**Incubation:** TiE Chapters often assist start-ups by offering those incubators space or subsidized services by Sponsor and partners.

**Investing:** Several start-ups have received funding and investment from TiE Angel groups in the Network or from Angel Investors. TiE's success stems from the cycle where chapter member assist younger entrepreneurs with mentoring Investments, networking etc and foster success of younger start-ups in the community.

### **IIT: Promoting Vocational Education**

IITs are in frontline in meeting the challenges of Indian IT industry. At the same time, it is very difficult to government to meet the expenditure in this connection.

IIT's has been promoting vocational education by creating a making total of 79 government funded Institutes on public private partnership basis (PPP).

#### Number of Centrally Funded Institutions of Technical and Sciences Education

1. Indian Institutes of Technology (IITs) -15
2. Indian Institutes of Management (IIMs) - 11
3. Indian Institutes of Science (IISc) - 01
4. Indian Institutes of Science Education and Research (IISERs) -05
5. National Institutes of Technology (NITs) -30
6. Indian Institute of Information Technology (IIITs) -20(proposed)
7. National Institutes of Technical Teachers Training and Research- (NITTRs) 04
8. Other institutes of technology including Schools of planning and Architecture (SPA-3) -09

Total =79

### **ITI: Indian Training Institute**

Department of Training & Technical Education, Govt. of NCT of Delhi, in its endeavour to provide trained and skilled manpower suited to various needs of industry, is implementing various courses and schemes aspar qualification varying from minimum of grade 8 level till

Master's level. Craftsmen Training Scheme to impart training in technical and industrial skills through Industrial Training Institutes spread all over Delhi.

There are 19 nos. Government ITIs having 11020 nos. seats for the session 2021-22 in 49 nos. different trades affiliated with National Council for Vocational Training (NCVT) and State Council for Vocational Training (SCVT). The Department of Training & Technical Education plans to admit trainees in one year/two years trade for the Academic Session 2021-22 for various Full-time Certificate courses (Engineering and non-Engineering) being offered at Institutes affiliated to the National Council for Vocational Training (NCVT) / State Council for Vocational Training (SCVT), Delhi, on merit basis through online admission in the institutes.

The Craftsmen Training Scheme was introduced by the Government of India in 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production through systematic training, to reduce unemployment among the educated youth by providing them employable training.

Salient Features of the Craftsmen Training Scheme:

- ITIs are functioning under the administrative control of the respective State Govt./UTs.
- The period of training for various trades varies from one year to two years and the entry qualification varies from 8th & 10th class pass, depending on the requirements of admission in different trades.
- These institutes are required to conduct training courses as per the curriculum prescribed by National Council for Vocational Training (NCVT). The admission to the new courses is made in the month of July/August every year.
- The trainees are required to appear in the Final Trade Tests conducted under the aegis of National Council for Vocational Training/State Council of Vocational Training. The successful trainees are awarded National Trade Certificate/State Trade Certificate which has been recognized by Govt. of India/State Govt. for the purpose of recruitment to subordinate posts and services under the Central Govt./State Govt./PSUs/Private Sectors.

- Syllabi of various trades are periodically revised to keep pace in tune with changes in technology.

### **Role of B-Schools to be as an Entrepreneur**

B-Schools are providing an up thrust to entrepreneurship in India by offering courses in entrepreneurship by introducing entrepreneurship education in their curriculum.

To promote and develop entrepreneurship education, some B-School are starting entrepreneur education in their course structure. And most of the B- Schools are providing the electives in their course structure by which students will give their interest in that field and open their own enterprise Courses in entrepreneurship at B-Schools are the core activity of Entrepreneurship Education in India. A number of B-Schools offer courses in entrepreneurship. For instance, NMIMS conducts a two-year, fulltime program on family business management. Most of the courses cover the legal and managerial aspects of entrepreneurship.

Recently, a new tribe of MBA-Entrepreneurs is emerging who undergo the best management training at B schools and leverage it to pursue their dreams. In 2009, graduates have opted to take the road less travelled i.e., an Entrepreneurship.

Interestingly, B-schools are supporting and promoting this trend wholeheartedly. What's more, B schools are going out of their way to promote entrepreneurship on their campuses. Many institutes like IIM-Ahmedabad, IIM-Bangalore and SPJIMR, Mumbai have modified placement rules to offer „placement holidays“ where students can try their hand at setting up their own venture and should things don't work out, can come back to campus for placements within two years of passing out. There has been an interesting trend among top BSchool students to opt out of placement process to start their own entrepreneurial venture

### **B-Schools Providing Thrust to Entrepreneurship in India**

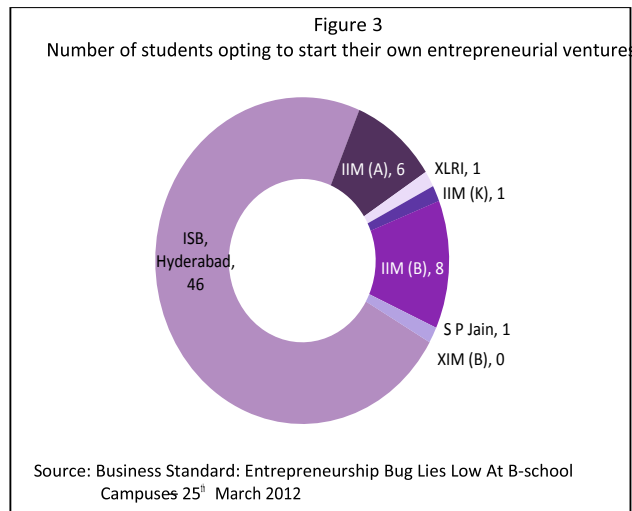
A number of B-schools are offering courses in entrepreneurship, which have become the core activity of entrepreneurship education in India. Some of the B-schools have introduced entrepreneurship education in their curriculum, while most of them provide it as an elective.

## **Examples of entrepreneurship courses with top B-schools in India**

- ❖ The Indian School of Business (ISB), Hyderabad, is affiliated to non-profit organization Wadhvani Foundation, which is committed to promoting entrepreneurship
- ❖ National Institute of Industrial Engineering (NITIE) was the first college in India to start entrepreneurship education
- ❖ National Centre for Student Enterprise's (NCSE) main purpose is to assist students in entrepreneurship
- ❖ Many entrepreneurship centres have been set up to coordinate the broad array of activities, programs and resources within B-schools:
- ❖ NS Raghavan Centre for Entrepreneurial Learning in Indian Institute of Management (IIM) Bangalore (NSRCEL – IIMB) carries out international collaboration projects
- ❖ IIM Kolkata's entrepreneurship cell holds one of the biggest business plan contests in Asia, i2I (ideas to implementation) with Yale University's Yale Entrepreneurial Society (YES)
- ❖ Indian Institute of Technology (IIT), Kharagpur, is one of the few technical institutes in India running a separate programme on entrepreneurship. IIT Kharagpur's Science & Technology Entrepreneurs' Park (STEP) functions as an incubator for student ventures

Support by educational institutes has certainly encouraged entrepreneurship. In 2012, 63 students from seven top B-schools in India opted out of the placement process to start their own entrepreneurial ventures. In a recent Universal survey, it was revealed that at least 20 per cent of MBA students in India want to start their own ventures, as compared to 10 per cent in the US and 12 per cent in Germany. Similarly, 26 per cent of IT students and 16 per cent of engineering students surveyed in India expressed the desire to start their own business.





### Start-Up Funding for Young Entrepreneurs: France

There are currently over 10,000 startups in France. In the face of such entrepreneurial enthusiasm, which is especially evident among young people, the public authorities have also introduced measures to maintain it, by stimulating entrepreneurs' initiatives and facilitating access to information on this economic sector and investment funds.

#### French tech

In 2013, the Ministry in charge of the economy, launched an initiative seeking to promote development of startups: "French tech", whose aim is to improve "the clarity and coherence of public action in favor of startups" as well as to put "the front of the national and international scene the collective of French start-ups". It works in collaboration with the ministries of the Economy's and Finance's Directorates (General Directorate for Enterprises and General Directorate of the Treasury), the ministry responsible for foreign affairs, and the Commissariat-General for Investment, all of which support growth of startups. Its partners are mainly national operators, including the Caisse des Dépôts, BpiFrance and Business France. Its role is to bring together networks of startups, speed up their development and promote their reputations.

It has a range of schemes and programmes at its fingertips:

The "*accélérateur de start-up*" fund, which provides startups with services, bringing them "industrial" and sometimes financial resources enabling them to grow more rapidly and be competitive at international level. As regards available financial resources, the State may co-invest up to a total of 200 million euros in private initiatives' equity or quasi-equity

**The Bourse French Tech** (French Tech Grant) scheme, which enables young startups to cover their initial expenses. It totals between 10 and 30 thousand euros.

**The Pass French tech**, which enables “hyper-growth” companies to benefit from public support for company development, accelerated evaluation of projects, and membership of a nationally and internationally recognised network.

