Sustainable Development through Entrepreneurial Journey and Skill Based Education in Developing Country like India

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Abstract

The active version of post-independence National Education Policy was unveiled by the Government of India on July 09, 2020.The foremost objective of the newest version of the education policy is to endorse holistic education across the country. The policy aims to bridge the gap between classroom teachings and industry requirements through integration of various skill development courses, entrepreneurship education and multidisciplinary courses. The policy also emphasizes exposure of innovation and creativity into the mind-set of the students. The early exposure to entrepreneurial education, skill based education will make the student job-ready and hopes to fulfil the vision of 'Atmanirbhar-Bharat'. The introduction of the vocational education, multidisciplinary courses, industry academia linkage will make the Indian youth more employable ready than just being a mere graduate. The introduction of Academic Bank of Credit, multiple entry –exit system, will act as a boon to students. The policy aims to transform the previous version of exam oriented evaluation system to more value oriented evaluation system. The study aspires to find out, how the modern version of the education policy will effortlessly transform the classroom learnings in to career building.

Keywords
NEP, 2020, Entrepreneurship education, Vocational education, Atmanirbhar Bharat, Skill India, etc.

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Introduction

The transformation from classroom to career is a much need in the 21st century education system in the country. With dynamic changing environment, the changing pattern of the job stipulation in the market has alarmed the employable youth. Now with only a mere education degree is not enough to thrive for any well paid job. Catering this demand of change in the job market scenario, newest education policy of the country is framed. The newest education policy of the country debuted in July, 29 2020 by the government of India, with the primary motive of imparting skill based, multidisciplinary and holistic education. The policy has been segregated in to four sectorial reforms viz. – change in early school education system, change in higher education system, change in professional education, technology

integration and digital education and finally implementation and funding. The policy aims to thrive maximum potential of students by providing quality education right from the early childhood days. Due to the increasing demand for machine learning, artificial intelligence, data science a strong need of vocational and skill education has aroused which will develop the cognitive and high order critical thinking skill, making the students even more job ready after graduation. Curriculum and pedagogical revamp is essential in order to attain alliance in childhood education curriculum with all level of education. The policy if properly implemented will transform the traditional classroom into the venture hub of innovation and studio for entrepreneurial and skill development .The early introduction of vocational courses, entrepreneurship and skill based education in the curriculum will bridge the gap between employable youth and employability .Entrepreneurship is not a single day task, it requires a mind-set which is to be blossomed right from the early education days ,developing the critically thinking ability of the students, tackle real world scenario problems and allowing them to be job givers rather than job seekers. The policy aims to equip the students with assorted soft-skill, vocational skill, entrepreneurial mind-set along with the curriculum and making them job ready.

The shift from classroom to career is not only about the employability, but also for the empowerment. The policy will explore the utmost potential level of each individual student and give them the confidence to fulfil their aspiration, and make the country global hub of skilled and eminent professionals. The strategic transition will make the country achieve the aspiration of 'Atmanirbhar Bharat', 'Make in India'.' Start-up India', 'Skill India mission'.

Literature Review

K. Meenakshi Sundaram (2020) in the study titled *A STUDY ON NATIONAL EDUCATION POLICY 2020 CONCERNING CAREER OPPORTUNITIES* tried to enumerate the highlights of NEP, 2020 & to analyse the views of academicians regarding career opportunities created by the New Education Policy, 2020. Primary data is collected through structured questionnaire and secondary data is collected from the government draft on NEP 2020. The study concluded that Implementing quality education through NEP, 2020 can lead to vast arrays of prospects in terms of employment. Vocational courses, MDC's has opened the door of self -employment etc. In the IT era technological innovation in education will bring many IT jobs in the doorstep.