The Ministry of Higher Education is also responsible for promoting startups via the L-LAB scheme, which supports creation of innovative companies and is made up of two components: the *Concours national d'aide à la création d'entreprises de technologies innovantes* (national competition for assistance to creation of innovative technological companies) and the Prix PEPITE, *Tremplin l'Entrepreneuriat Etudiant* (Springboard for student entrepreneurship):

In addition, several universities have created their own startup programmes and incubators, including the University of Saclay, which launched “Startup Heroes”, a web series promoting student entrepreneurship, and the University of Orleans, which has its own incubator, the Polytech Startup Lounge.

### **Policy and Regulatory Environment: Government Initiatives**

Government and regulators play a very crucial role in supporting entrepreneurship. Growth of entrepreneurs is largely dependent upon the framework of policies and procedures, as it defines the ease of creating and operating new ventures, as well as financing of ventures.

Over the years, the Indian government has taken several initiatives to drive entrepreneurship in the country and make India a more market-oriented economy. It has also established support mechanisms to foster entrepreneurship in the country.

### **Initiatives to Boost Entrepreneurship and Commercialisation**

The Government of India and Ministry of Science and Technology have initiated various programs to support entrepreneurship and commercialization. These include:

21. The Science & Technology Entrepreneurs Parks (STEP) programme was initiated by the National Science & Technology Entrepreneurship Development Board (NSTEDB) in 1984 in collaboration with all Indian financial institutions (IDBI, IFCI and ICICI). STEP enables the setting-up of entrepreneurial ventures and fosters close linkages between universities, academic and R&D institutions on the one hand and industry on the other.
22. Various schemes have been launched by technology business incubators (TBIs). TBIs are institutional mechanisms promoted by the Department of Science and Technology (DST). These are established in and around the academic institutions of excellence and select R&D institutions. They offer a fostering environment, networking and linkages to promote entrepreneurs.
23. Innovation and Entrepreneurship Development Cell is promoted in educational institutes to create an entrepreneurial culture and encourage innovation amongst students.
24. Entrepreneurship Development Program, a training program of 6-8 weeks duration, aims to train students in various aspects of starting an enterprise.
25. Open Learning Program in Entrepreneurship is a distance learning programme that helps potential entrepreneurs through study materials and contact programmes, which impart knowledge on end to-end processes involved in running an entrepreneurial venture.
26. Entrepreneurship Awareness Camp is a three-day training programme that exposes students to entrepreneurship as a career option.
27. Faculty Development Program is aimed at training faculty members of S&T institutions; so that they, in turn, can inspire students to take up entrepreneurial career options.
28. Micro, Small and Medium Enterprises (MSMEs) has established an Intellectual Property Facilitation Centre (IPFC) to guide MSMEs regarding the utilisation of IP tools and technologies for better management of their intellectual property related needs.

Various state governments and private agencies are aiming at establishing property-based initiatives such as Info Park, Knowledge Park, Agro Park and Tidel Park; as well as the incubators promoted by the private industrial houses.

## **Initiatives Announced in Union Budget, 2013**

**Start-ups:** SMEs are now allowed to list at the two SME exchanges in the country without going through the elaborate process of an initial public offering (IPO).

**Incubators:** All the funds provided to technology incubators located within academic institutions and approved by the Ministry of Science and Technology or Ministry of MSME are being qualified as CSR expenditure.

**Angel Investors:** Securities and Exchange Board of India (SEBI) would prescribe requirements for 'angel investor pools', by which they can be recognised as Category I AIF venture capital funds and thereby receive tax benefits.

**MSMEs:** An MSME unit would continue to receive non-tax benefits for three years after it graduates to a higher category.

- The refinancing capability of SIDBI was enhanced from the current level of Rs 50 billion to Rs 100 billion per annum.
- An additional Rs 1 billion has been allocated to the India Microfinance Equity Fund, which provides equity and quasi-equity to micro finance institutions (MFIs).
- Around Rs 5 billion has been provided to SIDBI to set up a credit guarantee fund for factoring.
- About Rs 22 billion (with World Bank assistance) has been provided during the 12th Plan period to set up 15 additional tool rooms and technology development centres.

## **SUGGESTIONS**

- Introduction of vocational skills must be given at a young age during school time. Exposure to skills and ITI trainings must be given to students by the school itself to spread more knowledge about it.
- More institutes of training and technology should be open to have a large scale of training institutions.
- Just like TiE Rajasthan supporting entrepreneurship, other states should also have same amount of funding, mentoring, networking, and education.
- Large amount of support must be given by the government to B-schools in order to succeed more in the coming future.

- Startup funding and education must be provided in India like France is doing with the scope of making the youth capable of contributing towards the GDP of the country.
- Vocational skills and training are more useful to a person who are not good in academics but can still have a better living in their hand.
- Also, to people who are looking forward to pursuing their education in future but due to some financial crisis they are unable to do so, then their vocational training funding can be provided by government so that vocational training could be more helpful to that person in order to earn a good amount for her/himself.
- Policies given by government must be put forward on a large scale in order to let people know about it and take advantage out of it.

## **CONCLUSION**

There are countless stories of young entrepreneurs who have defied the norms of age, ability, and success. The ventures founded by these young entrepreneurs have not only grown to become successful businesses with strong revenue streams addressing market gaps, but have also provided employment to hundreds and thousands of people.

While entrepreneurship gives young people the ability to work on their skills, interest, and passion, youth entrepreneurship gains an even bigger significance in the Indian context given its ability to contribute actively to economic development. This demographic potential and their inherent entrepreneurial talent translate into an opportunity to address economic and social inequities and thereby drive development and growth.

Entrepreneurship in India is also being supported by an incubation network at educational and government institutions, an improved regulatory framework, and expansion of financing opportunities. These factors have encouraged the funding of businesses, especially in the IT and telecom space over the past two decades. The continuously evolving ecosystem is providing entrepreneurs with a far more enabling environment on all fronts. Going forward, entrepreneurship is also expected to be fostered in sectors beyond IT such as manufacturing, healthcare, utility, infrastructure and education due to the lucrative potential that these sectors command going forward.

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# ENTREPRENEURSHIP EDUCATION: BUILDING JOB CREATORS

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## ABSTRACT

We live in a world where the future is uncertain, and it belongs to creators and innovators. And that's why it's important to learn and study entrepreneurship. Entrepreneurship education serves as an excellent foundation for the types of creative, innovative ideas we need to succeed in the 21st century. Studying entrepreneurship benefits students and learners from different social and economic backgrounds because it teaches people to cultivate unique skills and think outside the box. Moreover, it creates opportunity, instills confidence, ensures social justice and stimulates the economy. Entrepreneurship education also provides budding entrepreneurs with the skills and knowledge to come up with business ideas and develop their own ventures. And this includes helping them to learn about core business areas such as finance, sales, marketing, management and accounting, not to mention, broader ranging skills such as adaptability, effective communication, and confidence and helps in character building of an individual. This paper discussed the impact of entrepreneurship education and the significance of entrepreneurship in the light of NEP 2020, Government initiatives for educating entrepreneurial students, challenges and virtues of educating entrepreneurial students. It also discussed how educating entrepreneurial students and creating entrepreneurs proves as an asset for nation building

## Keywords:

Entrepreneurship, Entrepreneurial Education, Intrapreneurship, Atma Nirbhar Bharat

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\*\*&\*\*\*Entrepreneurs

## INTRODUCTION

In its seventh decade of independence, India is standing on the cusp of major change, which can be summed up in one line: Entrepreneurship in India. Known as the start-up hub of the

world, multiple young and dynamic Indians are taking the path of entrepreneurship, which is not only driving them forward but the entire country as well. Right from gaining investments from other countries, to creating job opportunities for fellow Indians, these entrepreneurs have changed the way the world looks at India.

But for the better development of our nation and citizens as well, it has become a necessity to educate students for entrepreneurship and make them entrepreneurial students. Many people talk about being an entrepreneur by starting their own business. But often fail, simply because they aren't prepared or don't know how to tackle the challenges of being an entrepreneur. So, let's discuss what entrepreneurship is?

The word '*entrepreneur*' is derived from the French word *entreprendre*, which means '*to undertake*'. Cole defines entrepreneurship as, "*A purposeful activity to initiate, maintain and aggrandise profit-oriented business.*" Entrepreneurship is having the capacity and willingness to develop, organize, and manage a business venture along with dealing with any risks to make a profit. This definition purely focuses on launching and running a business and making a profit. In the field of economics, entrepreneurship is about an entrepreneur having the ability to find and act on opportunities to translate ideas, inventions or technologies into services or product

*Entrepreneurship education* seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education can be oriented towards different ways of realizing opportunities adopting varied approaches such as, 1) *Regular entrepreneurship*: opening a new organization (e.g. starting a new business), 2) To promote innovation or introduce new products, services, or markets in existing firms. This approach is called *corporate entrepreneurship or Intrapreneurship*, 3) Creating charitable organizations (or portions of existing charities) which are designed to be self-supporting in addition to doing their good works. This is usually called *social entrepreneurship or social venturing*. In order to become a successful **entrepreneur**

An entrepreneur must be able to initiate action and take advantage of an opportunity. There is an element of risk involved in any business. It implies that it is not necessary that every business shall earn a profit. This deters individuals to take up risks and start a business. An entrepreneur may make mistakes. However, once an error is committed, it must be tried that it is not repeated as it may lead to heavy losses. Therefore, the person must have the ability to learn from experience and accept risks. Motivation is necessary for success in every walk of



life. Once you get motivated to do something, you will not rest until you complete it. It is an essential quality to become a successful entrepreneur. A person needs to have confidence in oneself. Someone, who lacks confidence, may not be able to achieve much in life or inspire others to work. In running an enterprise, a number of decisions has to be made, therefore, the entrepreneur must be capable of making suitable and timely decisions. In the present world, things move very fast. If an entrepreneur does not have the ability to make suitable and timely decisions, the person may miss out on an opportunity and incur losses.

### **Is entrepreneurship age restricted?**

*"It is never too late to be who you might have been."* (George Eliot)

There are multiple studies and surveys that have attempted to define the ideal age range for successful entrepreneurs. Moreover, it is commonly believed that when it comes to innovative start-ups that revolutionize an industry, younger founders tend to excel. On the other hand, to build a sustainable business, older entrepreneurs find more success. However, that truly doesn't hold much credibility. Hence, it is easy to say that there is no 'right' age to chase after your entrepreneurial dream. All you need is a fire in your belly to bring your billion-dollar idea to reality, and the motivation needed to overcome all the challenges that you will face.

### **Impact of Entrepreneurship education in India**

*"Education is responsible for the large-scale achievement and revolution in all spheres of life. The purposeful education enables the individual to understand and study the real life situation to develop an opportunity for creating confidence in the minds of younger generation, and provide a strong base for rational and value oriented and nation building progress."* (Myers & Harbison, 1965; Ming at and Tan, 1986)

There's no doubt that entrepreneurship can greatly impact the economy of a nation, hence, entrepreneurs are often considered to be national assets. Following are some reasons why entrepreneurship education is extremely important and is highly promoted by the Government of India.

1) *Creates job opportunities:* It's no secret that entrepreneurship greatly contributes to increasing job opportunities in the country. Moreover, as they provide entry-level jobs, it creates a great benefit of unskilled workers to get trained and gained experience.

2) *Encourages Innovation:* There is no argument that innovation is the crux of entrepreneurship. With new ventures, products, technologies, markets, increased quality of goods, and others that are a product of innovation and entrepreneurship, the Gross Domestic Product (GDP) increases considerably as it has a positive impact on the economy.

3) *Boosts the Economy:* When new products and services are introduced in the market through entrepreneurship, a cascading effect takes place. This causes related businesses and sectors an opportunity to grow, thereby boosting economic development.

4) *The Social Impact:* Most entrepreneurs are ‘givers.’ They have struggled and worked hard to attain success, and hence, try to make the life of others easier.

5) *Increases the Standard of Living:* The definition of the standard of living concept is the ability to consume an amount of a variety of goods and services by a household, which is gauged over a period of time. The more the number of goods the household is able to afford, the higher their standard of living.

Through entrepreneurship, people get job opportunities, which increases their standard of living as they are more capable of consuming the available goods and services.

### **Entrepreneurship education leads to character building**

*"Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields."* (NEP, 2020, p. 3, Intro., para. 3) Entrepreneurship is as much about the change and learning that the individual entrepreneur experiences by interacting with the environment as the change and value creation the entrepreneur causes through his/her actions. Entrepreneurship education focuses on developing real-world skills that will help students to lead exceptional lives in a rapidly changing world. Entrepreneurship education teaches students crucial life skills, such as:

- How to collaborate and work with a team
- How to speak in public and prepare an effective presentation
- How to collect and analyze data
- How to use social media as an advocacy tool

- How to solve real, complex problems that don't have a definitive answer
- How to use curiosity and creativity to find an innovative approach to difficult problems
- How to manage time
- How to use creativity and critical thinking in order to make more profit and provide a useful product, technologies, quality of goods etc.

### **NEP-2020 Shines Bright for Aspiring Entrepreneurs**

There's no denying the fact that the Indian education system, though one of the credible ones among developing nations, left a lot to be desired, especially on the entrepreneurial front. To keep pace and plug gaps, the Government of India has replaced the 34-year-old National Policy of Education (NPE), with the National Education Policy of 2020 (NEP). The NEP2020, as approved by the Union Cabinet, on one hand promises to make sweeping reforms in education and research, whereas, on the other hand it aims to create new possibilities for life-long learning, besides making it industry-oriented with emphasis on entrepreneurship.

Following are some strategies made in NEP (2020), for promoting the entrepreneurial education:

- 1) Bagless Days and casual internship; this means that students will be participating in a bag less 10 days period. Grade 6-8 learners will be interning with local vocational specialists like carpenters, gardeners, potters, artists etc. during this time. This move will allow children to learn a minimum of one capacity over the era.
- 2) Coding for children; children will also be able to learn to code from Class 6 when their education incorporates coding. This move would set students on par with the Chinese where similar coding strategies already have been put in place in their educational process.
- 3) Multi-stream flexibility; the NEP introduced the students' compartmentalization into Humanities, Science and Business after the 10th will become distorted. Now students can take courses from different backgrounds based on their preferences.
- 4) Preparing a roadmap for entrepreneurship; given the explosive pace of technological development allied with the sheer creativity, the NEP, promotes student entrepreneurs with

the exposure to vocational education in partnership with industry and in alignment with the Sustainable Development Goal 4.4 (SDG).

5) Era of specializations; NEP provides for rigorous research-based specialisation by giving opportunities for multi-disciplinary work including industry; opportunities for internships with local industry/businesses-houses; actively engaging with the practical side of learning, all of which are bound give impetus to entrepreneurship.

*“HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research.”* (NEP, 2020, p.38 part 2, pt. 11.2)

6) Focus on technical education; the technical sectors like engineering, technology, management, architecture, town planning, pharmacy, hotel management and catering technology continue to demand well-qualified individuals and hence closer collaboration between industry and institutions to drive innovation and research is actively encouraged in NEP.

7) Integrating vocational elements ; soliciting inputs from national and international entrepreneurs and practitioners; integrating vocational education programmes into mainstream education, complementing with a parallel voluntary and more business-focused approach; creating entrepreneurship oriented programmes with expanded high-quality opportunities that can make effective use of these qualifications would allow breakthroughs to be brought into NEP and/or implementation in an optimal fashion.

*"This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner."* (NEP, 2020, p. 44, part 2, pta. 16.4)

### **Government initiatives for educating entrepreneurial students**

*“Take up one idea. Make that one idea your life, think of it, dream of it, live on that idea, let the brain, muscles, nerve, every part of your body be full of that idea and just leave every other idea alone. This is the way to success.” - Swami Vivekananda*

India is gradually on its mission to build a robust start-up ecosystem. In order to promote and support entrepreneurs, the Central Government of India has introduced many schemes to bolster entrepreneurship in India and to assist emerging start-ups financially.

Some government schemes/initiatives to support;

1) **The SAMRIDH** scheme to help the start-ups with the necessary funding and skill sets crucial for the growth of their business ahead.

2) **ASPIRE**; A Scheme for Promotion of Innovation, Rural Industries and Entrepreneurship (ASPIRE) is a Government of India initiative and promoted by the Ministry of Micro, Small and Medium Enterprises (MSME). The ASPIRE scheme aims at increasing employment, reducing poverty, and encouraging innovation in rural India. However, the main idea is to promote the agro-business industry.

3) **Micro Units Development Refinance Agency (MUDRA)** banks has been created to enhance credit facility and boost the growth of small business in rural areas.

4) **Ministry of Skill Development and Entrepreneurship**; The task of promoting entrepreneurship was earlier given to different departments and government agencies. In 2014, the Prime Minister decided to dedicate an entire ministry to build this sector as he felt that skill development required greater push from the government's side.

5) **The Department of Electronics and Information Technology (DeiTY)** has launched a scheme entitled "Support for International Patent Protection in E&IT (SIP-EIT)". This scheme provides financial support to MSMEs and Technology Start-ups for international patent filing.

. 6) **Stand-Up India** is a notable government of India scheme for financing SC/ST and/or women entrepreneurs. According to the scheme, bank loans between 10 lakhs to 1 crore can be borrowed by at least one Scheduled Cast (SC) or Scheduled Tribe (ST) borrower and at least one woman per bank brand to set up a greenfield enterprise. The greenfield enterprise may be based out of manufacturing, services or the trading sector.

### **Virtue of Educating Entrepreneurial Students**

*"Preparation of professionals must involve an education in the ethics and importance of public purpose, an education in the discipline, and an education for practice. It must*

*centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's speciality."* (NEP, 2020, p. 50, part 3, pt. 20.1)

- Teaches Basic Life Skills: Entrepreneurship education teaches essential life skills such as an innovative approach to solve a problem, resolve real world problems, collaboration and working with a team, and many more.

- Enhances Creativity: Creative people always take a different approach to a problem. By encouraging creativity, innovation, and collaboration the entrepreneurship moulds the students into an abler individual strong enough to face the reality of the outside world.

- Develops Problem Solving and Identification Capability: Students through years of practice may develop their problem-solving skills but to identify the problem much before its arrival and taking necessary precautions to tackle it differentiates a successful entrepreneur from the rest of the mass.

- Boosts Leadership Quality: The world is always in need of a good leader for guidance. While learning about entrepreneurship skills at a younger age, the students tend to incorporate new skills and start thinking like a leader. Beneficial specifically for women entrepreneurs, the leadership skills will compel them to create their own identity by mitigating the existing gender gap in the corporate world.