Dr. KanwalJeet Singh and Dr. Vembanan Gunasekaran, (2021) have conducted the study titled *ENTREPRENEURSHIP AND EMPLOYMENT SKILLS: ROLE OF NATIONAL EDUCATION POLICY (NEP) 2020.* The primary objective of the study is to assess the proposals of NEP, 2020 which will enable the students for employment and entrepreneurship and to analyse the skill enhancement courses of University of Delhi in providing career prospects to the undergraduate students. The study is based on secondary data from various sources like journals, scholarly articles, research reports, University of Delhi syllabi, etc. The study concluded that The National Education Policy 1986 and the Policy of Action 1992 has been criticized for being too theoretical and exam-oriented. The major thrust of the NEP 2020 has to main stream the vocational education at par with the other academic disciplines. The SEC papers of the university is one of the distinguished feature to impart skill based education which aims to provide carrier choices for the student to pursue in future.

Balvinder Shukla, R Sujatha , T Beena, (2022) have conducted a study titled DEMYSTIFYING APPROACHES OF HOLISTIC AND MULTIDISCIPLINARY EDUCATION FOR DIVERSE CARRER OPPORTUNITIES: NEP 2020.The primary objective of the study is to gauge the planning made by the educators and teachers to follow the Maximum learning approach and to see how the schools are paving the way to organize the multidisciplinary activities for promoting students learning, and bringing forth the recommendations of NEP, 2020 into practice at Amity University. Primary data is collected through

online focus group discussion method from various principals of different schools, randomly selected. The study concluded that qualitative data taken from the principals, offers a framework for surveying and discussion the principals are very eager to adopt the MDC in their institutions as it will give more autonomy to students in terms of learning. Teachers should be able to handle the gadgets with ease to develop the curriculum in various languages. The co-curricular activities will help the students of the university to develop the unique knowledge of the students and will help them to get aligned with the outside world.

Smita Paschal and Dr. Nimisha Srivastav (2022) in the study titled NEP 2020 – NARROWING THE SKILLS GAP AND EQUIPPING NEW SKILLS THROUGH JOB SATISFACTION tried to analyse the contributions of NEP, 2020 in enhancing employability and job satisfaction for teachers. The study also aimed to focus on the relationships between job satisfaction and various demographic, intrinsic and extrinsic factor of the teachers. The study is purely descriptive analytical study and secondary data is taken from various journals, websites, research papers and results from statistical survey by Perie and Baker (1997) etc. The study concluded that job satisfaction of teachers plays an important role in inculcating new skill and better learning experience for students. Intrinsic factors, extrinsic factors and demographic factors affects job satisfaction of the teachers in the workplace. The study also revealed that NEP, 2020 will serve as a catalyst in order to increase future employability among students. Due to the new NEP, teachers are bound to participate in 50 hours of CPD every year for their growth and development. Teacher audit, teacher appraisal, National Professional Standards for Teachers will make the teachers excellence in delivering academics to students, which will make a pleasant classroom learning experience.

Dr. Suyog A. Amrutrao, (2023) conducted a study titled BREAKING BARRIERS: NEP 2020's POTENTIAL TO TRANSFORM PROFESSIONAL EDUCATION AND INDUSTRY PLACEMENT IN INDIA. The major objective of the study is to analyse and explore the possible impact of NEP, 2020 on professional education and industry placement in India along with its challenges and Opportunities. Both primary and secondary has been taken into consideration for the study. Primary data has been taken from the teachers of Different institutions through interviews, focus groups and are analysed using qualitative analysis. The study concluded that the connection between industry and professional education is very close. Researcher has stated several suggestions regarding strengthening and placement for educational institutes viz; exchange programme with industry, targeted industry visit, developing strong PRO team, recruit professionals from industry, setting up incubation centres, etc.

Research Objectives

1. To analyse the aftermath of NEP, 2020 on higher education landscape of the country.
2. To explore the role of NEP, 2020 in cultivating entrepreneurial, vocational and skill based education among the mind-set of the students.
3. To study the perception of UG students regarding the transition from classroom to career.