- Prepares the Students for an Uncertain Future: In the volatile and dynamic market, new technologies are advancing in each passing day and the current generation is progressing towards a future without any certainty. By learning about entrepreneurship, one door will always be open for venturing into, if the things do not turn out as expected.

### **Challenges in Educating Entrepreneurial Students**

Though being a developing country, India has faced lots of challenges in each and every sector. Also, in the timespan of Covid-19 the economic condition of our country distorted and GDP rates also decreased. In such times, it becomes a challenging situation to provide quality education. Moreover, lack of information, lack of qualified teachers, inappropriate implementation policies and negative attitude (such as fear of failure) toward entrepreneurship education are the main challenges hindering the integration of entrepreneurial competencies. Some more most common barriers to entrepreneurship are:

*(a) Environmental barriers*

- Lack of adequate resources
- Non availability of skilled labour
- a lack of requisite machinery

*(b) No or faulty business plan*

*“A goal without a plan is just a wish.”*

- Every entrepreneur wants a successful business. But if a person does not make an action plan, it may lead to chaotic situation.

*(c) Personal barriers*

- Self-doubt or lack of confidence
- Finding suitable people to work as a team

**Entrepreneurial students: Assets to the nation**

Entrepreneurship is important for a number of reasons, from promoting social change to driving innovation. Entrepreneurs are frequently thought of as national assets to be cultivated, motivated, and remunerated to the greatest possible extent.

- *Entrepreneurs spurs economic growth* - New products and services created by entrepreneurs can produce a cascading effect, where they stimulate related businesses or sectors that need to support the new venture, furthering economic development.
- *Entrepreneurs adds to national income* - New and improved products, services, or technology from entrepreneurs enable new markets to be developed and new wealth to be created. Additionally, increased employment and higher earnings contribute to better national income in the form of higher tax revenue and higher government spending.
- *Entrepreneurs create social change* - Through offering unique goods and services, entrepreneurs break away from tradition and reduce dependence on obsolete systems and technologies. This can result in an improved quality of life, improved morale, and greater economic freedom.

- *Community Development* - Entrepreneurs regularly nurture ventures by other like-minded individuals. They also invest in community projects and provide financial support to local charities. This enables further development beyond their own ventures.

## **CONCLUSION**

Entrepreneurship is important, as it has the ability to improve standards of living and create wealth, not only for the self but for the nation and also for related businesses. Entrepreneurs also help drive change with innovation, where new and improved products enable new markets to be developed. Too much entrepreneurship (i.e. high self-employment) can be detrimental to economic development and make citizens national assets. The Government of India is not only promoting schemes to help the present group of start-ups benefit from them but also motivate the budding entrepreneurs, start-ups and students from all domains, who tend to be independent and lead the vision of AtmaNirbhar Bharat forward in the coming decades.

## **Abbreviations**

- DeITY                      Department of Electronics and Information Technology
- HEI                         Higher Education Institutions
- NEP                        National Education Policy
- SDG                        Sustainable Development Goal
- SIP-EIT                    Support for International Patent Protection in E&IT
- Intro.                     Introduction
- Pt.                         Point
- Para.                      Paragraph

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# COMPETENCY-BASED ENTREPRENEURSHIP EDUCATION: NEED OF THE HOUR

\*Dr. Dori Lal

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## ABSTRACT

Competency-Based learning is the term used to describe the education that prepares the students to perform essential tasks. Education policies are designed to boost the country's economy by preparing young children to be competent, skilled, creative, and entrepreneurs. However, students lack the entrepreneurial skills and innovative thinking to cope with the demand of today. Many efforts have been made by the government in this direction. The ministry of skill development and entrepreneurship was formed to provide skills and to develop entrepreneurship mindset of the youth. National education policy 2020 focused on competency-based education from primary education to higher education that aims to prepare students for the needs and wants of the 21st century.

**Keywords:** Entrepreneurship, Entrepreneurship Curricula, Competency-based Education, Entrepreneurial Mindset, and School Education.

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## INTRODUCTION

India faces several challenges that can be overcome, if the country has innovative, well-educated, and entrepreneurial-minded citizens who have the spirit and curiosity to break new ground. Courage to face future challenges and adapt must be developed when choosing a career during a student's higher education. National education policy is framed keeping the future need in mind. The goal of education will not only be cognitive development, but also personality development and the creation of holistic and versatile people who are well equipped with the key competencies of the 21st century.

In today's world of advanced technology scenario, India's upper secondary schools have fewer entrepreneurship-related curricula. Only Delhi government schools are teaching entrepreneur mindset curriculum up to the senior secondary level. It is absolutely fusion or even zero in the flows of science and art. Therefore, after completing their studies, students cannot use their skills for entrepreneurial activities. Entrepreneurship education is directly or indirectly the driving force of the country's economy. Unfortunately, the powerless students lack the entrepreneurial skills and innovative thinking to cope with the demands of today. To mitigate this problem new education policy focuses on a paradigm shift from a transaction-based learning approach to competency-based learning from primary to secondary education. According to the International Board of Standards for Training, Performance, and Instruction (IBSTPI), a competency involves a related set of knowledge, skills, and attitudes that enables a person to effectively perform the activities of a given occupation or function in such a way that meet or exceed the standards expected in a particular profession or work setting.

As Gibb (2008) proposes that for entrepreneurial education be embedded into the education system, it should be “child-centered in the primary education, subject-centered in the secondary education, vocational centered in further education and discipline centered at university level”. By CBE students will learn more skills, more emphasis will be given to the practical so that concept learning by doing can be achieved.

### **Competency-Based Learning**

Competency-Based Instruction is the term used to describe the education that prepares the students to perform essential tasks as per the prescribed standard. It is an approach to instruction based on the philosophy that “given appropriate instruction, time and conditions almost all learners can and will learn most of what they are taught” CBL content focuses on key concepts, skills, ideas, applications, and problem-solving. Teaching and learning are more interactive; Questions are encouraged and classroom sessions will regularly include more fun, creative, collaborative, and exploratory activities for students to allow for more in-depth and experiential learning.

### **Entrepreneurship Education**

Entrepreneurship education has been defined by UNESCO as “a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation, or small business development”. The learning process prepares people to be

responsible and entrepreneurial people. It helps people develop the skills, knowledge, and attitudes necessary to achieve the goals they have set for themselves. There is also evidence that people with entrepreneurial education are more likely to be employed. The meaning of entrepreneurship education is not to prepare the young students to start their own business or organization, but to make students more creative, opportunity-oriented, proactive, and innovative, adhering to entrepreneurship relevant to all walks in life.

### **How Competency-Based Education Helps Developing Entrepreneurship Mindset**

Activity-based learning at very early aged students NEP 2020 focused on activity-based learning About the famous educational philosopher John Dewey's concept of "Learning-by-Doing," by this approach rooted in the field of entrepreneurship students will learn by doing. Experience-based learning, competency-based learning focus on the development of skills, those skills learned by students at schooling by their own experiences will be helpful in their future. The heuristic approach of learning allows students to learn at their own pace and gives them the freedom to think freely. Problem-solving ability among the students will help to develop critical thinking. To deal with real-life situations and taking bold decisions as a leader.

This study focused on the need for competency-based learning in school from the very starting. To prepare students for the future needs of the country. Practical implementation of competency-based learning from primary schools will be helpful in developing entrepreneurialmindset and leadership quality, skills needed for the 21st century, and application of gained knowledge among students.

### **Need of Competency-Based Entrepreneurship Education**

The reason for entrepreneurial education is the development of entrepreneurial skills - perseverance, ability to recognize opportunities, motivation for new things, planning for the future - communication, critical and creative thinking in different situations and solving these problems, development of leadership skills for the decision making- make, cooperation, self-confidence, oneself Real-life problems Self-confidence and empathy with colleagues.

Entrepreneurship education is an approach to learning that has been adopted across Asia, in China, Indonesia, (Wu & Wu, 2017), Global interest grew on the topic of entrepreneurship in the early 1980s as the economy's focus turned to small and medium-sized businesses as a

solution to the unemployment (Jones & Iredale, 2014; Pepin, 2018) . Sweden (Fejes et al., 2019) entrepreneurship education is written into the curriculum for all year levels and across all subjects. In the United States, ‘entrepreneurship education’ is the terminology used; while ‘enterprise education’ is used in the United Kingdom (Lackéus & Middleton, 2015). Entrepreneurship education, as an educational approach, encourages students to be innovative and creative, as well as to use their initiative and be adaptable. Entrepreneurial education is often categorized into three approaches, (as cited in, O'Connor, 2013). Teaching “about”, Teaching “for” and Teaching “through”. This approach will help the students develop the theoretical mindset of the students for 21st skills to be required for future need and thinking critically. As well as setting up the path to meet that need.

To achieve a strong position in the international economy, India's future generations must adopt more entrepreneurial attitudes as more than 41% of the Indian population is under the age of 18. Entrepreneurial thinking should be encouraged from a young age. With this goal in mind, NEP 2020 focuses on competency-based learning. These acquired competencies will lead students to an entrepreneurial mindset for school-aged students.

### **Initiatives Taken by Government**

Keeping the need of the future Indian government has taken several steps to promote an entrepreneurial mindset among the students. According to the census of India, more than 50% of the Indian population is below 35 years. India is now a country with 65% of its young people of working age. This must be done by developing the skills of young people so that they contribute not only to their personal growth but also to the economic growth of the country. The government cannot provide jobs to all as a result unemployment will increase. Entrepreneurship mindset will be helpful to overcome this problem, government have taken no. of steps in this direction some steps are as follows –

For the first time since India’s independence, a Ministry for Skill Development & Entrepreneurship (MSDE) was formed on November 9, 2014, to focus on enhancing the employability of the youth through skill development. Skill India is an initiative of the Government of India which has been launched to empower the youth of the country with skill sets that make them more employable and more productive in their work environment. Our National Skill Mission is chaired by the Hon’ble Prime Minister, Shri Narendra Modi himself. Skill program under MSDE

- Pradhan Mantri Kaushal Vikas Yojana: successfully skilled more than 92lakh people
- National Apprenticeship Promotion Scheme (NAPS): in August 2016 to promote sustainable skills Under this scheme, the Government of India provides financial benefits for an apprenticeship. More than 7 lakh apprenticeship training has been conducted so far.
- Pradhan Mantri Yuva Yojana (PM-YUVA) aims to educate and equip potential and early-stage entrepreneurs and catalyzed a cultural shift to support the aspiring entrepreneurs.
- MUDRA scheme of the government to get assistance in initial business funding. Despite the central govt. Different state govt took initiatives to promote entrepreneurship mindset among the students-
- Delhi government started an entrepreneurship mindset curriculum for secondary to senior secondary students.
- The Delhi Skill and Entrepreneurship University (DSEU) was established in August 2020 by the Government of NCT of Delhi to equip students with world-class skill education to enable access to aspirational jobs and inculcate entrepreneurial mindset and entrepreneurship.

### **Role of Teachers in Imparting Competence-Based Entrepreneurship Education**

Teachers play an important role in implementing any policy or curriculum. Based on this they propose four basic building blocks as mentioned in the Delhi government entrepreneur mindset curriculum that can develop entrepreneurial attitudes among learners, without the help of teachers these goals cannot be achieved. The role of the teacher can be recommended as

- 1) Teachers should let the students construct entrepreneurial stories anchored in their life world. This will help the students in developing opportunity skills.
- 2) The teacher should let the students reflect upon problems and disharmonies in their life world. To help them in developing value creation skills used in everyday life.
- 3) Allowing students to imagine themselves as entrepreneurs in the distant future aids in their transformation into a more entrepreneurial identity.
- 4) Allowing students to work in interdisciplinary teams to imagine and then realize entrepreneurial opportunities helps them develop work forms for "team-efficacy," which helps students develop empathy and cooperation.

## CONCLUSION

Based on the theoretical background presented above and the discussion of practical implementation, as a result, competency-based learning implies that students are encouraged to set their own goals, formulate their targets, collect their luggage, and choose (or build) their journey toward innovative entrepreneurship. It also implies that students develop needs and demands as part of the learning process. However, because the student is unaware of his needs at the start of the process, personal stimuli from real-life experiences are required.

Entrepreneurship education can be a powerful tool for achieving business excellence. It should serve as a focal point for activities, bringing together and blending various disciplines in any way possible. Entrepreneurship education does not rely solely on cognitive abilities; it also makes use of competencies, experience, and practical situations. Despite a notable lack of reliable data on the effects of entrepreneurial education in India, numerous indications of investing in entrepreneurship in education are worthwhile. The success of a nation always depends on the success of its youth and Skill India will surely bring many benefits and opportunities to these young Indians. The time is not far off when India becomes a qualified society with prosperity and dignity for all.

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# ENTREPRENEURSHIP EDUCATION: BUILDING JOB CREATORS

Ms. Vandana Srivastava

## ABSTRACT

The progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Such progress or development could only occur when an individual in the society is gainfully employed and per capital income is enhanced. This could only be possible when government educational policies are geared towards a functional education that can lead to job creation and also self-reliance. Entrepreneurship education is a means through which government could attain such development in the society. Therefore, this paper examines how the role of entrepreneurship education and how it could help in job creation in India. The challenges of quality entrepreneurship education were also discussed. Finally, the paper advanced some suggestions on how to overcome the challenges so as to reduce unemployment and enhances job creation in India.

**Keywords:** Entrepreneurship Education, Job Creation, Youth Unemployment

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## INTRODUCTION

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy; facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability. The present global economic crises suggest that the entire world is in a war between financial/qualitative education and catastrophe.

Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary

resources needed to make functional. Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in India.

Education is said to be qualitative when the input such as students, teachers, finance, facilities and equipment and all these are converted through teaching and learning (theory and practical) and produce a desirable output. The output is better equipped to serve themselves and the society. The quality of input influences to a large extent the quality of output. In other words, the quality of the input of entrepreneurship education such as teachers, students and infrastructural facilities will influence greatly, the input of the output.

Therefore, quality entrepreneurship education will enhance job creation which will subsequently reduce unemployment, poverty and social vices in India. This will also help to improve the standard of living; hence promote social economic and political development in India. Also, for the recipient of entrepreneurship education to be a job creator rather than job-seeker, the person might acquire essential basic skills and attitudes which will enable he or she to function as an entrepreneur. However, there are some challenges militating against the production of quality entrepreneur in India. These may come from the government, parents or even from certain unpredictable environmental forces which are external. Unless these problems are looked into, the realization of the aim and objectives of quality entrepreneurship education in achieving the Millennium Development Goals (MDGs) in India will be a mirage. It is therefore, against this background that this paper examines quality entrepreneurship education.

There is now a very serious attention paid to entrepreneurship education in tertiary institutions in India and the world-over. Gibson, defined entrepreneurship as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high great potential.

### **The Concept of Entrepreneurship**

Entrepreneurship is the purposeful activity (including an integrated sequence of decisions) of an individual or group of associated individuals, under-taken to initiate, maintain, or aggrandize a profit-oriented business unit for the production or distribution of economic goods and services. Entrepreneurship at least in all non-authoritarian

societies constitute a bridge between society as a whole, especially the non-economic aspect of that society, and the profit oriented institutions established to take off its economic development and to satisfy, as best they can, its economic desires.

Schumpeter (1994) defines entrepreneurship as the ability to perceive and undertake business opportunities, taking advantage of scarce resource utilization. In simplest form, entrepreneurship is the willingness and the ability to seek out investment opportunities and to run an enterprise for profit. In this later sense, entrepreneurship takes premium over capital. It is equally more fundamental than capital because capital formation is the result of entrepreneurial activity. Entrepreneurs are therefore regarded as central figures in economic development. Their contributions run through labour actions, movement of capital goods and conversion of raw materials into finished products, and ultimately, effectual distribution of the products to final consumers. Entrepreneurs are therefore those who search and discover economic opportunities, marshal the financial and other resources necessary for the development of the opportunities, evaluate alternatives available in the environment and allocate resources to the most profitable ones and as well take the ultimate responsibility for the management and/or successful execution of opportunities. An Entrepreneur is somewhat comfortable with taking and assuming risks which are impassioned with the dream being pursued. He or she knows where to get help, and when it is needed, and as well as being ever ready to receive changes in the business surrounding environment (Schumpeter, 1994). Consequently, universities should commence training high level manpower whose characteristics are usually obsessive, focused, articulate, and resourceful. In this way graduates will turn out typically charismatic leaders, and tend to be introspective in the skills of job creation, wealth generation and innovative skill utilization.

Empowering the Indian people towards wealth creation, employment generation, poverty reduction and value re-orientation, is a foremost cardinal point for strategic macro-economic framework. This also reflects in the recent increase in the demand for educational programs in entrepreneurship in the country's tertiary institutions, parastatals and non-governmental paradigms. If fully satisfied, this new vision and values would shine the spotlight on small medium scale business activities in India. Thus, increased education on entrepreneurial skills would create that perfect opportunity to stimulate economic growth. Institutions are therefore to properly train individuals who will have

the right tools necessary to commence and grow successful businesses with reduced risk of failure.

Entrepreneurship is frequently a scarce resource because entrepreneurs are gap fillers and inputs completers and these are highly scarce talents. David C. McClelland of Harvard University, U.S.A., highlighted this paramount importance of entrepreneurship in his “Need Theory of Entrepreneurship”. McClelland made a comprehensive contribution to the conceptualization of motivators to entrepreneurship development by identifying three types of basic motivating needs which he classified as need for power, and need for affiliation, and need for achievement.

Considerable research has been done on method of testing people with respect to these three types of needs, and McClelland and his associates have done substantial research, especially on the need for achievement drive. Research on achievement needs has been noteworthy and is often used by psychologists as a prototype of how knowledge should be researched and discovered in the behavioural science as a way of developing entrepreneurship. All three drives; power, affiliation and achievement, are of relevance to management since all must be recognised to make organised enterprise work well, because such enterprise and its departments represents group of individuals working together to achieve goals, hence the paramount importance of the need for achievement in entrepreneurship development.