Research Methodology

Nature of Data – Both primary and secondary data is leveraged in the study. Primary data is collected through structured questionnaires from 213 under graduate commerce students from the colleges affiliated to West Bengal State University. Secondary sources have been collected from various published research articles, journals, govt. reports etc.

Sampling - Convenience and judgemental sampling method is adopted for the study.

Structure of Questionnaire

The questionnaire framed for the study has been segregated into four sections.

Section A includes the demographic profile of the respondents, containing age, gender, marital status, locality of the respondents.

Section B contains multiple choice likert scale questions relating to entrepreneurship education.

Section C contains scaling questions relating to the various skill enhancement education.

Section D contains scaling questions relating to the transformational education from classroom to career.

Qualitative Analysis (Thematic Content Analysis)

I. impact of NEP, 2020 on higher education landscape of the country.

The prominent driver for the revamp or re-shift of the higher education landscape of the country through NEP, 2020 is to furnish top-tiered education across the nation in the specific field of science, creative temperament and professional competency, technical and vocational education for catering modern workforce opportunities. In order to cultivate an entrepreneurial mind-set of the students, revamp of HEI's curriculum and workings is needed.

Formation of large multidisciplinary universities(offering UG/PG/research) and colleges at least one in every district and transforming them into knowledge hubs, aiming to have more than 3000 students engagement with the medium of teachings in local and communal languages, with a motive towards institutional autonomy for better and transparent system of accreditation. Establishment of National Research Foundation (NRF) to fund and motive the institutions engaging in research activities. Institutions will be often motivated to unbound *Open Distance Learning* for increasing gross enrolment ratio and to provide quality vocational and professional education alongside.

The policy lays the carb-out vision of 'affiliated colleges' and transmuting them into various autonomous institutions by the next fifteen years for proper responsibility management .Vocational excellence will be amplified by the onset of courses like carpentry, cloth making, medicine and engineering in case of 'professional' education etc. along with various soft skill courses. Various eminent university collaborations with regional universities, 'Industry-Academia linkage' is also envisaged. Higher education institutions will be provided with the opportunities for internship programmes with local industry, business houses, noticeable handicraft community collaborations etc. Another major impact of the NEP, 2020 in the higher education ecosystem is the establishment of multiple entry-exit system in the 3 or 4 year graduation system. Completion of one full year will entitle a student with a 'Certificate' course, 'Diploma' after two years of completion and 'Bachelor degree' after full year of completion.

Regarding the digital storage of academic credits earned over the years, HEI's are advised to create 'Academic Bank of Credit' for easy transport of scholarly credit. Master's programme will have either duration of 2 years with the final year solely devoted to research or 4 years graduation with research and 1 year of masters or integrated 5 years bachelors/master's programme. Establishment of Multidisciplinary Education and Research Universities (MERUs) consisting of IIT's, IIM's will collaborate with other universities for enriching the local education to global standards. Apart from suitable brick-cement infrastructures, digitized library, technology driven labs, incubation centres are also to be created. Internationalization and enrollment of foreign students is encouraged by the NEP, 2020 through research collaborations, faculty exchange programmes, MOU with foreign universities etc. is encouraged. *International Students Office* has to be established in HEI hosting foreign learners. Besides the students, teachers are also the likewise stakeholder of the education system. Best teachers have to be recruited by the HEI. Major steps have to be taken by the HEI, regarding the professional development of the teachers. Teachers are to be provided with IT-enabled classroom and will be emancipated in building own pedagogical structures within the framework. In order to facilitate and integrate more research activities

in higher education institutions, the policy has laid the establishment of *National Research Foundation (NRF),* which will provide a peer-reviewed equitable research funding to the institutions. The entire working and governance of the higher education institutions will be monitored by *Higher Education Commission of India (HECI)* with its four wings – *National Higher Education Regulatory Council (NHERC)* for regulation, *National Accreditation Council (NAC)* for accreditation, *Higher Education Grants Council (HEGC)* for funding and *General Educational Council (GEC)* for maintaining academic standards.