### **Need for Power**

McClelland and his associates postulated that people with a high need for power have a greater concern for exercising influence and control. Such individuals, and/or societies generally seek positions of leadership, they are forceful, outspoken and they enjoy teaching others as well as form a public mouth-piece

### **Need for Affiliation**

People with a high need for affiliation are noted to always desire pleasure from being loved and as such tend to avoid the pain of being rejected by a social group. As individuals, they are likely to be concerned with maintaining pleasant social relationships to enjoy a sense of intimacy and understanding, to be ready to console and help others in trouble, and to enjoy friendly interaction with others.

### **Need for Achievement**

Also, people with a high need for achievement are noted to have intense desire for success and equally intense fear of failure. They want to be challenged, they set moderately difficult goals for themselves, take a realistic approach to prefer to assume personal responsibility to get a job done, like specific and prompt feedback on how they are doing, tend to be restless, like to work long hours, do not worry unduly of failure if it does occur, and tend to like to run their own shows. People with this type of behaviour were confirmed to often become entrepreneurs.

Besides, McClelland and his associates emphasized that apart from the reason of market structure and other input deficiencies, entrepreneurial activities as well as entrepreneurs also arise because of the need to develop new skills, ideas and products; the need to provide leadership, motivation, direction and an organization so as to solve potential crisis situations, and the capacity to carry ultimate responsibilities for the organizational structure, and the need to provide time-binding contractual arrangements. They concluded by enumerating some factors that could promote entrepreneurship development. These are as follows:

- i. A free and democratic society,
- ii. A free enterprise economic system,
- iii. The rate of growth of the economy (the greater the rate of growth, the higher the challenge for entrepreneurship development),
- iv. The opportunity costs of developing private initiative,
- v. The available alternatives in the environment,
- vi. The behaviour of entrepreneurs in choice and decision making (the need to achieve),
- vii. The rewards system in the society (the higher the reward system, the greater the challenge to be an entrepreneurs),
- viii. The attitude of the society (interest in sharing and releasing their assets for productive and profitable activities),
- ix. The tradition and culture of the people, cultural beliefs and taboos,
- x. The motivational tools and techniques available to the entrepreneur, that is, technology in use,
- xi. The educational system in the society,

- xii. The motive of an individual (whether risk averter or risk taker can develop into entrepreneurs),
- xiii. Political reformation, religious tolerance, security, adequate and appropriate amenities, etc.
- xiv. The possession of an achievers behavior and attitude, and
- xv. Poverty, inability to raise fund and/or obtain loan easily.

Besides, the traditional definition of development by economists which emphasized long-term sustained increase in national income per head, has given way to new concepts and definitions involving desirable changes in social structures, institutions, attitudes, income distribution, freedom of choice, quality of life and capabilities, in addition to sustained appreciable growth in national income. The definition of Todaro and Smith (2003) properly pictures the new concept about development thus:

“Development, in its essence, must represent the whole gamut of change by which an entire social system, added, to the diverse basic needs and desires of individuals and social groups within that system, moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better”.

Todaro and Smith did not only agree that the concept of development is a multidimensional process that goes beyond economic growth, but also have reviewed other literature on the term “development” and came up with three core values of development as well as three objectives of development as a practical and universal basic for the concept of development.. In this same line of reasoning, developing countries including India have put forward more practical and encompassing objectives of development.

### **The Concept of Entrepreneurship Education**

Entrepreneurship education and training becomes very important machinery to meet this national goal. Nevertheless, while it is not absolutely necessary for an individual to obtain entrepreneurship training to be successful, obtaining an entrepreneurial education serves as a tremendous advantage to increasing the chances of success as an entrepreneur. This is because training is still focused and directed at achieving a purpose while education is all encompassing. Thus, great strides are required to be made towards

the goal of educating people to become entrepreneurs to enhance economic growth and development.

### **Objectives of Entrepreneurship Education**

The objectives of entrepreneurship education clearly show that it is concerned with the development and survival of both the individual and society. In fact, it is a tool through which social, economic and political development could be achieved. If it is properly planned, funded and implemented. The objectives of entrepreneurship education are spelt out by Osuala (2010) as

1. To provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self-independent
2. To provide graduate with the training and support necessary to help them establish a career in small and medium size business.
3. To provide graduates with training skills that will make them meet the manpower needs of the society.
4. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less developed area.
6. To provide graduate enough training which will make them creative and innovative in identifying new business opportunities.
7. To provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the business centre.

From the above objectives, it is evident that this type of education if it is given all it deserves and properly implemented will produce quality graduates that will foster job creation and reduce or eliminate poverty in India. This could be realized when the graduates are self-reliant by establishing their own business small/medium scale enterprises.

Job creation is one of the cardinal objectives of Millennium Development Goals. When an ample job opportunities is created it will invariably help to reduce poverty and enhance better standard of living of an individual in India. Job creation is an act of making work

in which one receive regular payment available to the citizenry. That is creating an enabling environment for ample employment opportunities in the society. This is done by establishing cottage, small/medium scale enterprises in India.

### **The Concept of Youth Unemployment**

Unemployment and poverty were strange to the country before the 1980's. It was therefore not a headache to the nation as to how to solve these problems. But after the 1980's, the need for entrepreneurship education started to rear its head because of political instability and also because of the inconsistencies in the social-economic policies of successive governments which in part led to the unbaiting unemployment situation in the country today. In the mid 80's the Indian economy collapsed while youth and graduate unemployment in India hit the roof. Workers were laid off and early retirement was the in-thing as a result of Structural Adjustment Programme and bad economic trends in the country. It was then observed that the philosopher of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self-discipline was lacking in tertiary institutions.

### **How Entrepreneurship Education Could Help in Job Creation**

Quality Entrepreneurship Education plays a vital role in the social, political and economic development of any Nation. This is possible when jobs are created for the citizenry by establishing a lot of businesses that will accommodate the unemployed youth in India. A qualified graduate of entrepreneurship education would have acquired enough skills relevant to management of small business centre.

- ❖ Creation of self-employment. An entrepreneur provides job for himself by establishing small business centre. This helps to reduce the problem of unemployment and other social vices in India. The entrepreneur does not only provide jobs/employment for himself alone, but provides for others too. This in turn helps the individual to increase per capital income hence improve standard living.
- ❖ The Entrepreneur determines or identifies the specific wants of the people and the type of goods and services that will fulfill those wants most comfortable. Emeruwa (2005) asserted that the entrepreneur does not only identifies but mobilizes and organizes the resources to tap the opportunities by assisting men, materials,



money and machines to explore the opportunity.

- ❖ Production of goods and services that is important to the well-being, comfort and happiness of individuals in the society at large.
- ❖ Entrepreneurship stimulates rural, economic and industrial development. They contribute to the development of rural areas. They do this by establishing their small/medium scale enterprises in such areas by discouraging rural migration.
- ❖ They provide ample job opportunities to the rural dwellers. They also provide goods and services, which could be found in an urban area and sometimes provide infrastructural facilities.
- ❖ The entrepreneurs are usually motivated in their activities not only by the need for material contributions to the welfare of the communities but also desire to make profit. This uplifts the dignity of labour.
- ❖ Through entrepreneurship education, utilization of local resources is made possible. The graduates of this specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity. The uses of local raw materials are discarded by products of large firms as primary input in their production processes.
- ❖ Small firms can be said to be greater in local resources maximizes than their large counterparts. The provision of raw materials for the big firms help them to increase their production hence employ more personnel thereby creating jobs for unemployed youth in the country.
- ❖ Through entrepreneurship education, A pool of potential entrepreneurs who are well equipped with skills and technical know how to manage small/medium scale industries are produced. This will equally help in job creation. Through quality entrepreneurship education, India could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on the above merits, it is no doubt that entrepreneurship education could be used as major weapon in achieving the Millennium Development Goals (MDGs) by empowering the individual in the society to be self-reliant. This will help reducing poverty in India.

### **Challenges of Entrepreneurship Education in India**

Quality Entrepreneurship Education could played a vital role in equipping individual with necessary intellectual capacity, skills and right type of work habit and attitude to be able to create jobs for the growth of the India economy. However, what is quite essential is the

extent to which the entrepreneurship Education programme can be implemented to realize these goals. The programme is confronted with a lot of challenges which brought a setback in the attainment of its objectives. These challenges have not enabled Indian to enjoy the benefits of this programme as expected.

Some of the challenges have been pointed out by eminent scholars such as Gana (2000), Aiyeduso (2004), Osuala (2010) and they include:

- Poor funding by government and Non-governmental organizations.
- Poor or ineffective planning, supervision information and evaluation of the programme across the board.
- Inadequate teaching materials, equipment and infrastructural facilities.
- The challenges posed on globalization, information and communication technology (ICT) have effect on curriculum, methodology, facilities, staff and equipment.
- Inadequate qualified teachers and instructors as well as supporting staff at all level.
- Inadequate motivation for available teaching and non teaching staff which affects staff efficiency, retention, creativity and initiative.
- Emphasis on theoretical Knowledge rather than practical knowledge due to lack of entrepreneurship education centre.
- High level of corruption and very poor maintenance culture in the system.
- Poor enabling business environment, access to credit/ loan, infrastructural decay, mass poverty, inflation, technological infraction, political instability and insecurity of lives and properties which hamper economic and business activities.

## **CONCLUSION**

The inclusion of entrepreneurship course in all disciplines will to a great extent, assist in solving this problems of high unemployment and underemployment. Entrepreneurship education in this paper has been recognized as a key driver in encouraging business start up potentials among graduates.

Some argue that entrepreneurial capabilities are not inborn and as such entrepreneurship is a behavioral not a personality trait but can be learned. All the same, the attempts at stimulating entrepreneurial activities through formal training and education and therefore assume that they may be enhanced or developed by a guided entrepreneurial education. Others believe that entrepreneurship is inborn, that is, personality trait not behavioral. There are yet others including this author who believe that entrepreneurship is primarily

learned by experience and discovery and that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experience take place.

It is against this background that the following recommendations are proffered for effective entrepreneurship education in India.

1. All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.
2. Universities should start to commercialize their research findings instead of leaving them in the selves.
3. The University Grant Commission(UGC) should as usual set the minimum benchmark of the courses in Indian universities. This development should not be politicized, rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage India from the clutches of poverty.

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# ENTREPRENEURSHIP EDUCATION IN INDIAN UNIVERSITIES

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\*\*Ms. Amrutha Aadithya

## ABSTRACT

Entrepreneurship education imparts the skills, knowledge and experience to start one's own initiatives. Therefore, it plays a relevant role in building a self-reliant society. Many Indian universities have identified the potential of entrepreneurship in education and have devised initiatives to support ideas and innovations. In this paper, a few examples of entrepreneurship activities in different Indian universities are presented and discussed. Mentoring programme, incubation of research project outputs, product development, and institute-level financial aids to start projects and collaboration with ministries are notable examples of university-level initiatives. The entrepreneurship education in India not-only does inspire project initiatives but also find solutions to problems relevant for society. While access to the knowledge generated by such institutes is limited to only a small community, the entrepreneurial initiatives should also be expanded to both schools and other institutions for nurturing self-sufficiency at younger ages.

**Keywords:** Entrepreneurship, Entrepreneurship Education, Job Oriented Education

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## INTRODUCTION

There has never been a definite answer to the question of whether entrepreneurship can be taught (Harrison, 2014). Although many would argue that the entrepreneurial spirit is innate, the credence on effective entrepreneurial education to foster the right entrepreneurial attitude with requisite training is gaining ground (Drucker, 1985; Trivedi, 2014). At the outset, it is important to note that, within the definition of entrepreneurship education, the focus is largely on the premise of higher education rather than that on educating entrepreneurs (Pittaway & Cope, 2007).

Entrepreneurship education impart individuals the knowledge, skills and exposures to set up own initiatives, their management, and expansion. Such education not helps personal

development but also help built a strong economy for a country and broaden its global competitiveness. Due to these, many countries have been striving to impart entrepreneurial spirit among children. To become a successful entrepreneur, children should experience formal and entrepreneurial education (Dutta et al., 2011). Mahatma Gandhi's thoughts and vision have inspired entrepreneurial education in India and many Indian universities support and promote the concept nowadays. Imparting entrepreneurial education is highly relevant for developing countries such as India. Entrepreneurial education in the world has been limited to providing inspiration for entrepreneurship than helping implement successful enterprises. There is an urgent need for emerging countries such as India to focus on entrepreneurship education to address the unemployment and economic challenges. In this paper, we describe a broad overview of the entrepreneurial initiatives at Indian universities. The Indian higher education system has consistently recognised the need to become more entrepreneurial and innovative with a view to supporting the economic, social, and cultural development of the country and its regions. In the present time, several universities understand that entrepreneurship and innovation are the need of the hour and it should be part of the curriculum as well. For instance (Delhi Government started Delhi Skill and Entrepreneurship University aims to skill the youth of Delhi) These kinds of steps by the government are counted as measurable steps to enhance the future growth of Students.

- **Entrepreneurship Education in Indian Universities**

Many Indian universities have identified the potential of entrepreneurship in education and have devised initiatives to support ideas and innovations. For example, mentoring programme, incubation of research project outputs, product development, and institute-level financial aids to start projects and collaboration with ministries are notable examples of university-level initiatives (e.g., Entrepreneurship portal IIT Delhi, n.d.). Many universities have dedicated centres to promote entrepreneurship. For instance, SIIC at IIT Kanpur (SIIC, n.d.). The centre has incubated more than 53 companies and has been recognized for its contribution to technology and incubation.

The entrepreneurship units at the universities also support faculty, alumni and students to pursue their ideas and turning them to reality. The universities provide platform them to interact with potential funders and host several seminars and symposia to hear exchange ideas. The Desai School of Entrepreneurship at IIT Bombay, is Asia's largest entrepreneurship cell in a university (DSSE, n.d.). The centre offers and courses and

mentoring programmes to nurture young entrepreneurs. IIT Kharagpur offers integrated masters program in engineering and entrepreneurship to support and promote conceptualization of new ideas (Entrepreneurship cell, n.d.). The CEDI centre at the NIT Trichy host a company to support entrepreneurial activities (CEDI, n.d.). The centre also provides access to the incubated companies to access institute resources for product development and help them finding potential funders. The ROLTA incubation centre in NIT Bhopal also supports incubation activities by helping establish link between academia, industry and financial institutions (ROLTA, n.d.).

- **Build Experiential Learning and Job-oriented Education**

To build India Atma Nirbhar, the youth of the country need a skill that makes them self-confident, reliant, purpose-driven, and also future-ready. The education sector dedicatedly works on improving the higher education curriculum by finding more opportunities to introduce skill based and realistic knowledge experience sharing by implementing new learning techniques with students rather than stress on written exams. Institutions should join hands or build partnerships with business industry and skill assessment organizations to contribute to reforming hands-on learning strategies.

- **Entrepreneurship Education and Society**

The entrepreneurship education not-only does inspire project initiatives but also find solutions to problems relevant for society. For instance, the 'Kawach' mask launched by IIT Delhi, is an outcome entrepreneurial and incubation exercise launched the institute during the COVID pandemic time. The mask is outcome of a rigorous research into fabrics that can filter pathogens detrimental to humans' life. Similarly, a paper-based bacterial detector, unmanned aerial vehicles, etc., are other examples of entrepreneurial achievements by which society has been benefitted. Being nurtured in academic environments, entrepreneurial initiatives absorb the state-of-the-art techniques to finding solutions to societal problems.

## **CONCLUSION**

Entrepreneurship education imparts the skills, knowledge and experience to start one's own initiatives. Therefore, it plays a relevant role in building a self-reliant society. In this paper, a few examples of entrepreneurship activities in different Indian universities are presented and discussed. It is learned that many higher institutions in the country encourage entrepreneurial activities by proving institutional, financial and infrastructural support to students, teachers

and alumni. Many institutes have incubation centres by which innovative solutions and products are launched to address societal problems. While access to the knowledge generated by such institutes is limited to only a small community, the entrepreneurial initiatives should also be expanded to both schools and other institutions for nurturing self-sufficiency at younger ages.

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# **THE ROLE OF EDUCATIONAL INSTITUTES AND THE GOVERNMENT TO PROMOTE ENTREPRENEURIAL SKILLS AMONGST THE YOUTH**

\*Ms. Shailja Gupta

\*\*Ms. Tanya Ahuja

## **ABSTRACT**

In the world of start-ups, and in today's context, it is relevant to say that the youth of today are the entrepreneurs of tomorrow. In the contemporary times, the youth is more inclined towards innovation and technology. Many have started recognizing their aptitude and inclination towards entrepreneurship because of the sudden shift towards digitalization. Entrepreneurship is like a world in itself, with almost all the fields interdependent. Be it the education sector, the food and beverage sector, etc., all of these sectors correlate with startups and new business ideas. But the need of the hour is to encourage the youth, nurture their entrepreneurial skills, provide them a platform wherein they can trust themselves and their skills altogether. Entrepreneurship is a multi-faceted and nuanced dimension, and talking about a country like India, almost 80 percent of the people are self-employed or work in the informal sector. It is therefore important to recognize the role of Entrepreneurship amongst the youth, since it not only helps in the economic flow but also to foster social changes and the quality of living. This article talks about the need of the hour, what all can be done, how can the youth be encouraged and what all can the government do (or has done), how can we as citizens recognize our potential careers and how can we provide a platform to those with skills in their respective fields.

**Keywords:** Entrepreneurship, Youth Entrepreneurs, Digitalization, Entrepreneurial skills, Skill set, Brainstorming, Self-Employability

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## INTRODUCTION

### What is an Entrepreneurial Aptitude?

First let us understand what an entrepreneur means in layman's language- *An entrepreneur is a person or a group of people who work together to set up a new business for an economic flow, and a new idea for the society to enjoy as a consumer.*

**A Successful Entrepreneur-** Talking about who makes a successful entrepreneur-There is a myth about the world of startups that the only factor that leads to a successful startup is that of the investment of a fair amount of money or funds which is followed by other factors. But we can say that a USP is what we need and then it is followed by other factors. There is a certain skill set or an aptitude that is basic for an entrepreneur in making: Leadership skills, willingness to take risks, strong mindset, out of the box thinking, self-motivation and trust are some basic qualities that one looks for in an entrepreneur or a future startup and other skills can be developed by certain activities that can be arranged by educational institutes or can be promoted by the government, that would help students recognize their skills, strengths and weaknesses.