II. Role of NEP, 2020 in cultivating entrepreneurial, vocational and skill based education among the mind-set of the students.

The newest educational policy of the country laid the curriculum which enhances critical, problem solving skill and innovative mind-set of the students. The introduction of the vocational education right from class 6, will provide a hand on experience to real world skills and will help in sowing self-employment mind set. The newest curriculum also encourages collaboration of various institutions with illustrious academic institutions, enabling students an opportunity in industry functioning, learning, etc. In purview of proper governance regarding vocational education, *National Skill Qualification Framework (NSFQ)* will be established. Apart from the various sectors, agricultural education with allied streams will be promoted. Better technicians, innovative hubs and technology parks will be created to ensure better productivity. Young entrepreneurs has the opportunity to start their entrepreneurship journey through launching agro-based products, modernised farming tools, pesticides, fertilisers etc. Technical education of the country will be boosted and special care is to be given in artificial intelligence, machine learning, big data analysis etc. Institutions library should be digitised and *Adult Education Centres (AEC)* will be introduced either in HEI campuses or with the local reach so that students might have the opportunity to visit the centres after the school timings gets over for proper adult learning experiences. In order to strengthen the digital education various ICT-equipped libraries, satellite based TV channels will be refined. *National Educational Technology Forum (NETF)* will be established in order to establish linkage of various digital state and central government agencies on technology based interventions. Students can also elaborate various online courses regarding entrepreneurship through the strengthened SWAYAM, DIKSHA, and SWAYAMPRABHA etc. and will be weighed through examination *PARAKH* .Strong digital repository mechanism is also to be established for storing the digital contents for 24X7 accessibility.

Quantitative data analysis

III. UG student's perception concerning classroom to career transition

Reliability Test

The Reliability test conducted in order to check the reliability index, the Cronbach's Alpha based on standardized items is found to be 0.881 (Shown in Table 1.1), which proves the reliability of the questionnaire and data.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.867	.881	16

Table 1.1

Validity Test

Again, for validity test, Friedman's Test and Tukey's Test is conducted. In statistical terms, Tukey's Test for Non-additivity, named after John Tukey, is an approach used in two-way ANNOVA. The

Turkeys test for non additivity is found to be significant which approves that there are no fake values in the data set.

ANOVA with Tukey's Test for Nonadditivity							
			Sum of Squares	df	Mean Square	F	Sig
Between People			1182.603	212	5.578		
Within People	Between Items		191.939	15	12.796	17.241	.000
	Residual	Nonadditivity	7.279a	1	7.279	9.835	.000
		Balance	2352.907	3179	.740		
		Total	2360.186	3180	.742		
	Total		2552.125	3195	.799		
Total			3734.728	3407	1.096		

Table 1.2

Hotelling's T-Squared Test				
Hotelling's T-Squared	F	df1	df2	Sig
285.329	17.766	15	198	.000

Table 1.3

Intraclass Correlation Coefficient							
	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.289a	.246	.340	7.516	212	3180	.000
Average Measures	.867c	.839	.892	7.516	212	3180	.000
Two-way mixed effects model where people effects are random and measures effects are fixed.							
a. The estimator is the same, whether the interaction effect is present or not.							
b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.							
c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.							

Table 1.4

Hotelling's T-Squared Test and Intraclass correltion is also found to be sugnificant

Test for Normality

One-Sample Kolmogorov-Smirnov Test test can be used to serve as a goodness of fit test. The result of one-sample KS Test was found to be .000, i.e., significant, implying that although convenience sampling was adopted as a method of sampling, but the dataset followed normal distribution.

Principal Component Analysis

Principal Component Analysis (PCA) is a method of reducing large number of variables into smaller number of factors.Exploratory Factor Analysis is conducted in order to merge multiple variables into factors. Sixteen (16) variables are extracted into four (4) exploratory factors which explain 69.748% of the total variance.