An entrepreneurial aptitude is like a combination of skill set and qualities, some of which are already present in an individual and some are nurtured and developed. In order to recognize, nurture and develop these skills in the youth at the high school or university level, the government can provide a framework and that can be followed by schools and colleges. Some educational institutes have been working on such ideas lately and some are in process.

### **The Role of Educational Institutes for Nurturing and Developing Entrepreneurial Aptitude of the Youth**

Education is most important than anything else for an individual who wants to bring his idea successfully into the market. Educational Institutes provide guidance and motivation to the students. The educational institutions play an important role in development of entrepreneurial competencies through various courses, training and development programs. These may be in the form of short term or long-term programs.

- Many educational institutes have various extra-curricular clubs and societies and these days the formation of E- Cells or Entrepreneurship Cells is a new trend. Providing

students with a designated platform helps them choose better since they have a wide variety of options in front of them and they can choose whatever suits their skills or interests.

- Only the formation of an E- Cells is not the step towards creating a successful entrepreneurship club, but having a specialized team is also the need of the hour. Having a full-fledged team who excel in the particular area is a must.
- Institutions can organize workshops or conferences in order to encourage the students to take part.
- Students should not be discouraged, even an idea can be all that we need for a startup. There can be a team of students with dedicated roles such as one team who looks for ideas, the other might draft an action plan, one for providing knowledge of theoretical concepts related to business and entrepreneurship.
- The institutes can organize counseling sessions for the students, for them to believe in themselves and their ideas and even if the ideas aren't that successful, they need to face the reality and stay motivated.
- Organizing communication and leadership workshops, because an entrepreneur needs to have basic communication skills for him to communicate his ideas effectively and in the right way.
- Brainstorming sessions can also help a lot and provide a window to the students to think out of the box.
- It is necessary to burst all the myths regarding funds and investment. A basic idea to be taken to the market requires team efforts and funding goes hand-in-hand. The only factor isn't funding but an idea that can turn the tables.

In a nutshell, we can say that in the world of startups and technology, today's generation is already well versed with technical knowledge, what the educational institutions can do is to provide them a platform which encourages their thinking and skills and help them set a goal. Any idea can become a revolutionary one if worked upon it, properly. Nurturing and developing the skills, and providing a comfortable atmosphere and positive environment can be the first step towards a revolution and a new generation of young entrepreneurs.

### **Challenges Faced by Young Entrepreneurs or the Ones who are New in the Field of Entrepreneurship**

There is a lot of uncertainty for the youth when they enter the market. The fact is that many youth entrepreneurs fail to survive, expand their ideas because of their limited social connections, inadequate funding and competition from established businesses and industries. Some of the challenges faced by the young entrepreneurs are-

- Lack of support from the families, emotional support and familial trust.
- Lack of motivation, self- trust
- Lack of funds and investment.
- No basic knowledge, theoretical knowledge.
- No reputation in the market because of being freshers in the industry
- Lack of good and effective communication skills

### **Role of the Government in order to Promote Entrepreneurial Ideas and Supporting Educational Institutes**

Various initiatives by the Government of India such as- Make in India (2014), Startup India (2015) and Digital India (2015) campaigns have been launched to strengthen manufacturing sector, make funding easier and connect rural areas by developing their digital infrastructure. These initiatives boost the confidence of entrepreneurs and make government services available even in the grassroots. The initiatives are likely to increase the rate of startup activity in India. The government can also help in-

- Setting up of training centers in the grassroot levels, encouraging the participation of women in order to harness the talent of youth of rural areas and gender stereotypes.
- Young entrepreneurs not only require a basic knowledge and technical know-how, but the right set of ethics, a generous attitude and decent behavior.
- Government should frame policies to appreciate entrepreneurial efforts and provide educational and financial support to the young aspiring entrepreneurs.
- Entrepreneurship education should be made a part of college curriculum to teach youth about the aspects and prospects of entrepreneurship.
- Campaigns should be run not just to boost entrepreneurial spirit but also to bring about a change in social environment. It is equally important to change the attitude of the society about the entrepreneurship.
- Big and established entrepreneurs should come forward to help young entrepreneurs and teach them through their experience. Networking between big and young entrepreneurs should be encouraged as a part of social activity.

## **SUGGESTIONS**

The Government and educational institutes can work together to provide the students and aspiring entrepreneurs a platform, which is one of a kind, which helps in-

- Encouraging the youth to dream big and follow their heart, to help them understand that an idea is all we need, to provide support that can be moral; emotional; physical; and financial.
- Addition to the curricula can be vital, both for the youth and the country in terms of GDP or economic flow.
- Reaching out to the rural areas as well.
- Believing in females of the country and that they would make up great entrepreneurs.
- Not writing the policies on paper but also implementing them in real life.
- Campaigns, workshops, awareness drives, seminars can be conducted for helping the youth understand their skills and interests.

## **CONCLUSION**

It can hence be said that the youth of today are the entrepreneurs of tomorrow. Be it any field, the young generation dream big and that of being their own boss. As there are more generations to come, they are becoming more tech savvy and are born with not a silver spoon but a phone in their hands. With such technological advancements, its easy to connect with people around the world and communicate, exchange and sell ideas. The youth of today is self sufficient but require support from their families, educational institutes and the government. With changing times, the educational policies are also being updated and it is important to add entrepreneurship to basic education curriculum and syllabi and encourage the youth to think big, dream big and follow their hearts. With more than half of the population who are entrepreneurs, the economic flow is growing, new ideas and trends are thus enhancing the quality of living in our country.

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#### National *E* Conference on

#### *“Entrepreneurship Education: Building Job Creators”*

Connect @: Google Meet Virtual Platform

Programme Schedule: 29<sup>th</sup> October, 2021

12:45 pm onwards	Opening ceremony (Qura’anic Verses & Saraswati Vandana)
1:00 pm to 1:10 pm	Welcome Note by Dr. Mandira Gupta
1:10 pm to 1:20 pm	Inaugural Address by Prof. Mohammad Miyan
1:20 pm to 1:45 pm	Keynote Address by Prof. Dhananjay Joshi

#### TECHNICAL SESSION-I (1:45 pm – 2:45 pm)

Chairperson: Prof. Dhananjay Joshi

S.No.	Name	College/ University	Topic
1.	Dr. Vikram Kumar	DIET, Moti Bagh, SCERT, Delhi	Understanding Entrepreneurship and Entrepreneurship Education
	Ms. Sarika Malik		
2.	Mr. Sanjeev Kumar	DIET, Keshav Puram, SCERT, Delhi	Role of Community Participation to Develop the Concept of Entrepreneurship in School Education
3.	Dr. Nasra Shabnam	Jamia Millia Islamia	Entrepreneurship Education of Jan Shikshan Sansthans and Empowerment of Women
4.	Ms. Saman Jameel	Al-Falah University, Dhauj, Faridabad	Importance of Entrepreneurship Education for Students in Higher Secondary School

5.	Dr. Shinam Batra	DIET, Dilshad Garden, SCERT, Delhi	Student and Entrepreneurial
	Dr. Mahmood Khan		
6.	Dr. Ali Haider	MANNU College of Teacher Education, West Bengal	Trainee Teachers' Views on Entrepreneurship in Teacher Education Programs
	Ms. Afifa Naz		
7.	Dr. Chiter Rekha	DIET, Ghumanhera, SCERT, Delhi	Entrepreneurship Education: Central and Delhi Government Initiatives

*Break (2:45 pm – 3:00 pm)*

**TECHNICAL SESSION- II**

**(3:00 p.m – 4:00 p.m )**

**Chair:** Prof. Mohammad Miyan

**Co-Chair:** Dr. Mandira Gupta

S.No.	Name	College/ University	Topic
1.	Ms. Arti Ranga	Amity University, Uttar Pradesh, India	Ethnic Entrepreneurs in Hong Kong
2.	Ms. Almas Parveen	Al-Falah University, Dhauj, Faridabad	Role of Universities in Fostering Entrepreneurship
3.	Ms. Drishti	Institute of Vocational Studies, GGSIP University, Delhi	Role of Universities and Institutes in Fostering Entrepreneurship
4.	Dr. Gulshan Mufeed	NCERT, CIET, Delhi	Entrepreneurship Education: Building Job Creators
	Ms. Anam Aziz Khan & Ms. Aayat Aziz Khan		
5.	Dr. Dori Lal	Jamia Millia Islamia	Competency- Based Entrepreneurship Education: Need of the Hour
	Mr. Sajuddin Saifi		
6.	Ms. Vandana Srivastava	Mangalmay Institute of Management and Technology, Greater Noida, U.P.	Entrepreneurship Education: Job Creators
7.	Ms. Eram Aziz	Institute of Vocational Studies, GGSIP University, Delhi	Entrepreneurship Education in Indian Universities
	Ms. Amrutha Aadithya		
8.	Ms. Shailja Gupta	Institute of Vocational Studies, GGSIP University, Delhi	The Role of Educational Institutes and the Government to Promote Entrepreneurial Skills amongst the Youth
	Ms. Tanya Ahuja		

**Report Presentation:** Mohammad Alfaz

**Vote of Thanks:** Ms. Chinmaya Chaudhary