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.050	40.334	40.334	6.050	40.334	40.334	3.361	22.403	22.403
2	2.028	13.519	53.853	2.028	13.519	53.853	2.865	19.102	41.505
3	1.285	8.566	62.419	1.285	8.566	62.419	2.393	15.956	57.461
4	1.099	7.328	69.748	1.099	7.328	69.748	1.843	12.286	69.748
5	.781	5.206	74.953						
6	.639	4.259	79.213						
7	.629	4.194	83.406						
8	.502	3.348	86.754						
9	.477	3.182	89.936						
10	.403	2.685	92.622						
11	.322	2.149	94.771						
12	.284	1.892	96.663						
13	.211	1.407	98.070						
14	.167	1.114	99.184						
15	.122	.816	100.000						
Extraction Method: Principal Component Analysis.									

Table 1.5

Factor 1

The multiple regression equation for this variable "Leadership development and skill enhancement through integrated curriculum" is greater than 1 and is represented by the equation -

$\beta 1 = 0.750\ x9 + 0.756\ x15 + 0.704\ x16 + 0.642\ x17 + 0.791\ x18$ …….. (i)

Factor 2

The multiple regression equation for this variable "Experiential Learning and career readiness" is greater than 1 and is represented by the equation -

$\beta 2 = 0.587\ x8 + 0.746\ x13 + 0.704\ x14 + 0.676\ x19$……..... (ii)

Factor 3

The multiple regression equation for this variable "Entrepreneurial skill through Industry-Academia collaboration" is greater than 1 and is represented by the equation-

$\beta 3 = 0.586\ x5 + 0.584\ x11 + 0.893\ x12 + 0.642\ x20$……(iii)

Factor 4

The multiple regression equation for this variable "Institutional Support for skill enhancement and entrepreneurial journey" is greater than 1 and is represented by the equation-

$\beta 4 = 0.774\ x10 + 0.901\ x7$ …….. (iv)

Findings

Pertaining to the gender of the respondents, out of 213 respondent's majority of the respondents i.e. 134 out of 213 respondents are male constituting a valid percentage of 62.90% and 79 respondents are female, with a valid percentage of 37.10%.Regarding the age of the respondents majority of the respondents belongs to the age group of 19-21 years with 107 respondents out of 213 with a valid percentage of 50.20%.67 respondents belongs to the age group of 16-18 years with a valid percentage of 31.50%.35 respondents belongs to the age group of 22-24 years, with a valid percentage of 16.40%. Regarding the marital status of the respondents, majority of the respondents are single with 175 respondents out of 213, with a valid percentage of 82.20%. Regarding the residential area of the respondents, majority of the students belongs to urban area i.e. 77 respondents out of 213 respondents, with a valid percentage of 36.20%.73 respondents belongs to semi-urban area, with a valid percentage of 34.30%.63 respondents belongs to the rural area with a valid percentage of 29.60%. Finally as per the Exploratory Factor Analysis, 16 variables are merged into 4 exploratory factors.

Conclusion

The National Education Policy, 2020 in India has the full potential in transforming classrooms into career. With its wide arrays of holistic and multidisciplinary approach, the inclusivity of varied courses will definitely help in building the entrepreneurial mind-set of the students. The inclusion of various vocational skill based education, multi-disciplinary approach will positively affect the employable landscape of the country. In order to study or examine the classroom to career metamorphosis through entrepreneurial journey and skill based education as per the NEP framework, the study first showcased the effect of NEP, 2020 on higher education ecosystem, then how revamped higher education system will bring out modernised curriculum with various vocational, skill based courses, internships, etc. and finally to gauge what exactly the commerce students feel and perceive regarding the revamp , whether they are actually going to be beneficial or the policy is only best in pen and paper.

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